

**California Department of Education**

**School Improvement Grant**

**2015-16 Program Instrument**

I. Turnaround Model

**I-SIG 01: Principal Replacement**

I-SIG 01 Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.

[SIG authorized under section 1003(g) of Title I of ESEA of 1965, as amended (75 FR 66363 (October 28, 2010))]

**Evidence**

Principal Job Description & Resume (Turnaround)\*

Job announcement, description, and resume of current principal.

Principal Operational Flexibility (Turnaround)\*

LEA description of the new authority that the principal has regarding SIG, specifically in the areas of staffing, calendars, scheduling, and budgeting.

Principal Replacement Evidence (Turnaround)\*

Evidence of principal replacement, for example, local school board minutes, personnel action request, and evidence of broader reform efforts (if applicable).

Principal Replacement Timeline (Turnaround)\*

LEA description of its process and timeline for replacing the principal.

I. Turnaround Model

**I-SIG 02: Staff Replacement**

I-SIG 02 Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students: (A) screen all existing staff and rehire no more than 50 percent and (B) select new staff.

## School Improvement Grant

### 2015-16 Program Instrument

[SIG authorized under section 1003(g) of Title I of ESEA of 1965, as amended (75 FR 66363 (October 28, 2010))]

#### Evidence

##### Current Staff List (Turnaround)\*

List of all current staff (including hiring dates) that were hired or rehired as part of the turnaround model and indicate whether each staff person is new or returning staff.

##### Staff Replacement Competencies & Process (Turnaround)\*

Current written documentation outlining the locally adopted competencies and screening processes used for hiring new and returning staff.

#### I. Turnaround Model

##### **I-SIG 03: Recruit, Place, and Retain**

I-SIG 03 Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to (A) recruit, (B) place, and (C) retain staff with the skills necessary to meet the needs of the students in the turnaround school.

[SIG authorized under section 1003(g) of Title I of ESEA of 1965, as amended (75 FR 66363 (October 28, 2010))]

#### Evidence

##### Evidence of Recruit, Place, & Retain (Turnaround)\*

LEA description and evidence of any means or procedures implemented for (A) recruiting, (B) placing, and (C) retaining staff with skills necessary to implement the transformation model selected.

##### Staff Communication of Recruit, Place, & Retain (Turnaround)\*

Faculty Handbook, memoranda, contract, or other documents that describe any new incentive systems or other opportunities for promotion and career growth.

## School Improvement Grant

### 2015-16 Program Instrument

#### I. Turnaround Model

#### **I-SIG 04: Professional Development**

I-SIG 04 Provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

[SIG authorized under section 1003(g) of Title I of ESEA of 1965, as amended (75 FR 66363 (October 28, 2010))]

#### **Evidence**

##### Determination of PD Needs (Turnaround)\*

Documentation, research, or data used to determine the types of professional development that were or will be provided.

##### Documentation of PD Activities (Turnaround)\*

Documentation of past and current professional development activities and staff involvement.

##### PD Resources & Materials (Turnaround)\*

Professional development resources and materials provided by LEA to SIG school staff relating to the school reform models and effective instruction.

##### PD Staff Involvement (Turnaround)\*

LEA memoranda, announcements, calendars, or agendas for professional development meetings including evidence of how school staff is involved.

#### I. Turnaround Model

#### **I-SIG 05: Governance Structure**

I-SIG 05 Adopt a new governance structure which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or hiring a

## School Improvement Grant

### 2015-16 Program Instrument

turnaround leader who reports directly to the superintendent or chief academic officer.

[SIG authorized under section 1003(g) of Title I of ESEA of 1965, as amended (75 FR 66363 (October 28, 2010))]

#### Evidence

Description of Governance Structure (Turnaround)\*

Current documentation that describes how the LEA's governance structure is organized to support/implement the turnaround model, such as organizational charts, job descriptions, and duty statements.

#### I. Turnaround Model

##### **I-SIG 06: Instructional Program**

I-SIG 06 Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards.

