

**Compensatory Education (CE) Instrument for  
2010-11 Categorical Program Monitoring (CPM)  
Elementary and Secondary Education Act (ESEA), Title I, Part A  
American Recovery and Reinvestment Act (ARRA) of 2009, Title I, Part A\*  
Economic Impact Aid/State Compensatory Education (EIA/SCE),  
California *Education Code (EC) 54000***

**Desired Outcomes**

1. All students have a fair, equal, and sufficient opportunity to:
  - a. Obtain a high-quality education.
  - b. Reach proficiency on challenging state academic content standards and state academic assessments.
  
2. The local educational agency (LEA) closes the achievement gap between:
  - a. High- and low-performing students, especially between minority and non-minority students.
  - b. Disadvantaged students and their more advantaged peers.  
(*20 United States Code [USC] 6301 et. seq.; California Code of Regulations, Title 5 [5 CCR] 4400*)

**Program Dimensions**

Each categorical program is reviewed using the following interrelated seven dimensions:

- I. Involvement:** Parents, staff, students, and community members participate in developing, implementing, and evaluating core and categorical programs.
  
- II. Governance and Administration:** Policies, plans, and administration of categorical programs meet statutory requirements.
  
- III. Funding:** Allocation and use of funds meet statutory requirements for allowable expenditures.
  
- IV. Standards, Assessment, and Accountability:** Categorical programs meet state standards, are based on the assessed needs of program participants, and achieve the intended outcomes of the categorical program.
  
- V. Staffing and Professional Development:** Staff members are recruited, trained, assigned, and assisted to ensure the effectiveness of the program.
  
- VI. Opportunity and Equal Educational Access:** Participants have equitable access to all programs provided by the LEA, as required by law.
  
- VII. Teaching and Learning:** Participants receive core and categorical program services that meet their assessed needs.

\*The use of ARRA-related funds for this program will be monitored through this instrument, as applicable.

*Note: Because the methodology of the California Department of Education monitoring team includes sampling, the monitoring process cannot produce an all-inclusive assessment of items in this instrument. The LEA is responsible for operating its categorical programs in compliance with all applicable laws and regulations.*

<b>I</b>	<p><b>Involvement</b>                  Parents, staff, students, and community members participate in developing, implementing, and evaluating core and categorical programs.</p>
----------	---

**I-CE 1. The local governing board has adopted and is implementing a policy on parent involvement.** (EC 11500-11504, 51101[b]; 20 USC 6318[a][2])

**1.1 The LEA receiving Title I, Part A funding has developed jointly with, agreed to, and distributed to parents 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 USC 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 USC 6318[a][2][B])
- (c) Builds school and parent capacity for strong parental involvement. (20 USC 6318[a][2][C])
- (d) Coordinates and integrates Title I, Part A parental involvement strategies with parental involvement strategies of other programs. (20 USC 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 USC 6318[a][2][E])
- (f) Involves parents in activities of schools served by Title I. (20 USC 6318[a][2][F])

**1.2 The LEA policy on parent involvement for all schools (Title I and non-Title I) in the LEA is 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.
- (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 reserves not less than 1 percent of its allocation to carry out 20 USC Section 6318 including promoting family literacy and parenting skills.** (20 USC 6318[a][3][A])

**1.4 Parents of Title I students are involved in the decisions regarding how the 1 percent reservation for parental involvement is allotted for parental involvement activities.** (20 USC 6318[a][3][B])

**Evidence Reviewed**

**Documentation relevant to this item:**

- District policy and administrative regulations on parent involvement
- Local school board meeting agenda and minutes showing policy adoption

**Interview:**

- Parents
- Staff

**Observe:**

- Meetings

<input type="checkbox"/> Evidence of joint development, review, agreement, and distribution of policy, such as meeting agendas and minutes, enrollment packets, parent handbooks or other dissemination method(s) used  <input type="checkbox"/> Consolidated Application (ConApp) Pages: Title I, Part A Reservations (Required) Title I, Part A Reservations (Allowed) Title I, Part A School Allocations Parent Involvement LEA Policy  <input type="checkbox"/> Title I, Part A ARRA Application  <input type="checkbox"/> LEA process/procedures to assist schools in planning and implementing effective parent involvement activities and in involving parents in integrating parent involvement activities in the SPSA to improve student academic achievement  <input type="checkbox"/> Notices of parent/staff meetings including topics to be discussed, agendas, and minutes indicating professional development activities for building parents' capacity to assist their student to succeed academically and staff capacity to work with parents as equal partners  <input type="checkbox"/> Annual evaluation of content and effectiveness of the parent involvement policy  <input type="checkbox"/> Samples of techniques and strategies presented in planned parent involvement events to build parent capacity to improve their children's academic success and to assist their children in learning at home  <input type="checkbox"/> List of means of communications used for parent involvement activities  <input type="checkbox"/> Teacher/administrator training events and agendas about how to communicate effectively with parents	<input type="checkbox"/> School activities specific to item
--	---

**Findings:**

**Conclusion:**

- |   |   |                                       |
|---|---|---------------------------------------|
| <input type="checkbox"/> Meets requirements | <input type="checkbox"/> Does not meet requirements | <input type="checkbox"/> Not Reviewed |
|---|---|---------------------------------------|

**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 USC 6318[b][1])**

**2.1 The school-level policy describes the means for carrying out the requirements of subsections 20 USC 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 USC 6318[c][1])

- (b) Offer a flexible number of meetings and may provide, with funds provided under this part, transportation, child care, or home visits as such services relate to parental involvement. (20 USC 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 USC 6318[c][3])
- (d) Provide parents of participating students with timely information about Title I programs. (20 USC 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 USC 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. (20 USC 6318[c][4][C])

**2.3 Shared Responsibilities for High Student Academic Achievement. The school-parent compact is jointly developed with and distributed to parents of Title I students. The school-parent compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and describes 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 USC 6318[d][1])
- (b) Describes the parent's responsibility to support their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of the children and positive use of extracurricular time. (20 USC 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 USC 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 USC 6318[e][1])
- (b) Provide materials and training to help parents work with their children to improve their children's achievement. (20 USC 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 USC 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 USC 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 USC 6318[e][5])
- (f) Provide such other reasonable support for parental involvement activities under this section as parents may request. (20 USC 6318[e][14])

