

# California Department of Education

## Compensatory Education (CE)

### 2015–16 Program Instrument

#### I. Involvement

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| <b>I-CE 01: LEA Parent Involvement Policy</b> |
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I-CE 1. The local governing board shall adopt and implement a policy on parent involvement. (*California Education Code (EC)* §§ 11500-11504, 51101(b); 20 United States Code (U.S.C.) § 6318 (a)(2).)

1.1 The LEA receiving Title I, Part A funding shall develop jointly with parents who agreed on it, and distribute to parents of participating children, a written parental involvement policy describing how the LEA:

- (a) Involves parents in the joint development of the LEA Plan and in the process of school review and improvement. (20 U.S.C. § 6318 (a)(2)(A).)
- (b) Provides coordination, technical assistance, and other support to assist schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance. (20 U.S.C. § 6318 (a)(2)(B).)
- (c) Builds school and parent capacity for strong parental involvement. (20 U.S.C. § 6318 (a)(2)(C).)
- (d) Coordinates and integrates Title I, Part A parental involvement strategies with parental involvement strategies of other programs. (20 U.S.C. § 6318 (a)(2)(D).)
- (e) Conducts, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served, including identifying barriers to greater participation by parents in Title I activities; uses the findings of the evaluation to design strategies for more effective parental involvement; and revises, if necessary, the Title I parental involvement policies. (20 U.S.C. § 6318 (a)(2)(E).)
- (f) Involves parents in activities of schools served by Title I. (20 U.S.C. § 6318 (a)(2)(F).)

1.2 The LEA policy on parent involvement for all schools (Title I and non-Title I) in the LEA shall be consistent with the following goals and purposes: (*EC* §§ 11502, 11503, 11504, 11506.)

- (a) Help parents develop skills to use at home that support their children’s academic efforts and social development.

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(b) Provide parents with techniques and strategies that they may utilize to improve their children’s academic success and to assist their children in learning at home.

(c) Build consistent and effective communication between the home and the school so parents may know when and how to assist their children in learning at home.

(d) Train teachers and administrators to communicate effectively with parents.

1.3 The LEA receiving more than \$500,000 in Title I, Part A funds shall reserve not less than 1 percent of its allocation to carry out 20 U.S.C. § 6318 including promoting family literacy and parenting skills. (20 U.S.C. § 6318 (a)(3)(A).)

1.4 Parents of Title I students shall be involved in the decisions regarding how the 1 percent reservation for parental involvement is allotted for parental involvement activities. (20 U.S.C. § 6318 (a)(3)(B).)

### Evidence

LEA Parent involvement administrative regulations\*

Upload LEA Parent Involvement administrative regulations. See sample administrative regulations (AR6020) at: <http://www.cde.ca.gov/ls/pf/pf/>

LEA Parent Involvement Policy\*

Upload LEA level parent involvement policy. See sample LEA policy (BP6020) at: <http://www.cde.ca.gov/ls/pf/pf/>

Parent committee meeting agendas, minutes, and sign-in sheets\*

Upload parent involvement policy input from SSC, DAC, ELAC, DELAC, and other groups, evidence of distribution of policy, and evidence of parent involvement activities, such as annual Title I meetings.

Parent evaluation of parent involvement policy\*

Upload results of parent satisfaction/involvement surveys or any other parent feedback or input that is used to evaluate the parent involvement policy.

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##### **I-CE 02: School Parent Involvement Policy**

I-CE 2. With approval from the local governing board, each Title I school shall jointly develop with, and distribute to, parents of Title I students a written parental involvement policy, agreed upon by such parents and updated periodically to meet the changing needs of parents and the school. (20 U.S.C. § 6318 (b)(1).)

2.1 The school-level policy shall describe the means for carrying out the requirements of subsections 20 U.S.C. § 6318 (c) through (f):

- Policy Involvement
- Shared Responsibilities for High Student Academic Achievement
- Building Capacity for Involvement
- Accessibility

2.2 Policy Involvement. Each Title I school shall involve Title I parents by means of the following activities:

(a) Convene an annual meeting to inform parents of participating students of the requirements of Title I and their right to be involved. (20 U.S.C. § 6318 (c)(1).)

(b) Offer a flexible number of meetings. (20 U.S.C. § 6318 (c)(2).)

(c) Involve parents of participating students, in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs and parental involvement policy. (20 U.S.C. § 6318 (c)(3).)

(d) Provide parents of participating students with timely information about Title I programs. (20 U.S.C. § 6318 (c)(4)(A).)

(e) Provide parents of participating students with an explanation of the curriculum, academic assessment, and proficiency levels students are expected to meet. (20 U.S.C. § 6318 (c)(4)(B).)

(f) Provide parents of participating students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318 (c)(4)(C).)

2.3 Shared Responsibilities for High Student Academic Achievement. The school-parent compact shall be jointly developed with and distributed to parents of Title I students. The school-parent compact shall outline how parents, the entire school staff, and students will share the responsibility for improved student

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academic achievement and describe the means by which the school and parents will build and develop a partnership to help children achieve the state content standards.

The compact:

- (a) Describes the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the state standards. (20 U.S.C. § 6318 (d)(1).)
- (b) Describes the parents' responsibility to support their children's learning. (20 U.S.C. § 6318 (d)(1))
- (c) Addresses the importance of ongoing communication between parents and teachers through, at a minimum, annual conferences, reports on student progress, reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. (20 U.S.C. § 6318 (d)(2).)

2.4 Building Capacity for Involvement. To build capacity for involvement of parents, each school and LEA shall:

- (a) Assist parents in understanding academic content and achievement standards and assessments and how to monitor and improve the achievement of their children. (20 U.S.C. § 6318 (e)(1).)
- (b) Provide materials and training to help parents work with their children to improve their children's achievement. (20 U.S.C. § 6318 (e)(2).)
- (c) Educate staff, with the assistance of parents, in the value of parent contributions and how to work with parents as equal partners. (20 U.S.C. § 6318 (e)(3).)
- (d) Coordinate and integrate parental involvement with other programs and conduct activities that encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318 (e)(4).)
- (e) Distribute information related to school and parent programs, meetings, and other activities to the parents of participating students in a format and, to the extent practicable, in a language the parents understand. (20 U.S.C. § 6318 (e)(5).)
- (f) Provide such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318 (e)(1).)

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2.5 Accessibility. Each school and LEA shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students including providing information and school reports required under Section 6311 in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318 (f).)

#### Evidence

Records of activities for building capacity for parent involvement\*

Upload parent notices, invitations, and letters regarding parent involvement activities; parent surveys; Title I meeting agenda; SSC, ELAC meeting agendas; or other parent activity material.

School Parent Involvement Policy\*

Upload school parent involvement policy and include school name in the document title. See sample school policy at:  
<http://www.cde.ca.gov/ls/pf/pf/>.

School-Parent Compact\*

Upload school-parent compact for each reviewed school and include school name in the document title. See sample school-parent compact at:  
<http://www.cde.ca.gov/ls/pf/pf/>.

Single Plan for Student Achievement (SPSA)\*

Upload current-year SPSA (SSC & board approved) for each reviewed school with school name in title. If available, include page #s for parent involvement policy and compact in document description.

SSC or SAC meeting minutes concerning school parent involvement policy\*

Upload minutes or other documentation from SSC, ELAC or other school parent groups regarding the school policy.

#### I. Involvement

##### **I-CE 03: Private School Consultation and Participation**

I-CE 3. In order to ensure a timely and meaningful consultation about Title I, Part A programs in private schools, the LEA shall annually contact officials at private schools serving students from the LEA's enrollment area to provide eligible

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students, their teachers, and families an opportunity to participate on an equitable basis in the services and activities. LEAs shall consult with nonprofit private schools serving eligible students pursuant to the Elementary and Secondary Education Act (ESEA) Section 1115(b) to ensure that eligible private school students are provided an opportunity to participate in the Title I program. (20 U.S.C. § 6320.) [Sections 14101(14) and (25)]

3.1 For participating private schools, the LEA consulted with appropriate private school officials during the design and development of the program concerning the following: (20 U.S.C. § 6320.)