[SIG authorized under section 1003(g) of Title I of ESEA of 1965, as amended (75 FR 66363 (October 28, 2010))]

#### Evidence

Careful Review (Turnaround)\*

If a new instructional program was not implemented, evidence that the LEA conducted a careful review of appropriate data and determined that the instructional program currently being implemented in a particular school is research-based and properly aligned.

Criteria & Evaluation Process (Turnaround)\*

Current written documentation outlining the criteria and evaluation process for screening and selecting new instructional programs.

Evidence of Analysis (Turnaround)\*

## School Improvement Grant

### 2015-16 Program Instrument

Evidence demonstrating analysis of data and how data was used to identify and implement instructional programs. Examples may include LEA memoranda, announcements, calendars, or agendas for data-based decision-making meetings pertaining to the identification and implementation of new or modified instructional programs.

#### Examples of Data (Turnaround)\*

Examples of data collected by the LEA or school, analysis of data, and how data were used to identify and implement instructional programs.

#### Observations Data (Turnaround)\*

Summary of classroom observations.

### I. Turnaround Model

<b>I-SIG 07: Use of Student Data</b>
--------------------------------------

I-SIG 07 Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

[SIG authorized under section 1003(g) of Title I of ESEA of 1965, as amended (75 FR 66363 (October 28, 2010))]

#### **Evidence**

##### Evidence of Data Analysis (Turnaround)\*

Evidence demonstrating analysis of student data and description of how data was used to inform instructional decisions.

##### Evidence of Decision Making Around Data (Turnaround)\*

Evidence of data-based decision-making around differentiated instruction, which may include, but is not limited to, calendars, meeting minutes, professional development activities, and products of collaboration.

##### Sample Student Data (Turnaround)\*

Examples of student data collected by the school, content area, or individual teacher.

## School Improvement Grant

### 2015-16 Program Instrument

#### I. Turnaround Model

#### **I-SIG 08: Increased Learning Time**

I-SIG 08 Establish schedules and implement strategies that provide increased learning time in: (A) core, (B) enrichment, and (C) teacher collaboration.

[SIG authorized under section 1003(g) of Title I of ESEA of 1965, as amended (75 FR 66363 (October 28, 2010))]

#### **Evidence**

##### Evidence of Student ILT (Turnaround)\*

]Evidence of how learning time has increased in (A) core and (B) enrichment which includes, but is not limited to, current year's and base-line year's instructional minutes, school schedule, or instructional calendar.

##### Evidence of Teacher ILT (Turnaround)\*

Evidence of how learning time has increased in (C) teacher collaboration, which includes, but is not limited to, current year's and base-line year's staff development calendar(s).

##### Examples of Student ILT (Turnaround)\*

LEA examples of how the increase in student time is being used, which may include, but is not limited to, sample lesson plans, and instructional planners.

##### Examples of Teacher ILT (Turnaround)\*

LEA examples of how the increase in teacher collaboration time is being used, which may include, but is not limited to, meeting minutes, and work products.

#### I. Turnaround Model

#### **I-SIG 09: Social-Emotional and Community**

I-SIG 09 Provide appropriate social-emotional and community-oriented services and supports for students.

## School Improvement Grant

### 2015-16 Program Instrument

[SIG authorized under section 1003(g) of Title I of ESEA of 1965, as amended (75 FR 66363 (October 28, 2010))]

#### Evidence

##### Communications with Parents (Turnaround)\*

Letters to parents, fliers, announcements, and agendas and/or minutes from parent/community meetings.

##### Evidence of Services to Students (Turnaround)\*

Evidence of additional social-emotional and community-oriented services and supports being made available to all students that have been added as a result of SIG.

## II. Transformation Model

### **II-SIG 10: Principal Replacement**

II-SIG 10 Replace the principal who led the school prior to commencement of the Transformation Model.