**2.5 Accessibility. 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 USC 6318[f])**

<b>Evidence Reviewed</b>	
<p><b>Documentation relevant to this item:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> School Parent Involvement Policy (which may be attached to the SPSA at the time of local board review and approval)</li> <li><input type="checkbox"/> School site council (SSC) or Title I parent committee meeting agendas and minutes demonstrating that the school jointly developed the policy with parents of Title I students</li> <li><input type="checkbox"/> Evidence of dissemination of school parent involvement policy to parents of Title I students</li> <li><input type="checkbox"/> School-parent compact that contains all requirements</li> <li><input type="checkbox"/> Notices, agendas, and meeting minutes that indicate the joint development of the school-parent compact</li> <li><input type="checkbox"/> Evidence demonstrating the distribution of the school-parent compact to parents, such as mailing lists, e-mail copies, parent handbook, or enrollment packets</li> <li><input type="checkbox"/> Samples of parent materials in multiple languages and formats that demonstrate accessibility and opportunities for involvement for parents with limited English proficiency, parents with disabilities, and parents of migratory students</li> <li><input type="checkbox"/> Parent meeting notices, agendas, and minutes with evidence of parent participation in Title I program services, including participation in planning, review, and improvement of Title I program</li> <li><input type="checkbox"/> Parent meeting notices, agendas, and minutes that indicate parents were given information on curriculum, academic assessment, and proficiency levels of their children</li> <li><input type="checkbox"/> Records of parent capacity building activities for both parents and staff including promotional materials, participation records, and evaluations</li> <li><input type="checkbox"/> Training materials describing parent capacity building activities</li> </ul>	<p><b>Interview:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Staff</li> <li><input type="checkbox"/> Parents</li> <li><input type="checkbox"/> SSC members</li> <li><input type="checkbox"/> Students</li> </ul> <p><b>Observe:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Meetings</li> <li><input type="checkbox"/> Workshops specific to item</li> </ul>
<b>Findings:</b>	
<p><b>Conclusion:</b>    <input type="checkbox"/> Meets requirements    <input type="checkbox"/> Does not meet requirements    <input type="checkbox"/> Not Reviewed</p>	
<p><b>I-CE 3. In order to ensure timely and meaningful consultation about Title I, Part A programs in private schools, the LEA consulted with appropriate private school officials during the design and development of the program concerning the following: (20 USC 6320)</b></p> <ul style="list-style-type: none"> <li>(a) Identification of students' needs. (20 USC 6320[b][1][A])</li> <li>(b) What services will be offered. (20 USC 6320[b][1][B])</li> <li>(c) Service delivery options, including services through a contract with a third-party provider. (20 USC 6320[b][1][G])</li> <li>(d) Assessment and improvement of services. (20 USC 6320[b][1][D])</li> <li>(e) The size and scope of services and the proportion of funds allocated. (20 USC 6320[b][1][E])</li> <li>(f) Program delivery options. (20 USC 6320[b][3])</li> <li>(g) Reasons for not using a contractor preferred by private school officials. (20 USC 6320[b][1][H])</li> </ul>	

- (h) The method and sources of data to determine the number of low-income private school students from eligible attendance areas. (20 USC 6320[b][1][F])
- (i) The right to complain to the California Department of Education (CDE) concerning Title I, Part A programs. (20 USC 6320[b][5][A])

**3.1 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. (20 USC 6320[b][2])**

**3.2 The consultation meetings continue throughout implementation and assessment of Title I services. (20 USC 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 USC 6320[b][1][B], 6320[d][2][B]; 34 Code of Federal Regulations (34 CFR 200.63, 200.64[b][3][ii])**

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

**Evidence Reviewed**

**Documentation relevant to item:**

- Contact list of private schools serving students living in the Title I attendance area of the LEA
- Letters to private school officials to invite them for consultation and responses regarding participation in Title I, Part A and Title I, Part A ARRA
- Affirmation of consultation signed by private school official(s)
- Title I program descriptions for private schools
- Evidence of LEA maintaining control of the planning, designing, and implementing of the Title I services, including how students will be selected, what services will be provided, and how the Title I program will be evaluated.
- ConApp Pages:  
Title I, Part A Services for Students in Private Nonprofit Schools  
Title I, Part A School Allocations
- Title I, Part A ARRA Application
- Meeting timelines, agendas, and minutes for consultations with private school officials regarding Title I services
- Criteria for private school student eligibility for Title I services
- Procedures for contacting neighboring LEAs to determine if "out of boundary" students are served in private schools within their attendance area
- Interdistrict agreement if the eligible students are served by a neighboring district
- LEA Plan
- LEA fiscal records of Title I, Part A funds and Title I, Part A ARRA funds allocated for services

**Interview:**

- Private school officials
- LEA administrators

**Findings:**

**Conclusion:**  Meets requirements  Does not meet requirements  Not Reviewed

**II Governance and Administration**  
Policies, plans, and administration of categorical programs meet statutory requirements.

**II-CE 4. An LEA operating ESEA Title I programs implements, monitors, and reviews the effectiveness of efforts described in the approved LEA Plan to help low-achieving children meet challenging achievement academic standards.** (20 USC 6312[b][1][A], [B], [d][3], 6316[a][1][D])

**4.1 The LEA plan, at the discretion of the LEA, may include descriptions of high-quality student academic assessments that, in addition to the State academic assessments, the LEA will use to determine what revisions are needed to projects in the plan so that children meet the State academic achievement standards.** (20 USC 6312[b][1][A][iii])

**4.2 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 USC 6312[d][2],[3])

**Evidence Reviewed**

<p><b>Documentation relevant to item:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> LEA Plan with all revisions, amendments, and/or addenda showing local governing board approval</li> <li><input type="checkbox"/> Notices, agendas, and minutes of meetings in which the LEA Plan is discussed, reviewed, and revised</li> <li><input type="checkbox"/> Methods and procedures for ongoing monitoring of LEA Plan implementation and effectiveness of program</li> <li><input type="checkbox"/> LEA Plan evaluation results</li> <li><input type="checkbox"/> Evidence of adjustments to SPSA due to ongoing monitoring for improvements to LEA Plan</li> </ul>	<p><b>Interview:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Staff</li> <li><input type="checkbox"/> Parents</li> <li><input type="checkbox"/> SSC members</li> </ul>
--	---

**Findings:**

**Conclusion:**  Meets requirements  Does not meet requirements  Not Reviewed

**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 USC 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 USC 6316[c][7][B]; 34 CFR 200.52[a][4]; EC 52055.57[b][1][C])

**Evidence Reviewed**

<p><b>Documentation relevant to item:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Revised LEA plan with action item showing local governing board approval Transmittal document of revised LEA Plan to CDE for review, and evidence of CDE response to revised LEA Plan</li> <li><input type="checkbox"/> Meeting agendas and minutes indicating consultation with parents, school staff, and others</li> </ul>	<p><b>Interview:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Parents</li> <li><input type="checkbox"/> Administrators</li> <li><input type="checkbox"/> Staff</li> <li><input type="checkbox"/> Students</li> </ul> <p><b>Observe:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Instructional settings related to plan revisions</li> </ul>
---	--