- (a) Identification of students' needs. (20 U.S.C. § 6320 (b)(1)(A).)
- (b) What services will be offered. (20 U.S.C. § 6320 (b)(1)(B).)
- (c) How, where, and by whom the services will be provided, including services by a third party provider. (20 U.S.C. § 6320 (b)(1)(C).)
- (d) How the services will be academically assessed and how the results of the assessment will be used to improve those services. (20 U.S.C. § 6320 (b)(1)(D).)
- (e) The size and scope of services and the proportion of funds allocated. (20 U.S.C. § 6320 (b)(1)(E).)
- (f) The method and sources of data to determine the number of low-income private school students from eligible attendance areas. (20 U.S.C. § 6320 (b)(1)(F).)
- (g) How and when decisions will be made regarding the delivery of services to private school children
- (h) Reasons for not using a contractor preferred by private school officials. (20 U.S.C. § 6320 (b)(1)(H).)
- (i) The right to complain to the California Department of Education (CDE) concerning Title I, Part A programs. (20 U.S.C. § 6320 (b)(5)(A).)

3.2 The consultation includes meetings of LEA and private school officials and occurs before the LEA makes any decision that affects the opportunities of eligible private school children to participate in the Title I program. The consultation meetings continue throughout implementation and assessment of Title I services. (20 U.S.C. § 6320 (b)(2).)

3.3 The LEA does not delegate the consultation responsibility for program design and development to the third-party providers or private school officials. (20 U.S.C. §§ 6320 (b)(1)(B), 6320 (d)(2)(B); 34 *Code of Federal Regulations (CFR)* §§ 200.63, 200.64 (b)(3)(ii).)

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3.4 The LEA maintains a written affirmation signed by the participating private schools that the required consultation has occurred. (20 U.S.C. § 6320 (b)(4); 34 *CFR* § 200.63 (e)(1).)

3.5 For participating private schools, the LEA provides equitable educational services and benefits to address the needs of eligible private school students, their teachers, and their families. (20 U.S.C. § 6320 (a)-(c); 34 *CFR* § 200.65; 5 *California Code of Regulations (CCR)* § 3943.)

- a) Educational services are provided in a timely manner. (20 U.S.C. § 6320 (a)(3).)
- b) The LEA expends equal per-pupil amounts for educational services and other benefits for eligible private and public school students. (20 U.S.C. § 6320 (a)(4).)
- c) Educational services provided by the LEA are secular, neutral, and non-ideological. (20 U.S.C. § 6320 (a)(2).)
- d) Teachers of Title I, Part A students in private schools participate on an equitable basis in professional development activities. (20 U.S.C. § 6320 (a)(1).)
- e) The LEA applies an equitable low-income measure to calculate the number of students in private schools. (20 U.S.C. § 6320 (c)(1).)
- f) Parents participate on an equitable basis in parental involvement services and activities. (20 U.S.C. § 6320 (a)(1).)

### Evidence

Affirmation signed by participating private schools\*

Upload signed communication from private schools stating that the consultation regarding Title I services took place.

Consultation with Private School Letters\*

Upload letters to private schools from LEA describing the Title I services and policies.

Dated notice of ESEA eligibility to private schools in LEA and adjacent LEAs\*

Upload dated communication to private schools stating the private school is eligible for Title I services.

Funding allocations for Title I private school services\*

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Upload budget report showing funds for private school services.

Title I program description for private school students\*

Upload letter to private schools describing services, which must contain all elements 3.1 a-i.

## II. Governance and Administration

### II-CE 04: Monitoring the LEA Plan

II-CE 4. An LEA operating ESEA Title I programs shall implement, monitor, and review the effectiveness of efforts described in the approved LEA Plan to help low-achieving children meet challenging achievement academic standards. (20 U.S.C. §§ 6312 (b)(1)(A), (B), (d)(3), 6316 (a)(1)(D).)

4.1 The LEA shall periodically review and, as necessary, revise its plan, which shall remain in effect for the duration of the LEA's participation under this part. (20 U.S.C. § 6312 (d)(2),(3).)

#### Evidence

LEA Plan\*

Upload the current LEA Plan most recently approved by local board, which should be reviewed periodically and updated to reflect current programs.

LEA Plan implementation and monitoring documents\*

Upload materials from local Board and other LEA documents providing evidence of implementation monitoring of the district program funded by Title I in the LEA Plan.

Student academic assessment data and summary reports\*

Upload testing results with summary material which analyzes the results.

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#### II. Governance and Administration

##### **II-CE 05: LEA in PI, Revise LEA Plan**

II-CE 5. No later than three months after being identified as Program Improvement (PI), the LEA shall revise its LEA Plan in consultation with parents, school staff, and others. (20 U.S.C. § 6316 (c)(7)(A); 34 *CFR* § 200.52 (a)(1) and (2).)

5.1 The LEA shall implement the LEA improvement plan—including any revised plan—expeditiously but not later than the beginning of the school year following the year in which the LEA administered the assessments that resulted in the LEA's identification for improvement. (20 U.S.C. § 6316 (c)(7)(B); 34 *CFR* § 200.52 (a)(4); *EC* § 52055.57(b)(1)(C).)

#### **Evidence**

##### LEA Plan\*

Upload the LEA Plan which was revised in LEA PI Year 3 and approved by the local Board.

##### LEA Plan Addendum\*

Upload LEA Plan Addendum completed in LEA PI year 1.

##### LEA Plan implementation and monitoring documents\*

Upload materials from local board and other LEA documents providing evidence of implementation monitoring of the district program funded by Title I in the LEA Plan.

##### PI Year 3 End-of-Year Evidence of Progress report\*

Upload End-of-Year Evidence of Progress report on implementation of strategies and actions in the LEA Plan.

##### Consultation records with parents, staff, and others for LEAP revision: agendas/minutes, sign-in\*

Upload input regarding LEA Plan from DAC, DELAC, SSC, SAC, ELAC and, other councils or groups representing parents and school staff at the LEA and school levels.

##### Student academic assessment data and summary reports\*

Upload testing results with summary material which analyzes the results.

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#### II. Governance and Administration

#### **II-CE 06: LEA Technical Assistance to PI schools**

II-CE 6. An LEA with schools in PI shall ensure the provision of technical assistance as the school develops and implements the SPSA. (20 U.S.C. §§ 6312 (b)(1)(L); 6316 (b)(4)(A),(B),(C).)

6.1 The technical assistance shall be provided by an LEA or an entity approved by the LEA and shall be based on scientifically based research and include the following: (20 U.S.C. § 6316 (b)(4)(C).)

(a) Assistance in analyzing data from the assessments and other examples of student work to identify and address problems in instruction and problems, if any, in implementing the parental involvement requirements, the professional development requirements, and the responsibilities of the school and LEA under the SPSA and to identify and address solutions to such problems. (20 U.S.C. § 6316 (b)(4)(B)(i).)

(b) Assistance in identifying and implementing professional development, instructional strategies, and methods of instruction that are grounded in scientifically based research and that have proven effective in addressing the specific instructional issues that caused the school to be identified for PI. (20 U.S.C. § 6316 (b)(4)(B)(ii).)

(c) Assistance in analyzing and revising the school's budget so that the school's resources are more effectively allocated to the activities most likely to increase student academic achievement and to remove the school from PI. (20 U.S.C. § 6316 (b)(4)(iii).)

#### **Evidence**

##### LEA Plan\*

Upload LEA Plan which was revised in LEA PI Year 3 and approved by the local Board.

##### PI Year 3 End-of-Year Evidence of Progress report\*

Upload End-of-Year Evidence of Progress report on implementation of strategies and actions in the LEA Plan.

Technical assistance and professional development records--minutes/agendas, sign-in, training info\*

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Upload records of LEA technical assistance to schools in PI in preparing data for the SPSA, providing PD on scientifically-based strategies, and in preparing SPSA budgets.

#### Single Plan for Student Achievement (SPSA)\*

Upload current-year SSC and board-approved SPSA for each reviewed school with the name of the school in the document title.

## II. Governance and Administration

### **II-CE 07: School Site Council Composition**

II-CE 7. The SSC is composed of the following members selected by peers. (EC §§ 52852, 64001(g).)