[SIG authorized under section 1003(g) of Title I of ESEA of 1965, as amended (75 FR 66363 (October 28, 2010))]

#### Evidence

##### Principal Job Description & Resume (Transformation)\*

Job description and resume of new principal.

##### Principal Replacement Evidence (Transformation)\*

Evidence of principal replacement, for example, local school board minutes, personnel action request, and evidence of broader reform efforts (if applicable).

##### Principal Replacement Timeline (Transformation)\*

LEA description of its process and timeline for replacing the principal.

## School Improvement Grant

### 2015-16 Program Instrument

#### II. Transformation Model

#### **II-SIG 11: Principal and Teacher Evaluation**

II-SIG 11 Use rigorous, transparent, and equitable evaluation systems for teachers and principals that: (A) take into account data on student growth as a significant factor, as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates, and (B) are designed and developed with teacher and principal involvement.

[SIG authorized under section 1003(g) of Title I of ESEA of 1965, as amended (75 FR 66363 (October 28, 2010))]

#### **Evidence**

##### Communication of Evaluation System Criteria (Transformation)\*

LEA memoranda, announcements, observation tools or other documentation outlining the evaluation criteria for staff including evidence of how data on student growth is used as a significant factor in determining a summative rating (or performance level) for each teacher and principal in the school implementing the transformation model.

##### Evaluation System Products (Transformation)\*

Dates of implementation and products of the new evaluation system, such as sample principal and teacher evaluations and evidence of staffing decisions made with regard to principal and teacher evaluations.

##### Evidence of Evaluation System Development (Transformation)\*

Detailed plan for the development and implementation of a new teacher and principal evaluation system including evidence of teacher and principal involvement that may include, but is not limited to sample agendas, minutes, and sign-in sheets from meetings where the new evaluation system was developed or discussed.

##### Evidence of Other Evaluation Factors (Transformation)\*

Evidence of other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and high school graduation rates, such as, calendars, schedules, observation tools, rubrics, a

## School Improvement Grant

### 2015-16 Program Instrument

description of all measures used in the principal and teacher evaluation system, etc.

#### II. Transformation Model

<b>II-SIG 12: Identify, Reward, and Replace</b>
---

II-SIG 12 (A) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates; and (B) identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

[SIG authorized under section 1003(g) of Title I of ESEA of 1965, as amended (75 FR 66363 (October 28, 2010))]

#### **Evidence**

##### Documentation of Remediation & Removal (Transformation)\*

Documentation of remediation and removal process, which may include, but is not limited to personnel action requests, individual improvement plans, coaching documents, etc.

##### Documentation of Staff Rewards (Transformation)\*

Documentation of results of the incentive process, which may include, but is not limited to fiscal records, personnel action requests, or evidence of other types of rewards.

##### Remediation System Evidence (Transformation)\*

Faculty Handbook, memorandum of understanding, or staff contract that lays out (B) system of remediation including ample opportunities to improve professional practice, and consequences for staff who are not raising student achievement.

##### Reward System Evidence (Transformation)\*

Faculty Handbook, memorandum of understanding, or staff contract that lays out (A) system of identification and reward for staff who are raising student achievement and high school graduation rates.

## School Improvement Grant

### 2015-16 Program Instrument

#### II. Transformation Model

##### **II-SIG 13: Recruit, Place, and Retain**

II-SIG 13 Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to (A) recruit, (B) place, and (C) retain staff with the skills necessary to meet the needs of the students in the transformation school.

[SIG authorized under section 1003(g) of Title I of ESEA of 1965, as amended (75 FR 66363 (October 28, 2010))]

#### **Evidence**

##### Evidence of Recruit, Place, & Retain (Transformation)\*

LEA description and evidence of any means or procedures implemented for (A) recruiting, (B) placing, and (C) retaining staff with skills necessary to implement the turnaround model selected.

##### Staff Communication of Recruit, Place, & Retain (Transformation)\*

Faculty handbook, memoranda of understanding, contract or other document that describes any new incentive systems or opportunities for promotion and career growth.