<b>Findings:</b>	
<b>Conclusion:</b> <input type="checkbox"/> Meets requirements <input type="checkbox"/> Does not meet requirements <input type="checkbox"/> Not Reviewed	
<p><b>II-CE 6. An LEA with schools in PI shall ensure the provision of technical assistance as the school develops and implements the SPSA.</b> (20 USC 6316[b][4][A], [B],[C];6312[b][1][A],[L])</p> <p><b>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</b> (20 USC 6316[b][4][C]):</p> <ul style="list-style-type: none"> <li>(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, the responsibilities of the school and LEA under the SPSA, and to identify and address solutions to such problems. (20 USC 6316[b][4][B][i])</li> <li>(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 USC 6316[b][4][B][ii])</li> <li>(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 USC 6316[b][4][iii])</li> </ul>	
<b>Evidence Reviewed</b>	
<p><b>Documentation relevant to item:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> LEA Plan description of related technical assistance</li> <li><input type="checkbox"/> SPSA and budget and related technical assistance</li> <li><input type="checkbox"/> Examples of technical assistance provided by LEA related to analysis of student assessment data to address specific instructional issues</li> <li><input type="checkbox"/> SPSA annual evaluation</li> <li><input type="checkbox"/> SSC meeting agendas and minutes specific to this item</li> <li><input type="checkbox"/> Professional development research based instructional strategies</li> <li><input type="checkbox"/> Parental involvement activities</li> </ul>	<p><b>Interview:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Administrators</li> <li><input type="checkbox"/> Entity approved by the LEA, if relevant</li> <li><input type="checkbox"/> SSC members</li> <li><input type="checkbox"/> Staff</li> <li><input type="checkbox"/> Parents</li> <li><input type="checkbox"/> Students</li> </ul> <p><b>Observe:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Instructional settings demonstrating activities and strategies in approved SPSA that are supported by Title I and/or EIA/SCE resources</li> </ul>
<b>Findings:</b>	
<b>Conclusion:</b> <input type="checkbox"/> Meets requirements <input type="checkbox"/> Does not meet requirements <input type="checkbox"/> Not Reviewed	
<p><b>II-CE 7. The SSC is composed of the following members selected by peers.</b> (EC 52852, 64001[g])</p> <ul style="list-style-type: none"> <li>(a) In elementary schools, half the members consist of the principal, classroom teachers, and other school personnel. Classroom teachers make up a majority of this group. The remaining half of the members consists of parents or other community members selected by parents.</li> <li>(b) In secondary schools, half of the members consist of the principal, classroom teachers, and other school personnel. Classroom teachers make up a majority of this group. The remaining half of the members consists of equal numbers of students elected by students, and parents or other community members selected by parents.</li> </ul>	
<b>Evidence Reviewed</b>	



<p><b>Documentation relevant to item:</b></p> <p><input type="checkbox"/> SSC membership</p> <p><input type="checkbox"/> SPSA indicating/including SSC composition</p> <p><input type="checkbox"/> Approved state waiver option for small schools, "Shared School Site Council"</p> <p><input type="checkbox"/> Procedure for selecting SSC members that meets parity requirements</p>	<p><b>Interview:</b></p> <p><input type="checkbox"/> Staff</p> <p><input type="checkbox"/> SSC members</p>
--	--

**Findings:**

**Conclusion:**     Meets requirements     Does not meet requirements     Not Reviewed

**II-CE 8. The SSC annually develops, reviews, updates, and approves 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 ConApp.
- (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 USC 6314[b][1], [2], 6315[c][2];)

**8.1 The local governing board reviews and approves 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 is consistent with goals of the LEA Plan. (EC 64001[h])**

**Parent Involvement**

**8.3 The parent involvement program is 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 USC 6318[a])**

**Schoolwide Program**

**8.4 The Title I Schoolwide Program (SWP) school uses a comprehensive needs assessment of the entire school to develop the SPSA. (20 USC 6314[b][1][A])**

**8.5 For SWP schools, the SPSA includes 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 USC 6314[b][1][H])**

**8.6 For SWP schools, the school submits to the LEA, along with the SPSA, any parent comments of dissatisfaction with the plan. (20 USC 6318[c][5], 6314[b][2][A][i], [ii])**

**8.7 For SWP schools, the school plan remains in effect for the duration of the school's participation under this part and is reviewed and revised as necessary. (20 USC 6314[b][2][B][iii])**

### Targeted Assistance Schools (TAS) Program

**8.8 The targeted assistance program uses 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 USC 6315[c][1][C])**

### Both SWP and TAS Programs

**8.9 For Title I SWP schools and TAS, the SPSA includes scientifically-based instructional strategies to address the needs of participating students, particularly the needs of low-achieving students and those at risk of not meeting the state student academic content standards. (20 USC 6314[b][1][B][ii], 6315[c][1][C])**

**8.10 For SWP schools and TAS, the scientifically-based strategies strengthen the core academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum. (20 USC 6314[b][1][B], 6315[c][1][C])**

**8.11 For SWP schools and TAS, the Adequate Yearly Progress (AYP) and other student performance data for all students and subgroups are used to develop the instructional support program in the SPSA. (20 USC 6311[b][1][C], 6311[b][3], 6314[b][1][A], 6314[b][1][B], 6315[c]1; EC 64001)**

**8.12 For SWP schools and TAS, the SPSA includes 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 USC 6314[b][1][F], 6314[b][2][A][iv], 6315[c][1][G])**

**8.13 For SWP schools and TAS, the SPSA includes, as applicable, plans for assisting preschool children in the transition to local elementary school programs. (20 USC 6314[b][1][G], 6315[c][1][D])**

**8.14 For SWP schools and TAS, the SPSA includes coordination and integration of federal, state, and local services and programs. (20 USC 6314[b][1][J], 6315[c][1][H])**

**8.15 For SWP schools and TAS, the plan includes strategies to attract highly-qualified teachers. (20 USC 6314[b][1][E], 6315[c][1][E])**

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

**8.16 The SSC annually considers whether or not it wishes the local school to participate in the SBCP, and that decision is indicated in the SPSA. (EC 52852.5[b])**

**8.17 If the school operates a SBCP program, the SPSA contains 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 USC 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) How the school will provide written notice about the identification to parents of each student enrolled in the school.
- (f) 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.
- (g) Strategies to promote effective parental involvement.
- (h) Academic enrichment activities before school, after school, during the summer, and during any extension of the school year, as appropriate.
- (i) A teacher mentoring program.

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

**Evidence Reviewed**

**Documentation relevant to item:**

- SPSA including all requirements and indicating intent to participate in SBCP, TAS, or SWP
- ConApp Pages including:
  - Title I, Part A Ranking of Public Schools
  - Title I, Part A Reservations (Allowed)
  - Title I, Part A School Allocations
- Title I, Part A ARRA Application
- SPSA budget aligned to activities related to Title I, Part A and EIA/SCE school allocation, professional development allocation, and the 1 percent for parent involvement activities
- Comprehensive needs assessment
- SSC evaluation of the SPSA activities
- Notice, agenda, and minutes of SSC meeting indicating how program services are identified, developed, implemented, monitored, evaluated, and improved in the SPSA
- Minutes/agendas of SSC approving allocations, proposed expenditures on SPSA activities, and centralized services

**Interview:**

- Administrators
- Staff
- Parents
- SSC members
- Advisory committee

**Observe:**

- Instructional settings demonstrating SPSA activities and programs supported by Title I, Part A or EIA/SCE resources

**Findings:**

**Conclusion:**     Meets requirements     Does not meet requirements     Not Reviewed

**II-CE 9. The LEA provides parents with information on school and parent activities in a format and, to the extent practicable, in a language the parents can understand. (20 USC 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 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 Reviewed**

**Documentation relevant to this item:**

- Copies of notices, reports, statements, and records sent to parents that are written in English and in the primary language the parents can understand

**Interview:**

- Parents

<input type="checkbox"/> LEA process that ensures communications are distributed to parents	<input type="checkbox"/> Staff <input type="checkbox"/> Students
---	---

**Findings:**

**Conclusion:**     Meets requirements     Does not meet requirements     Not Reviewed

**II-CE 10. An LEA identified for PI has promptly provided 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 USC 6316[c][6])**

**10.1 An LEA identified for PI in corrective action 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 USC 6316[c][10][E])**

**Evidence Reviewed**

**Documentation relevant to this item:**

- Parent notification that includes reasons for PI identification and how parents can participate in upgrading the quality of the LEA
- Parent notification written in English and in a language the parents can understand
- LEA process that ensures how and to whom the distribution of the parent notification will occur