(a) In elementary schools, half the members shall consist of the principal, classroom teachers, and other school personnel. Classroom teachers shall make up a majority of this group. The remaining half of the members shall consist of parents or other community members selected by parents.

(b) In secondary schools, half of the members shall consist of the principal, classroom teachers, and other school personnel. Classroom teachers shall make up a majority of this group. The remaining half of the members shall consist of equal numbers of students selected by students, and parents or other community members selected by parents.

### **Evidence**

#### Records of SSC peer selections\*

Upload any documentation which provides evidence of the nomination and peer selections of SSC members, including classroom teachers, other staff, parents, and--in secondary schools--students.

#### Single Plan for Student Achievement (SPSA)\*

Upload current-year SSC and board-approved SPSA for each reviewed school with the name of the school in the document title.

#### SSC agendas and minutes\*

Upload agenda and minutes that provide a record of the SSC member selection process.

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SSC Roster with membership categories\*

Upload the actual current SSC-approved roster with names and membership group such as parent, classroom teacher, etc.

## II. Governance and Administration

### II-CE 08: SSC Approves SPSA

II-CE 8. The SSC shall annually develop, review, update, and approve the SPSA, including proposed expenditures. The SPSA contains:

- (a) An analysis of academic performance data to determine students' needs.
- (b) School goals to meet the identified academic needs of students.
- (c) Activities to reach school goals that improve the academic performance of students.
- (d) Expenditures of funds allocated to the school through the CARS.
- (e) The means of annually evaluating the progress of programs toward accomplishing the goals, including determining whether the needs of all children have been met by the strategies used, particularly the needs of low-achieving students and those at risk of not meeting state academic content standards.

(*EC* § 64001(f), (g), (h); 20 U.S.C. §§ 6314 (b)(1), (2), 6315 (c)(2).)

8.1 The local governing board shall review and approve the SPSA annually and whenever there are material changes to the plan, such as when the school is designated as PI. (*EC* § 64001(g).)

8.2 The SPSA shall be consistent with goals of the LEA Plan. (*EC* § 64001(h).)

### Parent Involvement

8.3 The parent involvement program shall be integrated into the SPSA, including the use of the 1 percent reservation for parent involvement activities for LEAs receiving \$500,000 or more. (*EC* §§ 11502, 11503, 11504; 20 U.S.C. § 6318 (a).)

### All Title I Schools

8.4 The SPSA shall include scientifically based instructional strategies to address the needs of participating students, particularly the needs of low-achieving

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students and those at risk of not meeting the state student academic content standards. (20 U.S.C. §§ 6314 (b)(1)(B)(ii), 6315 (c)(1)(C).)

8.5 The scientifically based strategies shall strengthen the core academic program in the school, increase the amount and quality of learning time, help provide an enriched and accelerated curriculum, and include strategies for meeting the educational needs of historically underserved populations. (20 U.S.C. §§ 6314 (b)(1)(B), 6315 (c)(1)(C).)

8.6 The Adequate Yearly Progress (AYP) and other student performance data for all students and subgroups shall be used to develop the instructional support program in the SPSA. (20 U.S.C. §§ 6311 (b)(1)(C), 6311 (b)(3), 6314 (b)(1)(A), 6314 (b)(1)(B), 6315 (c)(1); *EC* § 64001.)

8.7 The SPSA shall include strategies to increase parental involvement, including providing individual student academic assessment results and an interpretation of those results in a language the parents understand. (20 U.S.C. §§ 6314 (b)(1)(F), 6314 (b)(2)(A)(iv), 6315 (c)(1)(G).)

8.8 The SPSA shall include, as applicable, plans for assisting preschool children in the transition to local elementary school programs. (20 U.S.C. §§ 6314 (b)(1)(G), 6315 (c)(1)(D).)

8.9 The SPSA shall include coordination and integration of federal, state, and local services and programs. (20 U.S.C. §§ 6314 (b)(1)(J), 6315 (c)(1)(H).)

8.10 The plan shall include strategies to attract highly qualified teachers. (20 U.S.C. §§ 6314 (b)(1)(E), 6315 (c)(1)(E).)

### **Targeted Assistance Schools (TAS) Program**

8.11 The targeted assistance program shall use scientifically based methods and strategies to deliver an instructional program that provides extended learning time and minimizes removing students from the regular classroom during regular school hours. (20 U.S.C. § 6315 (c)(1) (C).)

### **Schoolwide Program**

8.12 The Title I Schoolwide Program (SWP) school shall use a comprehensive needs assessment of the entire school to develop the SPSA. (20 U.S.C. § 6314 (b)(1)(A).)

8.13 For SWP schools, the SPSA shall include measures to include teachers in the decisions regarding the use of academic assessments to provide information on, and to improve, the achievement of individual students and the overall instructional program. (20 U.S.C. § 6314 (b)(1)(H).)

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8.14 For SWP schools, the school shall submit to the LEA, along with the SPSA, any parent comments of dissatisfaction with the plan. (20 U.S.C. §§ 6314 (b)(2)(A)(i),(ii), 6318 (c)(5).)

8.15 For SWP schools, the school plan shall remain in effect for the duration of the school's participation under this part and is reviewed and revised as necessary. (20 U.S.C. § 6314 (b)(2)(B)(iii).)

### **School-Based Coordination Program (SBCP) Option**

8.16 The SSC shall annually consider whether or not it wishes the local school to participate in the SBCP, and that decision shall be indicated in the SPSA. (*EC* § 52852.5(b).)

8.17 If the school operates a SBCP program, the SPSA shall contain a description of instructional and auxiliary services to meet the academic needs of English learners, educationally disadvantaged youth, gifted and talented students, and students with exceptional needs. (*EC* § 52853(a)(2).)

### **PI School**

8.18 Each school in PI Year 1 shall, within three months of identification, in consultation with parents, school staff, the LEA, and outside experts, develop or revise a two-year SPSA which includes the following PI components: (20 U.S.C. §§ 6316(b)(3), 6316 (b)(4).)

(a) Scientifically based research strategies to strengthen core academic subjects and address the specific academic issues that caused the school to be identified.

(b) Policies and practices that have the greatest likelihood of ensuring that all groups of students meet the state's proficient or advanced levels of achievement by the end of 2013-14 school year.

(c) Expenditure of not less than 10 percent of the school's Title I, Part A allocation to provide teachers and the principal with high-quality professional development and a description of how these funds will be used to remove the school from PI status.

(d) Specific annual, measurable objectives for continual and substantial progress by each group of students to meet the state's proficiency levels by the end of 2013-14 school year.

(e) Specific responsibilities of the school, LEA, and state educational agency (SEA) serving the school under the plan, including the technical assistance to be provided by the LEA.

(f) Strategies to promote effective parental involvement.

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(g) Academic enrichment activities before school, after school, during the summer, and during any extension of the school year, as appropriate.

(h) A teacher mentoring program.

8.19 Each school in PI shall expeditiously implement its revised SPSA, but no later than the beginning of the next full school year following the PI identification. (20 U.S.C. § 6316 (b)(3)(C).)

### Evidence

#### Single Plan for Student Achievement (SPSA)\*

Upload current-year SSC and board-approved SPSA for each reviewed school with the name of the school in the document title.

#### SPSA budget and expenditure reports\*

Upload budget and expenditure reports, which may be found in the SPSA itself or as additional material presented to the SSC and approved by it for all uses of Title I funds at reviewed schools.

#### SSC agendas and minutes\*

Upload actual minutes showing SSC approval of the current year SPSA for each reviewed school. Also, upload minutes which may record approval of other SSC actions and related discussion.

#### SSC Evaluation of CE Program in the SPSA\*

Upload data analysis and other evidence used by SSC to determine effectiveness of SPSA actions and strategies in increasing Title I student learning and performance for each reviewed school.

## II. Governance and Administration

### **II-CE 09: Provides Notices in Parents' Primary Languages**

II-CE 9. The LEA must provide parents with information on school and parent activities in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318 (e)(5).)

9.1 When 15 percent or more of students enrolled in a public school speak a primary language other than English, as determined by language census data

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from the preceding year, all notices, reports, statements, and records sent to parents of such students are written in English and the primary language. (EC § 48985.)