#### II. Transformation Model

##### **II-SIG 14: Professional Development**

II-SIG 14 Provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

[SIG authorized under section 1003(g) of Title I of ESEA of 1965, as amended (75 FR 66363 (October 28, 2010))]

#### **Evidence**

## School Improvement Grant

### 2015-16 Program Instrument

#### Determination of PD Needs (Transformation)\*

Documentation, research, or data used to determine the types of professional development that were or will be provided.

#### Documentation of PD Activities (Transformation)\*

Documentation of past and current professional development activities and staff involvement.

#### PD Resources & Materials (Transformation)\*

Professional development resources and materials provided by LEA to SIG school staff relating to the school reform models and effective instruction.

#### PD Staff Involvement (Transformation)\*

LEA memoranda, announcements, calendars, or agendas for professional development meetings including evidence of how school staff is involved.

## II. Transformation Model

### **II-SIG 15: Operational Flexibility**

II-SIG 15 Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.

[SIG authorized under section 1003(g) of Title I of ESEA of 1965, as amended (75 FR 66363 (October 28, 2010))]

#### **Evidence**

#### Examples of Operational Flexibility (Transformation)\*

Examples of the new operating flexibility that the school has regarding SIG, specifically in the areas of staffing, calendars, scheduling, and budgeting that may include, but is not limited to, job descriptions/duty statements, policy changes/revisions, agendas, and minutes that reflect school-level decision making and school-level work products.

## School Improvement Grant

### 2015-16 Program Instrument

#### II. Transformation Model

#### **II-SIG 16: Instructional Program**

II-SIG 16 Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards.

[SIG authorized under section 1003(g) of Title I of ESEA of 1965, as amended (75 FR 66363 (October 28, 2010))]

#### **Evidence**

##### Careful Review (Transformation)\*

If a new instructional program was not implemented, evidence that the LEA conducted a careful review of appropriate data and determined that the instructional program currently being implemented in a particular school is research-based and properly aligned.

##### Criteria & Evaluation Process (Transformation)\*

Current written documentation outlining the criteria and evaluation process for screening and selecting new instructional programs.

##### Evidence of Analysis (Transformation)\*

Evidence demonstrating analysis of data, and how data were used to identify and implement instructional programs. Examples may include LEA memoranda, announcements, calendars, or agendas for data-based decision-making meetings pertaining to the identification and implementation of new or modified instructional programs.

##### Examples of Data (Transformation)\*

Examples of data collected by the LEA or school, analysis of data, and how data were used to identify and implement instructional programs.

##### Observations Data (Transformation)\*

Summary of classroom observations.

## School Improvement Grant

### 2015-16 Program Instrument

#### II. Transformation Model

##### **II-SIG 17: Use of Student Data**

II-SIG 17 Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

[SIG authorized under section 1003(g) of Title I of ESEA of 1965, as amended (75 FR 66363 (October 28, 2010))]

#### **Evidence**

##### Evidence of Data Analysis (Transformation)\*

Evidence demonstrating analysis of student data and description of how data was used to inform instructional decisions.

##### Evidence of Decision Making Around Data (Transformation)\*

Evidence of data-based decision-making around differentiated instruction, which may include, but is not limited to, calendars, meeting minutes, professional development activities, and products of collaboration.

##### Sample Student Data (Transformation)\*

Examples of student data collected by the school, content area, or individual teacher.

#### II. Transformation Model

##### **II-SIG 18: Increased Learning Time**

II-SIG 18 Establish schedules and implement strategies that provide increased learning time in: (A) core, (B) enrichment, and (C) teacher collaboration.

[SIG authorized under section 1003(g) of Title I of ESEA of 1965, as amended (75 FR 66363 (October 28, 2010))]

#### **Evidence**

##### Evidence of Student ILT (Transformation)\*

## School Improvement Grant

### 2015-16 Program Instrument

Evidence of how learning time has increased in (A) core and (B) enrichment which includes, but is not limited to, current year's and base-line year's instructional minutes, school schedule, or instructional calendar.