**Interview:**

- Parents
- Administrators
- Staff

**Findings:**

**Conclusion:**     Meets requirements     Does not meet requirements     Not Reviewed

**II-CE 11. For schools in PI, the LEA annually provides written notifications to parents—and no later than 14 calendar days before the start of the school year due to parents’ option to transfer their child to a school that is not in PI—of the following: (20 USC 6316[b][6], 6316[e][2][A], 6316[b][11]; 34 CFR 200.37[b][4][ii], [iv], 200.44[a][3][B])**

- (a) The PI identification and how the school compares in terms of academic achievement to other schools in the LEA and in the state.
- (b) The reasons for PI identification.
- (c) What the school, LEA, and/or SEA is doing to help the school address the achievement problem.
- (d) How parents can become involved in addressing the academic issues that caused the school to be identified for PI.
- (e) The parents’ option to transfer their child to a school that is not in PI and not distinguished as persistently dangerous with paid transportation to a non-PI school in the district.
- (f) The parents’ option (in PI schools Years 2–5) to obtain supplemental educational services (SES) for their eligible child; the annual notice to parents of children eligible for SES is in a format that is clear, concise, and clearly distinguishable from other information sent to parents, including an explanation of the benefits of receiving SES, the identity of approved providers within the LEA or those reasonably available in neighboring LEAs, and a description of services, qualifications, demonstrated effectiveness of providers, and an indication of those providers who are able to serve students with disabilities and English learners. (34 CFR 200.37[b][5][ii][C], 200.37[b][5][ii][B], 200.37[b][5][iii])

- (g) The corrective action(s) in PI Year 3.
- (h) The plan for alternative governance in PI Year 4.
- (i) How the LEA and school are implementing the alternative governance plan beginning in PI Year 5.

**Evidence Reviewed**

**Documentation relevant to this item:**

- Parent notification that includes all requirements, as appropriate, for schools in PI Years 1, 2, 3, 4, or 5
- Public school choice notification letter provided at least 14 days before the start of school, if separate
- LEA process that ensures how and to whom the distribution of the appropriate parent notification will occur
- SES notification(s) to parents of eligible students with enrollment procedures, if separate (see CE 13)
- Approved LEA waiver records (Title I, Part A and/or Title I, Part A ARRA) relevant to this item

**Interview:**

- Administrators
- Staff
- Parents

**Findings:**

**Conclusion:**     Meets requirements     Does not meet requirements     Not Reviewed

**II-CE 12. In the case of a school identified for school improvement, the LEA shall notify, not later than 14 calendar days before the start of the school year, the parents of all students enrolled in the school of the option to transfer to another public school served by the LEA that is not in PI. (20 USC 6316[b][1][E][i]; 34 CFR 200.44[a], 200.37[b][4][iv])**

**12.1 The school accepting these transfer students enrolls them in classes in the same manner as it enrolls other students. (20 USC 6316[b][1][F])**

**12.2 Paid transportation is provided only if the school of residence remains in PI status. (20 USC 6316[b][13]; 34 CFR 200.44[i][3])**

**12.3 The limitations on funding in 34 CFR 200.48 applies only to the provision of choice-related transportation, and does 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])**

**12.4 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 (PI Years 1–5). (20 USC 6316[b][11])**

**Evidence Reviewed**

**Documentation relevant to this item:**

- Parent notification and date of notification
- LEA process that ensures how and to whom the distribution of the parent notification will occur
- List of students that applied for choice-related transportation and those who transferred to non-PI schools
- LEA policy describing equitable access to classes for transferred students under the ESEA
- Cooperative agreement with neighboring LEAs for public school choice transfers

**Interview:**

- Parents
- Administrators
- Staff
- Students

<input type="checkbox"/> Fiscal records of transportation costs paid from Title I, Part A or other funds  <input type="checkbox"/> LEA approved waiver records relevant to this item (Title I, Part A and/or Title I, Part A ARRA funds)	
--	--

**Findings:**

**Conclusion:**     Meets requirements     Does not meet requirements     Not Reviewed

**II-CE 13. For PI schools (Years 2–5), the LEA provides SES for eligible children from a state-approved provider selected by the parents. (20 USC 6316[e][1])**

**13.1 The LEA uses the same low-income criteria used to rank schools for Title I funding to identify students eligible for SES. (20 USC 6316[e][12][A])**

**13.2 The LEA has provided 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 USC 6316[e][2][B]; 34 CFR 200.37[b][5][ii], [iii])**

**13.3 The LEA has applied fair and equitable procedures for serving students if the approved providers have only a limited number of spaces. (20 USC 6316[e][2][C])**

**13.4 The LEA has not disclosed to the public, without written permission from parents, the identity of eligible students or students served. (20 USC 6316[e][2][D])**

**Evidence Reviewed**

**Documentation relevant to this item:**

- Parent notification of SES availability and enrollment procedures
- LEA process that ensures how and to whom the distribution of the parent notification will occur
- List of approved SES providers available to serve the LEA
- LEA criteria for identification of students eligible for SES
- Meeting or contact records indicating the LEA assisted parents in choosing a provider when requested
- LEA procedures for serving students when approved SES providers have a limited number of spaces
- SES LEA-Provider agreement/contract

**Interview:**

- Administrators
- Parents
- Staff
- Students

**Findings:**

**Conclusion:**     Meets requirements     Does not meet requirements     Not Reviewed

**II-CE 14. In the case of the selection of an approved SES provider by a parent, the LEA has entered into an agreement with such provider that (20 USC 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 Reviewed**

**Documentation relevant to this item:**

- SES agreements/contracts with requirements
- SES student learning plans

**Interview:**

- Administrators
- Parents
- Students

**Findings:**

**Conclusion:**     Meets requirements     Does not meet requirements     Not Reviewed

**II-CE 15. For schools in PI Years 3–5, the LEA has implemented one of the corrective actions in PI Year 3, planned for alternative governance in PI Year 4, and implemented the alternative governance in PI Year 5.**

**15.1 In PI Year 3, the LEA selected and implemented one of the following corrective actions (20 USC 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.

**15.2 In PI Year 4, the LEA plans for the implementation of one of the following alternative governance arrangements for the school and implements the plan in PI Year 5 (20 USC 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.

**15.3 The LEA in PI Year 4 and Year 5 provides prompt notice to teachers and parents. (20 USC 6316[b][8][C][i])**

**15.4 The LEA in PI Year 4 and Year 5 provides teachers and parents with the opportunity to (20 USC 6316[b][8][C][ii]):**

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

<b>Evidence Reviewed</b>	
<p><b>Documentation relevant to this item:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> SPSA that includes appropriate details for PI school year requirements</li> <li><input type="checkbox"/> Corrective action plan or alternative governance plan, as appropriate</li> <li><input type="checkbox"/> Notice to teachers and parents of PI school status and opportunities to participate in development of the alternative governance plan</li> <li><input type="checkbox"/> Notice to teachers and parents regarding the opportunity to comment before the SSC and the local governing board takes action on alternative governance for a school in PI Year 4</li> <li><input type="checkbox"/> LEA process that ensures how and to whom the distribution of the parent and teacher notification will occur</li> <li><input type="checkbox"/> Local governing board approval</li> <li><input type="checkbox"/> Meeting agendas and minutes with specific topics regarding the planning, development, and implementation of PI corrective actions or alternative governance plans</li> </ul>	<p><b>Interview:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Administrators</li> <li><input type="checkbox"/> Parents</li> <li><input type="checkbox"/> Staff</li> <li><input type="checkbox"/> SSC members</li> </ul>