#### Evidence

Parent information and activity notices in English and in appropriate languages\*

Upload parent involvement notices and LEA- or school-generated notices (not limited to PI parent notification letters) in each language spoken by 15% or more of students at each reviewed school.

## II. Governance and Administration

### II-CE 10: Parent Notification of LEA in PI

II-CE 10. An LEA identified for PI shall promptly provide to the parents of each student (in a format and, to the extent practicable, in a language the parents can understand) a notification of the reasons for that identification and how parents can participate in upgrading the quality of the LEA. (20 U.S.C. § 6316 (c)(6).)

10.1 An LEA identified for PI in corrective action (PI Year 3) shall publish and disseminate to parents and the public information about any corrective action it takes through such means as the Internet, media, and public agencies. (20 U.S.C. § 6316 (c)(10)(E).)

#### Evidence

PI LEA notifications to parents in English and other appropriate languages\*

Upload initial LEA PI identification letter and/or LEA PI Year 3 corrective action letter in English and other languages. Upload link to LEA Web page if Corrective Action information is posted.

Proof of notification date and delivery\*

Upload proof of delivery of most recent PI LEA notification to parents and date of delivery.

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#### II. Governance and Administration

#### **II-CE 11: Notification to Parents of PI Elements**

II-CE 11. For schools in PI, including a school identified for school improvement (PI Year 1-2), corrective action (PI Year 3), or alternative governance (PI Years 4-5), the LEA shall annually provide written notifications to parents no later than 14 calendar days before the start of the school year of the following: (20 U.S.C. §§ 6316 (b)(6), 6316 (e)(2)(A); 34 *CFR* §§ 200.36, 200.37(a), 200.37 (b), 200.38, 200.44 (a)(3)(B).)

- (a) The PI Year identification.
- (b) The reasons for PI identification.
- (c) How the school compares in terms of academic achievement to other schools in the LEA and in the state.
- (d) What the school, LEA, and/or SEA is doing to help the school address the achievement problem.
- (e) How parents can become involved in addressing the academic issues that caused the school to be identified for PI.
- (f) The parents' option (PI Years 1-5) to transfer their child to another public school (Choice) served by the LEA that is not in PI and not distinguished as persistently dangerous with paid transportation.
- (g) The parents' option (PI Years 2-5) to obtain supplemental educational services (SES) for their eligible child.
- (h) The corrective action(s) in PI Year 3.
- (i) The plan for alternative governance in PI Year 4.
- (j) How the LEA and school are implementing the alternative governance plan beginning in PI Year 5.

11.1 In the case of a school in PI Years 1-5, the annual notice to parents of children eligible for Choice must be in a format that is clear, concise, and clearly distinguishable from other information sent to parents, and include:

- (a) The school accepting these transfer students enrolls them in classes in the same manner as it enrolls other students. (20 U.S.C. § 6316 (b)(1)(F).)
- (b) Paid transportation is provided only if the school of residence remains in PI status. (20 U.S.C. § 6316 (b)(13); 34 *CFR* § 200.44 (i)(3).)

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(c) The limitations on funding in 34 CFR § 200.48 apply only to the provision of choice-related transportation and do not affect in any way the basic obligation to provide all students enrolled in the schools with an option to transfer to a non-PI school served by the LEA. (34 *CFR* § 200.44 (i)(2).)

(d) If all public schools within the LEA are PI, the LEA shall, to the extent practicable, establish a cooperative agreement for student transfers with other LEAs in the area. (20 U.S.C. § 6316 (b)(11).)

11.2 In the case of a school in PI Years 2-5, the annual notice to parents of children eligible for SES must be in a format that is clear, concise, and clearly distinguishable from other information sent to parents, and include:

(a) An explanation of the benefits of receiving SES.

(b) The identity of approved providers within the LEA or those reasonably available in neighboring LEAs.

(c) A description of services, qualifications, demonstrated effectiveness of providers.

(d) An indication of those providers who are able to serve students with disabilities and English Learners (34 *CFR* §§ 200.37 (b)(5)(ii)(A), 200.37 (b)(5)(ii)(B), 200.37 (b)(5)(ii)(C), 200.37 (b)(5)(iii).)

### Evidence

PI school annual notifications in English and in appropriate languages\*

Upload the letter(s) sent out to parents notifying them that reviewed schools are in PI, which must contain all required elements for the PI year of the school.

Proof of notification date and delivery\*

Upload proof of mailing or other delivery of most recent PI school notification to parents and the date of delivery.

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#### II. Governance and Administration

#### **II-CE 12: SES: Parent Selection, Privacy**

II-CE 12. For PI schools (Year 2 and beyond), the LEA must provide SES for eligible children from a state-approved provider selected by the parents. (20 U.S.C. § 6316 (e)(1).)

12.1 The LEA must use the same low-income criteria used to rank schools for Title I funding to identify students eligible for SES. (20 U.S.C. § 6316 (e)(12)(A).)

12.2 The LEA must provide parents of eligible children with annual parent notification about SES (see Item CE 11) and, when requested, the LEA has provided parents assistance in choosing a provider from the approved list of providers for the LEA. (20 U.S.C. § 6316 (e)(2)(B); 34 *CFR* § 200.37 (b)(5)(ii), (iii).)

12.3 The LEA must apply fair and equitable procedures for serving students if the approved providers have only a limited number of spaces. (20 U.S.C. § 6316 (e)(2)(C).)

12.4 The LEA must not disclose to the public, without written permission from parents, the identity of eligible students or students served. (20 U.S.C. § 6316 (e)(2)(D).)

#### **Evidence**

##### LEA SES eligibility criteria\*

Upload documentation of the low-income criteria used to determine student eligibility for SES and application of equitable procedures if a limited number of students may receive SES.

##### LEA SES notification and provision for schools in PI Years 2-5\*

Upload notification letter if SES information is included or other parent notices regarding SES services. Upload documentation of SES received by eligible students from state-approved SES providers.

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#### II. Governance and Administration

#### **II-CE 13: SES: LEA--Provider Contract, Monitoring**

II-CE 13. In the case of the selection of an approved SES provider by a parent, the LEA shall enter into an agreement with such provider that (20 U.S.C. § 6316(e)(3).):

(a) Requires the LEA to develop, in consultation with parents (and the SES provider chosen by the parents), a statement of specific achievement goals for the student, how the student's progress will be measured, and a timetable for improving the achievement that, in the case of a student with disabilities, is consistent with the student's individualized education program (IEP) under Section 614(d) of the Individuals with Disabilities Education Act, or a 504 plan. (34 *CFR* § 200.46 (a)(4), (a)(5), 200.46 (b)(3).)

(b) Describes how the student's parents and the student's teacher(s) will be regularly informed of the student's progress.

(c) Provides for the termination of such agreement if the SES provider is unable to meet such goals and timetables as described in the student learning plan and defined in 34 *CFR* 104.

(d) Contains provisions with respect to the making of payments to the provider by the LEA.

(e) Prohibits the SES provider from disclosing to the public the identity of any student eligible for, or receiving, SES under this subsection without the written permission of the parents of such student.

#### **Evidence**

##### LEA SES Provider Contract\*

Upload a signed contract(s) between the LEA and a SES provider(s) containing all required elements.

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#### II. Governance and Administration

#### **II-CE 14: PI Schools: Corrective Actions**

II-CE 14. For schools in PI Years 3–5, the LEA must implement one of the corrective actions in PI Year 3, planned for alternative governance in PI Year 4, and implement the alternative governance in PI Year 5.

14.1 For schools in PI Year 3, the LEA must select and implement one of the following corrective actions (20 U.S.C. § 6316 (b)(7)(C)(iv).):

- (a) Replace the school staff who are relevant to the failure to make AYP.
- (b) Institute and fully implement a new curriculum, including providing appropriate professional development, based on scientific research and offering substantial promise of improving educational achievement for low-achieving students and enabling the school to make AYP.
- (c) Significantly decrease management authority at the school level.
- (d) Appoint an outside expert to advise the school on its progress toward making AYP based on the SPSA.
- (e) Extend the school year or school day.
- (f) Restructure the internal organizational structure of the school.