#### Evidence of Teacher ILT (Transformation)\*

Evidence of how learning time has increased in (C) teacher collaboration, which includes, but is not limited to, current year's and base-line year's staff development calendar(s).

#### Examples of Student ILT (Transformation)\*

LEA examples of how the increase in student time is being used, which may include, but is not limited to, sample lesson plans and instructional planners.

#### Examples of Teacher ILT (Transformation)\*

LEA examples of how the increase in teacher collaboration time is being used, which may include, but is not limited to, meeting minutes and work products.

## II. Transformation Model

### **II-SIG 19: Family and Community Engagement**

II-SIG 19 Provide ongoing mechanisms for family and community engagement.

[SIG authorized under section 1003(g) of Title I of ESEA of 1965, as amended (75 FR 66363 (October 28, 2010))]

#### **Evidence**

#### Evidence of Family and Community Engagement (Transformation)\*

Evidence of new or expanded family and community engagement activities that have been added as a result of SIG, which may include, but are not limited to, a Parent Involvement Plan, minutes and agendas from parent and community groups that review school performance, calendars indicating parent education classes or events, etc.

## School Improvement Grant

### 2015-16 Program Instrument

#### II. Transformation Model

##### **II-SIG 20: Technical Assistance**

II-SIG 20 Ensure that the school receives ongoing, intensive TA and related support from the LEA or a designated external lead partner organization (such as a school turnaround organization or an education management organization [EMO]).

[SIG authorized under section 1003(g) of Title I of ESEA of 1965, as amended (75 FR 66363 (October 28, 2010))]

#### **Evidence**

##### Approval Process & Criteria (Transformation)\*

Current documentation that describes the LEA's process and criteria for approving external provider.

##### Evidence of TA (Transformation)\*

Evidence of TA provided to schools.

##### Monitoring Documents (Transformation)\*

Products or documentation reflecting LEA site visits relating to the implementation of the SIG.

##### Provider Service Agreement (Transformation)\*

Copy of Service Agreement between LEA and TA provider.

#### III. Restart Model

##### **III-SIG 21: Selection of CSO, CMO, or EMO**

III-SIG 21 Create and conduct a locally-determined rigorous review process for the purposes of selecting a charter school operator (CSO), charter management organization (CMO), or an EMO.

[SIG authorized under section 1003(g) of Title I of ESEA of 1965, as amended (75 FR 66363 (October 28, 2010))]

## School Improvement Grant

### 2015-16 Program Instrument

#### Evidence

##### Criteria & Process for Selection\*

LEA evidence of its criteria and rigorous review process for selecting a CSO, EMO or CMO.

##### CSO, CMO, or EMO Accountability\*

Copy of the contract or agreement that details the agreement terms and provisions to hold the CSO, EMO, or CMO accountable for complying with the SIG requirements.

##### Evidence of Consultation\*

Dates of meetings/agendas with CSO, EMO, or CMO.

### III. Restart Model

#### **III-SIG 22: Former Student Enrollment**

III-SIG 22 A Restart Model school must enroll, within the grades it serves, any former student who wishes to attend the school.

[SIG authorized under section 1003(g) of Title I of ESEA of 1965, as amended (75 FR 66363 (October 28, 2010))]

#### Evidence

##### Enrollment Terms & Provisions\*

Copy of contract or agreement that details enrollment terms and provisions.

##### Former Student Enrollment\*

Current year's and previous year's enrollment documentation.

## School Improvement Grant

### 2015-16 Program Instrument

#### III. Restart Model

##### **III-SIG 23: California Charter Requirements**

III-SIG 23 Fulfill all California requirements for converting to a charter school (if applicable).

[SIG authorized under section 1003(g) of Title I of ESEA of 1965, as amended (75 FR 66363 (October 28, 2010))]

#### **Evidence**

California Charter Requirements\*

Documentation of the conversion process.