**Findings:**

**Conclusion:**     Meets requirements         Does not meet requirements         Not Reviewed

**II-CE 16. 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 USC 6312[g])**

**16.1 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 USC 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 USC 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 goals, and the use of English and native language instruction. (20 USC 6312[g][1][A][iii])
- (d) How the program will meet the educational strengths and needs of their student. (20 USC 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 USC 6312[g][1][A][v])
- (f) Specific exit requirements of the program. (20 USC 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 USC 6312[g][1][A][vii])
- (h) Information including written guidance pertaining to parental rights about child enrollment in the language instruction educational program. (20 USC 6312[g][1][A][viii])



**16.2 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 USC 6312[g][1][B])**

**16.3 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 USC 6312[g][1][B][3])**

**16.4 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 USC 6312[g][1][B][4])**

**Evidence Reviewed**

<p><b>Documentation in relation to this item:</b></p> <p><input type="checkbox"/> Parent notification letters meeting all requirements</p> <p><input type="checkbox"/> LEA process that ensures how and to whom the distribution of required parent notifications will occur related to this item</p> <p><input type="checkbox"/> LEA fiscal records</p>	<p><b>Interview:</b></p> <p><input type="checkbox"/> Staff</p> <p><input type="checkbox"/> Parents</p> <p><input type="checkbox"/> Students</p>
--	---

**Findings:**

**Conclusion:**     Meets requirements     Does not meet requirements     Not Reviewed

**II-CE 17. 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 Reviewed**

<p><b>Documentation relevant to this item:</b></p> <p><input type="checkbox"/> LEA Web site location of required and updated data and information regarding student eligibility and participation in public school choice and SES</p> <p><input type="checkbox"/> LEA Web site location of SES providers</p> <p><input type="checkbox"/> LEA Web site location showing non-PI schools available for choice-related transfers options</p>	<p><b>Interview:</b></p> <p><input type="checkbox"/> Parents</p> <p><input type="checkbox"/> Administrators</p> <p><input type="checkbox"/> Students</p>
--	--

**Findings:**

**Conclusion:**     Meets requirements     Does not meet requirements     Not Reviewed

<b>III</b>	<p><b>Funding</b> Allocation and use of funds meet statutory requirements for allowable expenditures.</p>
<p><b>III-CE 18. The LEA disburses Title I, Part A and EIA/SCE funds in accordance with the approved Consolidated Application (ConApp).</b> (EC 64000[b] and [c], 64001[g]; 20 USC 6301 et seq.)</p> <p><b>18.1 For programs funded by Title I, Part A and EIA/SCE, the LEA uses no less than 85 percent of those apportionments at school sites for direct services to students.</b> (EC 54420, 63001)</p> <p><b>18.2 The LEA expends Title I, Part A funds reserved in the ConApp for the stated and approved purpose of the reservation.</b> (20 USC 6313[a][1], 6313[c][3], 6316[b][3][A][iii][I], 6316[c][7][A][iii], 6318[a][3][A], 6316[b][10])</p> <p>(EC 62002; Office of Management and Budget Circular A-87 <i>Cost Principles for State, Local, and Indian Tribal Governments</i> [OMB Circular A-87])</p>	
<b>Evidence Reviewed</b>	
<p><b>Documentation relevant to this item:</b></p> <p><input type="checkbox"/> ConApp Pages including:              Title I, Part A Services for Students in Private Nonprofit Schools              EIA/SCE Ranking Decisions              EIA Ranking of Public Schools              Title I, Part A Ranking Decisions              Title I, Part A Ranking of Public Schools              District Allocations of Title I, Part A Funds              Title I, Part A Reservations (Required)              Title I, Part A Reservations (Allowed)              Title I, Part A School Allocations              Title I, Part A Program Improvement Activities and Expenditures Report</p> <p><input type="checkbox"/> Title I, Part A ARRA Application</p> <p><input type="checkbox"/> LEA approved waiver records related to this item (Title I, Part A and/or Title I, Part A ARRA)</p> <p><input type="checkbox"/> LEA Plan and any addenda, with board actions and approval of revisions</p> <p><input type="checkbox"/> LEA expenditure reports relevant to ConApp reservations and allocations for Title I, Part A (regular and ARRA) and EIA/SCE</p> <p><input type="checkbox"/> SPSA budget and expenditure reports for Title I (regular and ARRA) and EIA/SCE</p> <p><input type="checkbox"/> Report of audited expenditures of categorical program funds for previous year that supports 85/15 percent requirements</p>	<p><b>Interview:</b></p> <p><input type="checkbox"/> Administrators</p> <p><input type="checkbox"/> School Principal</p> <p><input type="checkbox"/> SSC members</p>
<b>Findings:</b>	
<p><b>Conclusion:</b>    <input type="checkbox"/> Meets requirements    <input type="checkbox"/> Does not meet requirements    <input type="checkbox"/> Not Reviewed</p>	

**III-CE 19. The LEA uses Title I, Part A and EIA/SCE funds only to supplement, and not supplant, state and local funds.**

(EC 54025[c]; 6314[a][2][B]; 20 USC 6321[b][1], [d] )

**Evidence Reviewed**

**Documentation relevant to this item:**

- Position duty statements related to Title I and EIA/SCE
- SPSA
- Site expenditure reports for school SWP/TAS supplemental services
- Report of expenditures of Title I and EIA/SCE funds to date for LEA and schools
- ConApp Pages:
  - EIA/SCE Ranking Decisions
  - EIA Ranking of Public Schools
  - Title I, Part A Ranking Decisions
  - Title I, Part A Ranking of Public Schools
  - Title I, Part A School Allocations
- Title I, Part A ARRA Application
- Report of audited expenditures, Title I, Part A; Title I, Part A ARRA; and EIA/SCE
- LEA Plan with all local board approved revisions, including plan for Title I, Part A ARRA funds

**Interview:**

- Administrators

**Findings:**

**Conclusion:**     Meets requirements     Does not meet requirements     Not Reviewed

**III-CE 20. Charges to Federal Awards for salaries and wages, whether treated as direct or indirect costs, will be based on payrolls documented in accordance with generally accepted practice of the governmental unit and approved by a responsible official(s) of the governmental unit. (Title 2, Code of Federal Regulations [CFR] 225, Appendix B, 8[h][1].**

**20.1 Each employee paid in part from a single cost objective and in part from other revenue, or an employee paid from multiple cost objectives, completes a Personnel Activity Report (PAR) each pay period, or an approved sampling method is used. (2 CFR 225, Appendix B, 8[h][4][5][6]; California School Accounting Manual [CSAM] Procedure 905, pages 905-4 through 5, and pages 905-8 through 12.)**

**20.2 Employees funded under a single cost objective by Title I SWP, and employees funded with state funds under the SBCP, complete a semiannual certification of such employment. Employees who work solely on activities funded with consolidated ESEA administrative funds are also deemed funded by a single cost objective and complete a semiannual certification. (2 CFR 225, Appendix B, 8[h][3]; California School Accounting Manual [CSAM] Procedure 905, pages 905-2 through 4, and pages 905-7 through 8.)**

**Evidence Reviewed**

**Documentation relevant to this item:**

- List of employees funded with Title I, Part A and EIA/SCE with job descriptions and duty statements
- Time-accounting records, e.g., semiannual certifications,