14.2 For schools in PI Year 4, the LEA must plan for the implementation of one of the following alternative governance arrangements for the school and must implement the plan in PI Year 5 (20 U.S.C. § 6316 (b)(8).):

- (a) Reopen the school as a charter school.
- (b) Replace all or most staff who are relevant to the failure to make AYP.
- (c) Contract with an outside entity to manage the school.
- (d) Turn the operation of the school over to the state.
- (e) Identify other major restructuring of the school's governance arrangement that makes fundamental reforms.

14.3 For schools in PI Year 4 and Year 5, the LEA shall provide prompt notice to teachers and parents. (20 U.S.C. § 6316 (b)(8)(C)(i).)

14.4 For schools in PI Year 4 and Year 5, the LEA shall provide teachers and parents with the opportunity to (20 U.S.C. § 6316 (b)(8)(C)(ii).):

- (a) Comment before it takes action on alternative governance.
- (b) Participate in developing any alternative governance plan.

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#### Evidence

School PI Year 3 Corrective Action Option(s), Year 4 Alternative Governance Plan, Year 5 progress.\*

Upload documentation of school-level corrective action option(s), alternative governance planning, and implementation progress (Year 5). Identify page numbers in SPSA where available.

Parent and teacher notice of school's PI Year 4 or 5 status and participation opportunity\*

Upload evidence that parents and teachers were provided prompt notice of school's PI status and the opportunity to participate in developing the school's alternative governance or restructuring plan.

Single Plan for Student Achievement (SPSA)\*

Upload current-year SSC and board-approved SPSA for each reviewed school with the name of the school in the document title.

## II. Governance and Administration

### **II-CE 15: Title I for Supplemental Language Instruction**

II-CE 15. Each LEA using Title I, Part A funds to provide a language instruction educational program as determined in Title III shall meet parent notification requirements for parents of limited English proficient children identified for participation or participating in such a program. The notification requirements shall be provided in a language that the parents can understand. (20 U.S.C. § 6312 (g).)15.1 The LEA shall, no later than 30 days after the beginning of the school year, inform a parent or parents of a limited English proficient child identified for participation or participating in such a program of the following:

(a) Reasons for the student's identification as limited English proficient and the need to participate in English Language Development (ELD). (20 U.S.C. § 6312 (g)(1)(A)(i).)

(b) Student's level of English proficiency, the means of assessment, and the status of the student's academic achievement. (20 U.S.C. § 6312 (g)(1)(A)(ii).)

(c) Methods of instruction used in the program and in all other available programs, including how such programs differ in content, instructional

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goals, and the use of English and native language instruction. (20 U.S.C. § 6312 (g)(1)(A)(iii).)

(d) How the program will meet the educational strengths and needs of their student. (20 U.S.C. § 6312 (g)(1)(A)(iv).)

(e) How the program will help their students learn English and meet age-appropriate academic achievement standards for grade promotion and graduation. (20 U.S.C. § 6312 (g)(1)(A)(v).)

(f) Specific exit requirements of the program. (20 U.S.C. § 6312 (g)(1)(A)(vi).)

(g) In the case of a child with a disability, how the program meets the objectives of the individualized education program of the student. (20 U.S.C. § 6312 (g)(1)(A)(vii).)

(h) Information including written guidance pertaining to parental rights about child enrollment in the language instruction educational program. (20 U.S.C. § 6312 (g)(1)(A)(viii).)

15.2 The LEA that has failed to make progress on the annual measurable achievement objectives shall, within 30 days of when such failure occurs, separately inform parents of students participating in the language instruction educational program of the LEA's failure. (20 U.S.C. § 6312 (g)(1)(B).)

15.3 For those children who have not been identified as limited English proficient prior to the beginning of the school year, the LEA shall notify parents within the first two weeks of the child's placement in the language instruction educational program. (20 U.S.C. § 6312 (g)(1)(B)(3).)

15.4 The LEA shall implement effective means of outreach to parents of limited English proficient students to inform the parents how they can be involved in the education of their children and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects, and meet challenging academic content standards expected of all students, including holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents of students. (20 U.S.C. § 6312 (g)(1)(B)(4).)

### Evidence

LEA summary budget and expenditure reports for LEA Title I funds for EL instruction\*

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Upload a summary budget/expenditure report which clearly identifies Title I funds spent for Title III language instruction for EL students by the LEA.

Notification to parents regarding EL students\*

Upload parent notification letter of student English Learner status as determined by Title III. Item not monitored if Title I funds are not used for Title III language instruction (LEA posts notice).

LEA Plan\*

Upload current LEA Plan and indicate pages where Title I expenditures for Title III language instruction for EL students is indicated.

## II. Governance and Administration

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| <b>II-CE 16: LEA Web site data for SES, Choice (PI schools)</b> |
|---|

II-CE 16. An LEA with schools in PI must prominently display on its Web site, in a timely manner, the following: (34 *CFR* § 200.39 (c)(1).)

(a) The number of students who were eligible for and the number of students who participated in public school choice and SES, beginning with data from the 2007–08 school year and each subsequent school year.

(b) For the current school year, a list of SES providers approved by the state to serve the LEA and the locations where services are provided.

(c) For the current school year, a list of available schools to which students eligible to participate in public school choice may transfer.

### Evidence

LEA Web page URL for Choice/SES\*

Upload a link(s) to the District Web page(s) where the required information may easily be located by parents.

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#### III. Funding

#### **III-CE 17: LEA Disburses Funds Consistent with CARS**

III-CE 17. The LEA must disburse Title I, Part A and EIA/SCE funds in accordance with the approved Consolidated Application (ConApp). (EC §§ 64000(b), (c), 64001(g); 20 U.S.C. § 6301 et seq.)

17.1 For programs funded by Title I, Part A and EIA/SCE, the LEA must use no less than 85 percent of those apportionments at school sites for direct services to students. (EC §§ 54420, 63001)

17.2 The LEA must expend Title I, Part A funds reserved in the ConApp for the stated and approved purpose of the reservation. (20 U.S.C. §§ 6313 (a)(1), 6313 (c)(3), 6316 (b)(3)(A)(iii)(I), 6316 (b)(10), 6316 (c)(7)(A)(iii), 6318 (a)(3)(A).)

(EC § 62002; Office of Management and Budget Circular A-87 Cost Principles for State, Local, and Indian Tribal Governments [OMB Circular A-87])

17.3 The LEA must have written assurances showing comparability of services across district schools. The assurances must address the following items: (1) LEA salary schedule; (2) ensure equivalence among schools in teachers, administrators, and other staff; and (3) ensure equivalence among schools in the provision of curriculum materials and instructional supplies. 20 USC §§ 6321

17.4 The LEA must conduct yearly calculations to demonstrate compliance and maintains data to support allowable exclusions of funds and/or staff from the calculations; evidence that schools skipped for Title I funding and locally-funded charter schools have been included in the calculation; and evidence that data for staff and students were collected on the same date. 20 USC §§ 6321

#### **Evidence**

Comparability calculation forms and supporting data\*

Upload current completed LEA comparability calculation form with data; see CDE web page for information:  
<http://www.cde.ca.gov/sp/sw/t1/compar.asp>.

Summary budget/expenditure reports for all Title I, Part A LEA reservations and site allocations\*

Upload reports for each reviewed school that match Administrative, Required and Allowable Reservations as indicated in CARS. Include amounts sorted by LEA reservation or site, resource, and object.

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Local Board approved policy and procedures for Title I, Part A comparability requirements\*

Upload actual board policy regarding Title I, Part A comparability with procedures for carrying out the policy.

Single Plan for Student Achievement (SPSA)\*

Upload current year SPSA (SSC & board approved) for each reviewed school with Title I, Part A total corresponding to CARS and alignment of Title I, Part A funds to SPSA goals, actions and strategies.

General Ledger - Resource Code 3010\*

Upload General Ledger for Title I funded expenditures during reviewed school year at the District level and for each reviewed school.

### III. Funding

#### **III-CE 18: Supplement Not Supplant with CE \$**

III-CE 18. The LEA must use Title I, Part A and EIA/SCE funds only to supplement, and not supplant, state and local funds. (*EC* §§ 54025(c); 20 U.S.C. §§ 6314(a)(2)(B); 6321 (b)(1), (d).)