Chartering Authority MOU\*

Copy of the memorandum of understanding (MOU) between the chartering authority and the charter school.

#### IV. Closure Model

##### **IV-SIG 24: School Closure**

IV-SIG 24 The LEA closes the school and enrolls the students who attended that school in other nearby schools in the LEA that are higher achieving.

[SIG authorized under section 1003(g) of Title I of ESEA of 1965, as amended (75 FR 66363 (October 28, 2010))]

#### **Evidence**

Closure Communications to Parents\*

Letter to parents, press releases, or announcements providing information about the closure of the school and the new school where the students will be enrolled.

Closure Decision\*

## School Improvement Grant

### 2015-16 Program Instrument

LEA evidence related to the decision to close the school, which may include, but it is not limited to, agendas and/or minutes from LEA/school/parent/community meetings relating to the closure decision.

#### Closure Timeline\*

Timeline for completing the closure process.

#### Reasonable Proximity\*

Evidence demonstrating proximity of closed school to schools where students are enrolled.

#### School Achievement Data\*

Achievement data for the schools in which students are now enrolled unless school is new and without data.

## IV. Closure Model

### **IV-SIG 25: Family and Student Support**

IV-SIG 25 The LEA supports families and students in their transition to the new school.

[SIG authorized under section 1003(g) of Title I of ESEA of 1965, as amended (75 FR 66363 (October 28, 2010))]

#### **Evidence**

##### Closure Communications to Parents\*

Letter to parents, press releases, or announcements providing information about the closure of the school and the new school where the students will be enrolled.

##### Family and Student Support\*

LEA memorandum or other documentation detailing support to students and parents.

## School Improvement Grant

### 2015-16 Program Instrument

#### V. Fiscal Requirements

#### **V-SIG 26: Fiscal Management**

V-SIG 26 Use fiscal control and fund accountability procedures to ensure proper disbursement of, and accounting for, federal funds paid under the sub-grant, including proper accounting of time and attendance for SIG paid staff and ensure that the LEA properly charges and documents salaries and wages that are reasonable, necessary, and allowable in accordance with SIG program requirements; the use of the federal funds to supplement, and not supplant, state and local funds, and maintenance of effort.

[SIG authorized under section 1003(g) of Title I of ESEA of 1965, as amended (75 FR 66363 (October 28, 2010))]

#### **Evidence**

##### Financial Activity Reports\*

Detailed financial activity reports to date in Microsoft Excel for Standardized Account Code Structure Resource Code 3180 that (A) includes major and minor sub-object codes, (B) is sorted by resource and object code, and (C) contains totals for each major object code; this report should contain the adopted and working budget, encumbrances, actual revenue, description and/or vendor, and expenditure details to date.

##### Fiscal Management\*

Regulations, policies, or protocols that provide evidence of LEA practices regarding fiscal management and internal control, including, but not limited to, food and/or refreshment purchases, core services, hiring, contracting, and transportation.

##### LEAP\*

LEA Plan (LEAP).

##### Position Control Report\*

A Position Control report in Microsoft Excel format for the entire LEA and all resource codes that includes the employee name, position number, start and end date, salary and/or payroll amount, and location.

##### SPSA\*

Single Plan for Student Achievement (SPSA).

## School Improvement Grant

### 2015-16 Program Instrument

#### V. Fiscal Requirements

#### **V-SIG 27: Fiscal Accountability**

V-SIG 27 Ensure that funds are spent as indicated in the sub-grant proposal and that funds will be used only in the school(s) identified in the LEA's AO-400 sub-grant award letter.

[SIG authorized under section 1003(g) of Title I of ESEA of 1965, as amended (75 FR 66363 (October 28, 2010))]

#### **Evidence**

##### Contracted Services\*

Report or listing of contracted services charged to SIG that contains the start and end dates, the LEA's local board approval date, the vendor name, the contract amount, and the contract payment schedule.