**Interview:**

- LEA Staff
- School Staff

personnel activity reports <input type="checkbox"/> Payroll records <input type="checkbox"/> Process used to collect monthly and semi-annual certification by employees funded with state and federal funds	
<b>Findings:</b>	
<b>Conclusion:</b> <input type="checkbox"/> Meets requirements <input type="checkbox"/> Does not meet requirements <input type="checkbox"/> Not Reviewed	
<b>III-CE 21. For all categorical programs, 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 state and/or federal funds. The record describes the acquisition by:</b>  (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  ( <i>EC 35168; 5 CCR 3946; 34 CFR 80.32[d][1]</i> )	
<b>21.1 The school district has conducted a physical check of the inventory of equipment within the past two years and has reconciled the result with inventory records. (<i>34 CFR 80.32[d][2]</i>)</b>	
<b>Evidence Reviewed</b>	
<b>Documentation relevant to this item:</b> <input type="checkbox"/> Inventory records of items purchased with state or federal categorical funds that include all requirements <input type="checkbox"/> Documentation of physical check of inventory within the past two years reconciled with inventory records. <input type="checkbox"/> Description of system or procedures used by the LEA to conduct a physical check of the inventory of equipment within the past two years <input type="checkbox"/> SPSA expenditure plan	<b>Interview:</b> <input type="checkbox"/> Staff <input type="checkbox"/> SSC members  <b>Observe:</b> <input type="checkbox"/> Equipment locations
<b>Findings:</b>	
<b>Conclusion:</b> <input type="checkbox"/> Meets requirements <input type="checkbox"/> Does not meet requirements <input type="checkbox"/> Not Reviewed	

**III-CE 22. The LEA in PI reserves and spends 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 USC 6316[c][7][A][iii], 6316[b][3][A][iii]; 34 CFR 200.52[a][3][iii], 200.41[c][5])**

**Evidence Reviewed**

**Documentation relevant to this item:**

- ConApp Pages:
  - Title I, Part A Reservations (Required)
  - Title I, Part A Reservations (Allowed)
  - Title I, Part A School Allocations
  - Title I, Part A Program Improvement Activities and Expenditures Report
- Title I, Part A ARRA Application
- LEA Plan with revisions, addendum
- SPSA (activities and budget related to this item)
- Fiscal records
- Professional development offerings funded by Title I
- LEA approved waiver records relevant to this item (Title I, Part A and/or Title I, Part A ARRA)

**Interview:**

- Administrators
- Staff

**Findings:**

**Conclusion:**     Meets requirements     Does not meet requirements     Not Reviewed

**III-CE 23. An LEA that has schools in PI spends 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 USC 6316[b][10][A], [B]; 34 CFR 200.48[a][2])**

**23.1 For LEAs with schools only in PI Year 1, the LEA spends 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 USC 6316[b][9], [10][A]; 34 CFR 200.48[a][2][iii][B]; but see ESEA Section 9401)**

**23.2 If the demand exists, the 20 percent is allocated as follows (20 USC 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])

**23.3 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 USC 6316[b][10][C], 34 CFR 200.44[e], 200.45[d])**

**23.4 The LEA has not, as a result of reserving 20 percent for public school choice-related transportation costs and SES, reduced by more than 15 percent the Title I, Part A allocation for schools in PI Years 3–5. (20 USC 6316[b][10][D]; 34 CFR 200.48[b][1])**

**23.5 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 Sections 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])

**23.6 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])**

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

**Evidence Reviewed**

**Documentation relevant to this item:**

- MOU or agreement between the LEA and outside groups to help inform students and their parents of opportunities to transfer or receive SES
- Evidence, including dates, of LEA provision of a minimum of two enrollment windows for SES, if needed
- LEA policy for facility use for outside entities (including approved SES providers)
- List of eligible students for public school choice transfers and SES, as appropriate
- Parent notifications (dated) for public school choice and SES
- List of parent requests for public school choice transfers and SES with records of follow-up communications by LEA
- List, organized by PI schools, of students served with public school choice and SES
- ConApp Pages:
  - Title I, Part A Reservations (Required)
  - Title I, Part A Reservations (Allowed)

**Interview:**

- Administrators
- Staff
- SSC Members
- Parents
- Students

<p style="text-align: center;">Title I, Part A Program Improvement Activities and Expenditures Report</p> <p><input type="checkbox"/> Title I, Part A ARRA Application</p> <p><input type="checkbox"/> Fiscal records demonstrating 20 percent obligation and expenditures for LEA Title I, Part A implementation of SES and public school choice</p> <p><input type="checkbox"/> Approved LEA waiver records (Title I, Part A and/or Title I, Part A ARRA) relevant to this item</p> <p><input type="checkbox"/> LEA process and procedures for application by parents for SES and/or public school choice-related transportation</p> <p><input type="checkbox"/> LEA process for managing oversubscription of services</p> <p><input type="checkbox"/> Fiscal records indicating Title I, Part A school allocations for schools in PI Years 3–5 are within at least 85 percent of the previous year's Title I, Part A allocation</p>	
--	--

**Findings:**

**Conclusion:**     Meets requirements     Does not meet requirements     Not Reviewed

**III-CE 24. For private schools, the LEA administers and maintains control of funds, materials, equipment, and property. (20 USC 6320[d][1] and [2])**

**24.1 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 USC 6320[d][2][B])**

**24.2 Title I services to students in private schools are provided by individuals or organizations independent of the private school attended by those students. (20 USC 6320[d][2][B])**

**Evidence Reviewed**

**Documentation relevant to this item:**

- Process to ensure that the LEA maintains control of personnel, materials, equipment, and supplies provided to private schools served by the LEA
- Title I, Part A program description and list of resources of personnel, materials, equipment, and supplies available for services at the private school
- Third-party provider contract and invoices, if applicable
- Fiscal records (invoices, disbursements, expenditure reports, LEA check for expenditure alignment to program design)

**Interview:**

- LEA staff
- Private school officials
- Third-party provider

**Observe:**

- Facilities
- Instructional settings, equipment, supplies

**Findings:**

**Conclusion:**     Meets requirements     Does not meet requirements     Not Reviewed

**III-CE 25. The LEA provides funding to service eligible private school students residing in an eligible public school attendance area even if that public school was skipped for Title I, Part A funds. (20 USC 6313[b][2])**

**Evidence Reviewed**

**Documentation relevant to this item:**

**Interview:**

<input type="checkbox"/> ConApp Pages: Title I, Part A Ranking Decisions Title I, Part A Ranking of Public Schools Title I, Part A School Allocations  <input type="checkbox"/> Title I, Part A ARRA Application <input type="checkbox"/> List of eligible schools skipped for Title I funding <input type="checkbox"/> List of private schools enrolling students from attendance area of skipped schools <input type="checkbox"/> List of eligible students receiving services at the private school <input type="checkbox"/> List of services provided to the private school by the LEA <input type="checkbox"/> Fiscal records related to this item	<input type="checkbox"/> Staff  <input type="checkbox"/> Private school officials
<b>Findings:</b>	
<b>Conclusion:</b> <input type="checkbox"/> Meets requirements <input type="checkbox"/> Does not meet requirements <input type="checkbox"/> Not Reviewed	
<b>III-CE 26. 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 comply with the performance standards established under the Head Start Act. (20 USC 6312[c][1][G])</b>	
<b>Evidence Reviewed</b>	
<b>Documentation relevant to this item:</b>  <input type="checkbox"/> LEA Plan description of early childhood development services, if applicable  <input type="checkbox"/> ConApp Page: Title I, Part A Reservations (Allowed)  <input type="checkbox"/> Title I, Part A ARRA Application <input type="checkbox"/> Head Start performance standards linked to early childhood development curriculum and services provided <input type="checkbox"/> Fiscal records related to this item	<b>Interview:</b>  <input type="checkbox"/> Staff
<b>Findings:</b>	
<b>Conclusion:</b> <input type="checkbox"/> Meets requirements <input type="checkbox"/> Does not meet requirements <input type="checkbox"/> Not Reviewed	