#### **Evidence**

LEA summary budget and expenditure reports for all Title I, Part A LEA reservations\*

For the district office, upload an expenditure report for all LEA Title I required and allowable reservations and sorted by object and resource codes.

School site summary budget and expenditure reports for Title I and EIA-SCE carryover (if any)\*

For each sample school, upload Title I and EIA-SCE carryover (if any) expenditure report and sorted by object and resource codes.

Position Control Report for all Title I, Part A staff\*

Upload table with: name, job title, location, funding, percentage of each funding, and hours. Indicate the 15% administrative portion or the 85% required and allowable reservations.

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#### Position Control Report for Each Reviewed School\*

Upload table of site staff funded with Title I, Part A and/or EIA-SCE carryover: name, job title (spell out the entire title/position), funding, percentage of each funding source, and hours worked.

#### Duty Statements/Job Descriptions and Activity Logs for positions at district and reviewed schools\*

Upload duty statements, activity logs (for multi-funded staff only), and job descriptions for each partially or fully funded position with Title I and/or EIA-SCE carryover funds.

#### Semiannual Certifications (if applicable)\*

Upload a semiannual certification for each staff funded entirely with Title I funds at the District level and at each reviewed school during the reviewed school year.

#### Personnel Activity Reports (if applicable)\*

Upload a Personnel Activity Report (PAR) for each staff funded in part with Title I funds at the District level and at each reviewed school during the reviewed school year.

#### Timesheets or equivalent documents\*

Upload a timesheet or equivalent document for each staff funded all or in part with Title I funds at the District level and at each reviewed school during the reviewed school year.

## III. Funding

### **III-CE 19: LEA Administrative Charges; Time Accounting**

III-CE 19. The LEA must properly charge and document salaries and wages that are reasonable, necessary, and allowable in accordance with applicable Title I, Part A program requirements. 2 *CFR* §§ 200.403(a), 200.430(i).

#### **Evidence**

Duty Statements/Job Descriptions\*

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Upload duty statements or job descriptions for each staff funded all or in part with Title I funds at the District level and at each reviewed school.

Names and FTE of all staff charged to the Title I, Part A program\*

Upload a position control report for Title I funded staff at each reviewed school and District/centralized services staff: name, title, funding source(s) and FTE per funding source(s).

Personnel Activity Reports (if applicable)\*

Upload a Personnel Activity Report (PAR) for each staff person funded in part with Title I funds at the District level and at each reviewed school during the reviewed school year.

Position Control Report\*

Upload a document showing: name, title, funding source(s), and % of each funding source for each staff funded all or in part with Title I funds at the District level and at each reviewed school

Semiannual Certifications (if applicable)\*

Upload a semiannual certification for each staff funded entirely with Title I funds at the District level and at each reviewed school during the reviewed school year.

Single Plan for Student Achievement (SPSA)\*

Upload current-year SSC and board-approved SPSA for each reviewed school with the name of the school in the document title.

Timesheets or equivalent documents\*

Upload a timesheet or equivalent document for each staff funded all or in part with Title I funds at the District level and at each reviewed school during the reviewed school year.

## III. Funding

### **III-CE 20: LEA Equipment Inventory**

III-CE 20. For all categorical programs, the LEA must maintain a historical inventory record for each piece of equipment with an acquisition cost of \$500 or more per unit that is purchased with state and/or federal funds. The record describes the acquisition by:

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- (a) Type/description
- (b) Model/name
- (c) Serial number
- (d) Funding source
- (e) Acquisition date
- (f) Cost
- (g) Location
- (h) Current condition
- (i) Transfer, replacement or disposition of obsolete or unusable equipment  
(*EC* § 35168; 5 *CCR* § 3946; 34 *CFR* § 80.32 (d)(1).)

20.1 The school district must conduct a physical check of the inventory of equipment within the past two years and reconcile the result with inventory records. (34 *CFR* § 80.32 (d)(2).)

### Evidence

#### Inventory Records\*

Upload inventory records for the District office and each reviewed site with all required elements, clearly titled columns, and a record of a physical check of the equipment within the past two years.

## III. Funding

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| <b>III-CE 21: LEA in PI: 10% Reservation for Prof. Dev.</b> |
|---|

III-CE 21. The LEA in PI must reserve and spend not less than 10 percent of Title I, Part A funds for professional development for instructional staff and may include the 10 percent reservation for high-quality professional development required for PI schools for teachers, principals, and other instructional staff, as appropriate. (20 U.S.C. § 6316 (c)(7)(A)(iii); 34 *CFR* §§ 200.52 (a)(3)(iii), 200.41 (c)(5).)

### Evidence

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LEA Title I 10% required reservation for PI LEA professional development\*

Upload budget/expenditure reports reflecting 10% reservation for PD allocated in CARS, identifying funds which spent and to be spent on PD sorted by site, object, and resource codes.

Professional development (PD) activities, agendas, and evaluations\*

Upload evidence of actual supplemental PD activities funded with the required 10% PI LEA PD reservation, including PD calendar, sample descriptive materials, sign-in sheets, agendas, and evaluations.

### III. Funding

#### **III-CE 22: LEA-PI Schools: 20% Obligations and Reallocation**

III-CE 22. An LEA that has schools in PI must spend an amount equal to 20 percent of its Title I, Part A allocation on public school choice-related transportation costs and/or SES unless a lesser amount is needed. (20 U.S.C. § 6316 (b)(10)(A), (B); 34 *CFR* § 200.48(a)(2).)

22.1 For LEAs with schools only in PI Year 1, the LEA must spend an amount equal to 20 percent of its Title I, Part A allocation on public school choice-related transportation costs unless a lesser amount is needed. (20 U.S.C. § 6316 (b)(9), (10)(A); 34 *CFR* § 200.48 (a)(2)(iii)(B); but see ESEA Section 9401.)

22.2 If the demand exists, the 20 percent shall be allocated as follows (20 U.S.C. § 6316 (b)(10)(A)(i), (ii), (iii); 34 *CFR* § 200.48 (a)(2)(iii)(A).):

- (a) 5 percent for public school choice-related transportation costs
- (b) 5 percent for SES
- (c) The remaining 10 percent for public school choice-related transportation costs and/or SES
- (d) The LEA may spend 1 percent of the 20 percent obligation on parent outreach and assistance regarding public school choice and SES. (34 *CFR* § 200.48 (a)(2)(iii)(C).)

22.3 If the 20 percent is insufficient to serve all eligible children whose parents request public school choice transfers and SES, the LEA shall give priority for choice transportation and/or SES to the lowest-achieving children from low-income families. (20 U.S.C. § 6316 (b)(10)(C), 34 *CFR* §§ 200.44 (e), 200.45 (d).)

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22.4 The LEA shall not, as a result of reserving 20 percent for public school choice-related transportation costs and SES, reduce by more than 15 percent the Title I, Part A allocation for schools in PI Years 3–5. (20 U.S.C. § 6316 (b)(10)(D); 34 *CFR* § 200.48 (b)(1).)

22.5 If an LEA with one or more schools in PI spends less than an amount equal to 20 percent of its Title I, Part A allocation on public school choice-related transportation costs and/or SES, the LEA must meet, at a minimum, the following reallocation criteria before spending any remaining funds of the 20 percent obligation on other allowable Title I activities: (34 *CFR* § 200.48 (d)(2)(i).)

(a) Partner, to the extent practicable, with outside groups, such as faith-based organizations, other community-based organizations, and business groups, to help inform eligible students and their families of opportunities to transfer or to receive SES. (34 *CFR* § 200.48 (d)(2)(i)(A).)

(b) Ensure that eligible students and their parents have a genuine opportunity to sign up to transfer or to obtain SES by:

(1) Providing timely, accurate notice as required in 34 *CFR* §§ 200.36 and 200.37 (see CE-11).

(2) Ensuring that sign-up forms for SES are distributed directly to all eligible students and their parents and are made widely available and accessible through broad means of dissemination.

(3) Providing a minimum of two enrollment windows, at separate points in the school year, that are of sufficient length to enable parents of eligible students to make informed decisions about requesting SES and selecting an SES provider.