##### Financial Activity Reports\*

Detailed financial activity reports to date in Microsoft Excel for Standardized Account Code Structure Resource Code 3180 that (A) includes major and minor sub-object codes, (B) is sorted by resource and object code, and (C) contains totals for each major object code; these reports should contain the adopted and working budget, encumbrances, actual revenue, description and/or vendor, and expenditure details to date.

##### Fiscal Accountability\*

LEA description of its internal accounting and budget review process and the steps it takes to ensure expenditures are allowable.

##### LEAP\*

LEA Plan (LEAP).

##### SIG Funded Employees\*

Time-accounting records, e.g., semi-annual certifications; personnel activity reports for all SIG funded employees.

##### SPSA\*

Single Plan for Student Achievement (SPSA).

##### Rigorous Review Process\*

## School Improvement Grant

### 2015-16 Program Instrument

Description and evidence of the rigorous review process conducted for all external providers including selection criteria, analysis and review of proposed provider strategies, review of provider's capacity to implement proposed strategies, and evidence of success such as with other LEAs and schools with similar populations.

#### External Provider Expectations\*

Documentation of LEA expectations for external provider, such as MOUs, contract or other agreements to hold the provider accountable for achieving the LEA's desired outcomes.

#### External Provider Oversight\*

Documentation of oversight and performance reviews for contracted services, such as monthly or quarterly reports, meeting minutes from provider briefings with the LEA that detail the provider's activities during that period, provider's progress toward achieving the outcomes for which it was hired, and progress on any performance measures.

## V. Fiscal Requirements

<b>V-SIG 28: Equipment</b>
----------------------------

V-SIG 28 The LEA maintains an inventory record for each piece of equipment with an acquisition cost of \$500 or more per unit that is purchased with SIG funds and has conducted a physical check of the inventory of equipment within the past two years and reconciled the result with inventory records. The record includes: type/description, model/name, serial number, funding source, acquisition date, cost, location, and current condition.

[SIG authorized under section 1003(g) of Title I of ESEA of 1965, as amended (75 FR 66363 (October 28, 2010))]

### Evidence

#### Documentation of Physical Check\*

Documentation of physical check of inventory within the past two years reconciled with inventory records.

#### Inventory of SIG-funded Purchases\*

## School Improvement Grant

### 2015-16 Program Instrument

Inventory records of items purchased with SIG funds that include the following: type/description, model/name, serial number, funding source, acquisition date, cost, location, and current condition.

#### V. Fiscal Requirements

##### **V-SIG 29: Leadership Team Approval**

V-SIG 29. The School Site Council (SSC)/Leadership Team aligns the SIG components with the SPSA goals and activities and annually reviews, updates, and approves the plan including proposed expenditures. The plan elements include:

- An analysis of academic performance data to determine students' needs
- School goals to meet the identified academic needs of students
- Activities to reach school goals that improve the academic performance of students
- Expenditures of funds allocated to the school
- The means of annually evaluating the progress of programs toward accomplishing the goals

[SIG authorized under section 1003(g) of Title I of ESEA of 1965, as amended (75 FR 66363 (October 28, 2010))]

#### **Evidence**

##### Evaluation of SPSA Activities\*

SPSA and SSC evaluation of the SPSA activities.

##### Program Services\*

Notice, agenda, and minutes of SSC meeting indicating how program services are identified, developed, implemented, monitored, evaluated, and improved in the SPSA.

##### SSC Allocation Approval\*

Minutes/agendas of SSC approving allocations, proposed expenditures on SPSA activities, and centralized services.

## School Improvement Grant

### 2015-16 Program Instrument

#### VI. Optional Components

#### **VI-SIG 30: Optional Components**

For LEAs implementing selected components under other intervention models described in the final requirements. Optional components are implemented within the framework of the model and are in addition to, not instead of, the actions that are required as part of the selected model.

#### **Evidence**

##### Optional Component Evidence\*

Evidence of implementation of the optional components as described in the LEA's needs analysis and implementation chart.