<b>IV</b>	<p><b>Standards, Assessment, and Accountability</b></p> <p>Categorical programs meet state standards, are based on the assessed needs of program participants, and achieve the intended outcomes of the categorical program.</p>
-----------	--

**IV-CE 27. The LEA annually issues and updates 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 understand, that contains all required elements, including (20 USC 6311[h][2][A] and [E]; EC 33126, 35256):**

- (a) The number and percentage of schools identified for program improvement (20 USC 6311[h][2][B][i][I])
- (b) How long the school has been identified for program improvement (20 USC 6311[h][2][B][i][I])
- (c) The student achievement on statewide academic assessment compared to students in the State (20 USC 6311[h][2][B][i][II])
- (d) If the school has been identified for program improvement (20 USC 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 USC 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])

**27.1 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 USC 6311[h][2][E]; EC 35256[c], 35258)**

**Evidence Reviewed**

**Documentation relevant to this item:**

- Updated SARC
- LEA Web site address where SARC is posted

**Interview:**

- Staff
- Parents

**Findings:**

**Conclusion:**     Meets requirements     Does not meet requirements     Not Reviewed

**IV-CE 28. The LEA annually evaluates 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 USC 6316[a][1][A], [B], 6312[b][1][A][i], [ii], [iii], 6316[a][1][D]; 5 CCR 3942)**

**28.1 The LEA publicizes and disseminates 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 USC 6316[a][1][C])

**28.2 The LEA reviews the effectiveness of the actions and activities included in the LEA Plan and the SPSA; and LEA uses the evaluation to improve the educational programs with respect to parental involvement, professional development, and other activities. (20 USC 6316[a][1][D]; EC 64001[g])**

**28.3 The LEA assists schools in developing and implementing school plans and identifying high-quality and effective curricula to meet AYP and state academic content standards. (20 USC 6312[c][1][C], [O])**

**PI Schools**

**28.4 The LEA annually evaluates the effectiveness of actions and activities conducted by schools in PI. (20 USC 6316[a], 6316[b][3][C], 6316[b][4][A])**

**Private Schools**

**28.5 The LEA annually assesses services to Title I, Part A students in private schools and discusses how assessments will be used to improve those services. (20 USC 6320[b][1][D])**

**Evidence Reviewed**

**Documentation relevant to this item:**

- LEA Plan description of local board policy and criteria for evaluating program effectiveness and providing follow-up action to improve
- Written LEA process/procedures followed to publicize and disseminate results of local monitoring and annual review to parents, teachers, principals, schools, and community
- Evaluation documentation for Title I, Part A services for eligible students at the private schools
- Evidence of local board review and evaluation of activities and programs of the LEA Plan; annual evaluation results of Title I and EIA/SCE programs
- SSC meeting notices, agendas, and minutes of topics monitored for progress toward goals
- Evidence of use of evaluation results in SPSA revisions
- Records of technical assistance to schools
- Student records of academic progress

**Interview:**

- Administrators
- Staff
- SSC members
- Parents
- Private school officials

**Findings:**

**Conclusion:**     Meets requirements     Does not meet requirements     Not Reviewed

**IV-CE 29. The SSC and the LEA annually evaluate and determine if the needs of all children have been met by the strategies described in the SPSA, particularly the academic achievement needs of low-achieving students and those at risk of not meeting state academic content standards. (20 USC 6314[b][1], [2], 6315[c][2]; EC 64001[f])**

**29.1 The SSC uses the analysis of verifiable data to improve and modify program services in schools funded with Title I and EIA/SCE to ensure students meet state academic standards. (EC 64001[f])**

**Evidence Reviewed**

**Documentation relevant to this item:**

- SPSA indicating any modifications from the previous year

**Interview:**

- Administrators
- SSC Members

<input type="checkbox"/> LEA Plan and addendum <input type="checkbox"/> SSC meeting notices, agendas, and minutes in which effectiveness of strategies funded are discussed and SPSA adjustments are made <input type="checkbox"/> Process and procedure that the LEA and SSC used to evaluate program effectiveness <input type="checkbox"/> Evaluation reports	<input type="checkbox"/> Teachers <input type="checkbox"/> Advisory committee members <input type="checkbox"/> Parents <input type="checkbox"/> Students <b>Observe:</b> <input type="checkbox"/> Instructional settings demonstrating SPSA activities and programs supported by Title I, Part A or EIA/SCE resources
---	--

**Findings:**

**Conclusion:**     Meets requirements     Does not meet requirements     Not Reviewed

V

**Staffing and Professional Development**

Staff members are recruited, trained, assigned, and assisted to ensure the effectiveness of the program.

**V-CE 30. An LEA receiving Title I, Part A funds hires only ESEA-compliant teachers to teach in core academic classes.** (20 USC 6314[b][1][C], 6315[c][1][E], 6319[a])

**30.1 Parents are notified if their child has been taught for four or more consecutive weeks by a teacher who is not highly qualified.** (20 USC 6311[h][6][B][ii])

**30.2 Low-income and minority students are not taught at higher rates by unqualified, out-of-field, or inexperienced teachers as are other students.** (20 USC 6312[c][1][L])

**Evidence Reviewed**

**Documentation relevant to this item:**

- Copies of parent notification letters for each incidence of a teacher not meeting ESEA compliance criteria
- LEA process that ensures communications are distributed to parents
- Lists of teaching staff assigned to Title I- and non-Title I-funded schools, including ESEA compliance and years of experience
- Employment and placement records

**Interview:**

- Staff
- Parents

**Findings:**

**Conclusion:**     Meets requirements     Does not meet requirements     Not Reviewed

**V-CE 31. Paraprofessionals working in a program supported with ESEA funds possess at least one of the following qualifications:** (20 USC 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).