(c) Ensure that eligible SES providers are given equal access to school facilities, using a fair, open, and objective process, on the same basis and terms as are available to other groups that seek access to school facilities. (34 *CFR* § 200.48 (d)(2)(i)(C).)

22.6 The LEA must maintain records demonstrating that it has met the criteria in funding for public school choice-related transportation and SES, and notify the state that it has met the criteria and intends to spend the remainder of its 20 percent obligation on other allowable activities, specifying the amount of that remainder. (34 *CFR* § 200.48 (d)(2)(ii), (iii).)

22.7 If an LEA has failed to meet all of the reallocation criteria in 34 *CFR* § 200.48 (d)(2)(i) as listed above, the LEA must spend an amount equal to the remainder of its 20 percent obligation in the subsequent year, in addition to its 20 percent obligation for that year, on public school choice-related transportation

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costs, SES, or parent outreach and assistance. (34 *CFR* § 200.48 (d)(4)(i)(A), (B).)

#### Evidence

LEA Title I summary budget and expenditure reports for required 20% reservations, PI Choice and SES\*

Reports sorted by site, object and resource of funds spent/to be spent on SES and choice-related transportation. Also, evidence of how unspent funds were reallocated for other Title I activities.

### III. Funding

#### III-CE 23: Private Schools: LEA Control of Funds

III-CE 23. For private schools, the LEA shall administer and maintain control of funds, materials, equipment, and property. (20 U.S.C. § 6320 (d)(1) and (2).)

23.1. The LEA shall provide funding to serve eligible private school students residing in an eligible public school attendance area even if the LEA did not allocate Title I, Part A funds to that public school. (20 U.S.C. § 6313 (b)(2).

23.2 The employees of the LEA, or third-party providers providing Title I services and the contracts for such services, shall be under the control and supervision of the LEA. (20 U.S.C. § 6320 (d)(2)(B).)

23.3 Title I services to students in private schools must be provided by individuals or organizations independent of the private school attended by those students. (20 U.S.C. § 6320 (d)(2)(B).)

#### Evidence

LEA summary budget and expenditure reports for Title I, Part A services to private schools\*

Upload reports identifying funds spent/to be spent on Title I, Part A services to private schools sorted by site, object, and resource codes. Evidence of LEA review and approval of these expenditures.

Third Party Provider Contract, As Applicable\*

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Upload third party provider contracts and invoices for PD and Title I services for private school students, their teachers and families.

#### III. Funding

##### **III-CE 24: CE Early Childhood Development**

III-CE 24. If the LEA uses Title I, Part A funds to provide early childhood development services to low-income children below the age of compulsory school attendance, the services must comply with the established performance standards established under the Head Start Act. (20 USC § 6312 (c)(1)(G).)

##### **Evidence**

Early Childhood Development Curriculum Alignment with Head Start Program Performance Standards\*

Upload evidence that LEA's Title I- funded Early Childhood Development curriculum meets or aligns with Head Start Program Performance Standards: <http://www.cde.ca.gov/sp/sw/t1/headstartstand.asp>.

Early Childhood Development Lesson Plan documentation\*

Documentation of LEA's Title I-funded Early Childhood Development lesson plans that meet or align with Head Start Program Performance Standards: <http://www.cde.ca.gov/sp/sw/t1/headstartstand.asp>.

Single Plan for Student Achievement (SPSA)\*

Provide a comment indicating page number and section in the SPSA that addresses CE 8.8 for the use of Title I, Part A funds to provide Early Childhood Education for children from low-income families.

#### IV. Standards, Assessment, and Accountability

##### **IV-CE 25: LEA Posts SARC**

IV-CE 25. The LEA must annually issue and update a School Accountability Report Card (SARC) for each school in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can

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understand, that contains all required elements, including (20 U.S.C. § 6311 (h)(2)(A) and (E); *EC* §§ 33126, 35256):

- (a) The number and percentage of schools identified for PI (20 U.S.C. § 6311(h)(2)(B)(i)(I).)
- (b) How long the school has been identified for PI (20 U.S.C. § 6311 (h)(2)(B)(i)(I).)
- (c) The student achievement on statewide academic assessment compared to students in the State (20 U.S.C. § 6311 (h)(2)(B)(i)(II).)
- (d) If the school has been identified for PI (20 U.S.C. § 6311 h)(2)(B)(ii)(I).)
- (e) Student achievement on the statewide academic assessments and other indicators of adequate yearly progress compared to students in the LEA and the State (20 U.S.C. § 6311 (h)(2)(B)(ii)(II).)
- (f) Estimated expenditures per pupil and types of services funded (*EC* § 33126(b)(3).)
- (g) Contact information pertaining to organized opportunities for parental involvement (*EC* § 33126(b)(15).)
- (h) The total number of the school’s fully credentialed teachers,  
The number of teachers relying upon emergency credentials,  
The number of teachers working without credentials,  
Any assignment of teachers outside other subject areas of  
Competence, Misassignments, including misassignments of teachers of English learners, and;  
The number of vacant teacher positions for the most recent three-year period. (*EC* § 33126(b)(5).)

25.1 The LEA shall publicize the SARC for each school, and notify parents or guardians of students that a hard copy will be provided upon request. The LEA that is connected to the Internet shall make the information contained in the SARC accessible on the Internet and make the information widely available through public means. (20 U.S.C. § 6311 (h)(2)(E); *EC* §§ 35256(c), 35258.)

### Evidence

School Accountability Report Card (SARC)\*

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Upload the most recent School Accountability Report Card for each reviewed school.

School Accountability Report Card (SARC) hard copy availability notification\*

Upload some form of notification to parents that a hard copy will be made available upon request at the school site.

School Accountability Report Card (SARC) LEA Web page URL\*

Upload current URL(s) to the LEA's Web page(s) where each reviewed school's SARC can be viewed.

#### IV. Standards, Assessment, and Accountability

##### **IV-CE 26: LEA Evaluates Effectiveness of Programs**

IV-CE 26. The LEA shall annually evaluate the effectiveness of the activities funded by the Title I and EIA/SCE programs using academic assessment criteria developed by the local governing board as described in the LEA Plan, including the results from State assessments and other available measures to determine whether schools are making AYP. (20 U.S.C. §§ 6312 (b)(1)(A)(i), (ii), (iii), 6316 (a)(1)(A), (B), 6316 (a)(1)(D); 5 CCR § 3942.)

26.1 The LEA must publicize and disseminate the results of the local annual review to parents, teachers, principals, schools, and the community so that the teachers, principals, other staff, and schools can continually refine, in an instructionally useful manner, the program of instruction to help all children served to meet the challenging state academic standards. (20 U.S.C. § 6316 (a)(1)(C).)

26.2 The LEA must review the effectiveness of the actions and activities included in the LEA Plan and the SPSA; and LEA must use the evaluation to improve the educational programs with respect to parental involvement, professional development, and other activities. (20 U.S.C. § 6316 (a)(1)(D); EC § 64001(g).)

26.3 The LEA must assist schools in developing and implementing school plans and identifying high-quality and effective curricula to meet AYP and state academic content standards. (20 U.S.C. § 6312 (c)(1)(C), (O).)

##### **PI Schools**

26.4 The LEA must annually evaluate the effectiveness of actions and activities conducted by schools in PI. (20 U.S.C. § 6316 (a), 6316 (b)(3)(C), 6316 (b)(4)(A).)

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#### Private Schools

26.5 The LEA must annually assess services to Title I, Part A students in private schools and discuss how assessments will be used to improve those services. (20 U.S.C. § 6320 (b)(1)(D).)

#### Evidence

##### LEA Title I Program Evaluation\*

Upload LEA Title I program evaluation to determine the effectiveness of programs and services specified in the LEA Plan/Addendum and SPSAs.

##### PI Year 3 End-of-Year Evidence\*

Upload the document which is required for LEAs in PI year 3 and 3+.

##### Specific program modifications based on evaluation results\*

Upload evidence of how programs have been changed as a result of the evaluation process (i.e., evaluation summary narrative, or other material showing the changes or modifications).

##### Record of dissemination of LEA Program Evaluation\*

Evidence of dissemination of materials such as District Web site, parent letters, TA for teachers, presentations to the SSC, local board, district/school staff, and parents and community members.

## IV. Standards, Assessment, and Accountability

### **IV-CE 27: SSC Annually Evaluates SPSA Services**

IV-CE 27. The SSC shall annually evaluate the goals and strategies described in the SPSA funded by the Title I and EIA/SCE programs to determine if the needs of all children have been met, particularly the academic achievement needs of low-achieving students and those at risk of not meeting the State's student academic achievement standards. The evaluation shall include a general framework of accepted evaluation procedures to provide adequate information for the SSC to carry out these responsibilities. (20 U.S.C. §§ 6314 (b)(1), (2), 6315 (c)(2); EC § 64001 (f), (g); 5 CCR §§ 4422 .)

27.1 In Title I Targeted Assistance schools (TAS) the SSC shall review, on an ongoing basis, the progress of participating students and revise the targeted

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assistance program, if necessary, to provide adequate assistance to enable them to meet the State's student academic standards. (20 U.S.C. §§ 6315 (c)(2).)

27.2 In Title I School Wide Program (SWP) schools, the SPSA shall describe how the school will implement all components of the SWP. (20 U.S.C. §§ 6314 (b)(1), (2).)

27.3 For all schools, the SPSA goals shall be based on an analysis of verifiable data. (EC §§ 64001 (f).)

### Evidence

SPSA evaluation reports and other evidence for each reviewed school\*

Upload evidence used to determine which Title I SPSA actions/strategies are impacting student learning and performance. What's working or not working, and modifications made to improve services.

Single Plan for Student Achievement (SPSA)\*

If the evaluation is included in the SPSA, please provide a comment indicating the page number and section.

Specific program modifications based on evaluation results\*

Upload evidence of how programs have been changed as a result of the evaluation process such as evaluation summary narrative, or other material.

SSC agendas and meeting minutes\*

Upload records (i.e., agendas, meeting minutes, sign-in sheets, etc.) of SSC's involvement in evaluating the effectiveness of programs and services specified in the SPSA.

## V. Staffing and Professional Development

### **V-CE 28: Parent Notification: Letter If Teacher Not HQT**

V-CE 28. An LEA receiving Title I, Part A funds must hire only ESEA-compliant teachers to teach in core academic classes. (20 U.S.C. §§ 6314 (b)(1)(C), 6315 (c)(1)(E), 6319 (a).)

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28.1 Parents must be notified if their child has been taught for four or more consecutive weeks by a teacher who is not highly qualified. (20 U.S.C. § 6311 (h)(6)(B)(ii).)

28.2 Low-income and minority students must not be taught at higher rates by unqualified, out-of-field, or inexperienced teachers as are other students. (20 U.S.C. § 6312 (c)(1)(L).)

### Evidence

Certificated staff and credentials\*

For each sample school, upload a table of teachers and credentials containing: name, credential(s), current assignment(s), years of experience, and NCLB HQT: (indicating Y or N for each staff)

Parent notification letters--HQT\*

Upload an actual letter which is sent out to parents if their child is taught by a non-HQT teacher in a core class for four or more weeks.

LEA HQT Requirements\*

Upload LEA policy for hiring HQT teaching staff

## V. Staffing and Professional Development

### **V-CE 29: Paraprofessionals Meet Qualifications**

V-CE 29. Paraprofessionals working in a program supported with ESEA funds must possess at least one of the following qualifications: (20 U.S.C. § 6319 (c).)

(a) They have completed at least two years of study at an institution of higher education.

(b) They have obtained an associate's or higher degree.

(c) They have met a rigorous standard of quality and can demonstrate, through a formal state or local academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or readiness in those subjects, as appropriate).

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29.1 Paraprofessionals assigned to programs supported by Title I funds must provide instructional services only under the direct supervision of a highly qualified teacher. (20 U.S.C. §§ 6319 (g)(3) (A).)

#### Evidence

Credentials of certificated staff supervising paraprofessionals\*

Upload a list of certificated teachers in all reviewed schools who supervise a paraprofessional, with teacher credential listed.

LEA qualification requirements for paraprofessionals\*

Upload your LEA's qualifications for paraprofessionals. This must be 29 a, b, or c.

Title I paraprofessional staff and qualifications\*

Upload a list of paraprofessionals in all reviewed schools and how they meet the highly qualified requirements.

## V. Staffing and Professional Development

### **V-CE 30: School Resources for Professional Development**

V-CE 30. The school must devote sufficient resources to high-quality and ongoing professional development for staff and parents, as appropriate, that improves instruction and enables all public school students to reach proficiency on state academic content standards. (20 U.S.C. §§ 6314 (a)(4), 6314 (b)(1)(D), 6315 (e)(3), 6320 (a)(1).)

30.1 When Title I funds are reserved for professional development, the LEA must allocate an equitable amount to provide professional development for private school teachers to better serve the academic needs of Title I participants. (20 U.S.C. §§ 6314 (a)(4), 6314 (b)(1)(D), 6315 (c)(1)(F), 6315 (e)(3), 6320 (a)(1).)

30.2 A school identified for PI must devote not less than 10 percent of the school's Title I, Part A funds for professional development that, among other requirements, directly address the academic achievement problem that caused the school to be identified for school improvement. (20 U.S.C. § 6316 (b)(30)(A)(iii)(I).)

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#### Evidence

LEA Title I Summary budget and expenditure reports for school level professional development\*

Upload Title I summary budget/expenditure report which clearly identifies funds spent on and to be spent on PD intended to benefit the reviewed schools sorted by site, object, and resource codes.

Professional development (PD) activities, agendas, and evaluations\*

Upload descriptive evidence of PD such as activity material, PD calendar, agendas, and evaluations for each reviewed school.

Third-party provider contracts and invoices\*

Upload third-party contracts and/or invoices for PD intended to benefit the reviewed schools.

## V. Staffing and Professional Development

### **V-CE 31: TAS: Staff Duties Equivalent to Non-Title I**

V-CE 31. In a TAS, Title I funded staff members shall assume duties assigned to non-Title I-funded staff only if the assignment is similar and the amount of time spent on such duties is equivalent to that of similar personnel. (20 U.S.C. §§ 6315 (d)(2), 6319 (g)(3)(B).)

#### Evidence

Title I and Non-Title I staff duty assignments\*

In reviewed schools that are Title I Targeted Assistance Schools (TAS) only, upload duty statements and staffing schedules for Title I and non-Title I staff. (SWP schools do not respond to this item).

## Compensatory Education

### 2015–16 Program Instrument

#### VI. Opportunity and Equal Educational Access

##### **VI-CE 32: Objective Criteria Identifying Students**

VI-CE 32. For TAS and private schools, the local governing board must establish and the schools must use multiple, educationally related, and objective criteria to identify students eligible for services. (20 U.S.C. § 6315 (b)(2); 5 *CCR* § 3942.)

32.1 The Title I, Part A program shall serve eligible students in TAS and in private schools utilizing the following Title I eligibility criteria (20 U.S.C. § 6315 (b)(1)(B).):

(a) Preschool through grade two: identification solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures.

(b) Grades three through twelve: identification of those who are failing, or are most at risk of failing, to meet the state's academic content standards.

##### **Evidence**

LEA board policy establishing Title I student identification criteria\*

Board policy establishing identification criteria for eligibility in TAS and private non-profit schools. If sample schools are not TAS, respond to the requirements for private non-profit schools only.

#### VI. Opportunity and Equal Educational Access

##### **VI-CE 33: SES: Equitable Access for SWD, EL Students**

VI-CE 33. The LEA must ensure that eligible students with disabilities, as defined in IDEA and Section 504, and students with limited English proficiency are able to receive appropriate SES with accommodations for disabilities and language assistance in the provision of those services. (34 *CFR* § 200.46 (a)(4), (5).)

##### **Evidence**

SES agreements for EL students (ELs) and students with disabilities (SWDs) (s)\*

Upload signed agreements between the LEA and individual SES providers that document their services to ELs and SWDs.

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SES Student Learning Plans (SLP) for ELs and SWDs\*

Upload examples of completed SES learning plans for EL students and SWDs. (Please black out the student's name).