**31.1 Paraprofessionals assigned to programs supported by Title I funds provide instructional services**

**only under the direct supervision of a highly-qualified teacher. (20 USC 6319[g][3][A])**

**Evidence Reviewed**

**Documentation relevant to this item:**

- List of paraprofessionals funded with Title I funds, with job descriptions, duty statements, and schedules
- List of teachers, with their ESEA-compliant status, showing who provides direct supervision of assigned paraprofessionals funded through Title I funds
- Certification by LEA that staff funded with Title I funds meet ESEA qualification requirements
- Process/procedures for direct supervision of paraprofessional's ability to assist in instructing reading, writing, mathematics

**Interview:**

- Administrators
- Teachers
- Paraprofessional staff members

**Observe:**

- Instructional settings specific to item

**Findings:**

**Conclusion:**     Meets requirements     Does not meet requirements     Not Reviewed

**V-CE 32. The school devotes 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 USC 6314[a][4], 6314[b][1][D], 6315[e][3], 6320[a][1])**

**32.1 When Title I funds are reserved for professional development, the LEA allocates an equitable amount to provide professional development for private school teachers to better serve the academic needs of Title I participants.(20 USC 6314[a][4], 6314[b][1][D], 6315[e][3], 6320[a][1], 6315[c][1][F])**

**32.2 A school identified for PI devotes not less than 10 percent of the school's Title I, Part A funds for professional development that, among other requirements, directly addresses the academic achievement problem that caused the school to be identified for school improvement. (20 USC 6316[b][3][A][iii][1])**

**Evidence Reviewed**

**Documentation relevant to this item:**

- ConApp Pages:
  - Title I, Part A Reservations (Required)
  - Title I, Part A Reservations (Allowed)
  - Title I, Part A School Allocations
- Title I, Part A ARRA Application
- SPSA activities and budget related to item activities
- Professional development activities, session agendas, results, and calendar for the school year
- Fiscal records of expenditures for professional development for public school staff and parents
- Fiscal records indicating reservation and expenditures of Title I funds for private school staff development activities to serve the academic needs of eligible students
- Evaluation results from professional development activities tied to student academic improvement

**Interview:**

- Administrators
- SSC Members
- Staff
- Parents
- Private school officials

**Observe:**

- Instructional settings demonstrating SPSA activities and programs supported by Title I, Part A or EIA/SCE resources

<b>Findings:</b>	
<b>Conclusion:</b> <input type="checkbox"/> Meets requirements <input type="checkbox"/> Does not meet requirements <input type="checkbox"/> Not Reviewed	
<b>V-CE 33. In a TAS, Title I funded staff members 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 USC 6315[d][2], 6319[g][3][B])</b>	
<b>Evidence Reviewed</b>	
<b>Documentation relevant to this item:</b>  <input type="checkbox"/> List of staff funded with Title I funds with job descriptions, duty statements, and schedules  <input type="checkbox"/> Time accounting logs and PARs that demonstrate comparability in duties assigned to Title I and non-Title I school staff	<b>Interview:</b>  <input type="checkbox"/> Administrators <input type="checkbox"/> Staff  <b>Observe:</b>  <input type="checkbox"/> School settings
<b>Findings:</b>	
<b>Conclusion:</b> <input type="checkbox"/> Meets requirements <input type="checkbox"/> Does not meet requirements <input type="checkbox"/> Not Reviewed	
<b>VI</b>	<b>Opportunity and Equal Educational Access</b> Participants have equitable access to all programs provided by the LEA as required by law.
<b>VI-CE 34. For TAS and private schools, the local governing board has established and the schools are using multiple, educationally related, and objective criteria to identify students eligible for services. (20 USC 6315[b][2]; 5 CCR 3942)</b>	
<b>34.1 The Title I, Part A program serves eligible students in TAS and in private schools utilizing the following Title I eligibility criteria (20 USC 6315[b][1][B]):</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.	
<b>Evidence Reviewed</b>	
<b>Documentation relevant to this item:</b>  <input type="checkbox"/> LEA Plan <input type="checkbox"/> Local governing board-adopted policy establishing objective criteria to identify students eligible to receive Title I, Part A and/or EIA/SCE services  <input type="checkbox"/> Evidence of private school consultation that shows the student eligibility criteria  <input type="checkbox"/> List of students with the greatest academic need and data used to select students for Title I, Part A (public and private schools) and EIA/SCE (public schools) services	<b>Interview:</b>  <input type="checkbox"/> LEA administrators <input type="checkbox"/> Private school officials
<b>Findings:</b>	
<b>Conclusion:</b> <input type="checkbox"/> Meets requirements <input type="checkbox"/> Does not meet requirements <input type="checkbox"/> Not Reviewed	

**VI-CE 35. 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 USC 6320[a]-[c]; 34 CFR 200.65; 5 CCR 3943)**

- (a) Educational services are provided in a timely manner. (20 USC 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 USC 6320[a][4])
- (c) Educational services provided by the LEA are secular, neutral, and non-ideological. (20 USC 6320[a][2])
- (d) Teachers of Title I, Part A students in private schools participate on an equitable basis in professional development activities. (20 USC 6320[a][1])
- (e) The LEA applies an equitable low-income measure to calculate the number of students in private schools. (20 USC 6320[c][1])
- (f) Parents participate on an equitable basis in parental involvement services and activities. (20 USC 6320[a][1])

**Evidence Reviewed**

**Documentation relevant to this item:**

- LEA Plan (section on private schools)
- Affirmation of consultation signed by private school official(s)
- ConApp Pages:
  - Title I, Part A Services for Students in Private Nonprofit Schools
  - Title I, Part A Reservations (Required)
  - Title I, Part A Reservations (Allowed)
  - Title I, Part A School Allocations
- Title I, Part A ARRA Application
- Title I program description for eligible private school students
- Third-party service provider contracts
- Fiscal records of LEA reservations and expenditures for appropriate Title I services at appropriate private schools
- Calculation worksheet for equitable instructional services
- Professional development plan for private school teachers working with Title I, Part A-eligible students as determined during LEA consultation on program services
- List of credentialed teachers who are assigned by LEA to provide services to private school students and verification indicating their ESEA highly-qualified status
- Parental involvement services and activities

**Interview:**

- Private school officials
- LEA staff
- Teachers
- Parents

**Observe:**

- Private school instructional settings

**Findings:**

**Conclusion:**     Meets requirements     Does not meet requirements     Not Reviewed

**VI-CE 36. The LEA ensures 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])**

<b>Evidence Reviewed</b>	
<p><b>Documentation relevant to this item:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> SES contract language</li> <li><input type="checkbox"/> SES student learning plan template used by LEA</li> <li><input type="checkbox"/> Student records of SES participation</li> <li><input type="checkbox"/> LEA policy on accommodation and language assistance to students</li> </ul>	<p><b>Interview:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Administrators</li> <li><input type="checkbox"/> Parents</li> <li><input type="checkbox"/> Staff</li> </ul> <p><b>Observe:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> SES session(s)</li> <li><input type="checkbox"/> SES consultation</li> </ul>
<b>Findings:</b>	
<p><b>Conclusion:</b>    <input type="checkbox"/> Meets requirements    <input type="checkbox"/> Does not meet requirements    <input type="checkbox"/> Not Reviewed</p>	
<b>VII</b>	<p><b>Teaching and Learning</b> Policies, plans, and administration of categorical programs meet statutory requirements.</p>
<p><b>VII-CE 37. Schools that receive Title I, Part A and/or EIA/SCE funds implement activities, instructional strategies, and accelerated curriculum described in the SPSA that enable all children identified by the school as failing, or most at-risk of failing, to meet the state’s proficient and advanced levels of academic achievement. (20 USC 6301, 6314[b][1][B], [C], [H], [I], 6314[b][2][iii], 6315[c][1], [2]; EC 64001[f], 64004.1[b]; 5 CCR 4420)</b></p>	
<b>Evidence Reviewed</b>	
<p><b>Documentation relevant to item:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> SPSA description of activities, supplemental instructional strategies, and accelerated curriculum</li> <li><input type="checkbox"/> Description of supplemental personnel and materials supported by Title I, Part A and/or EIA/SCE funds</li> <li><input type="checkbox"/> Instructional schedule identifying personnel and activities supported with Title I, Part A and/or EIA/SCE funds</li> <li><input type="checkbox"/> Monitoring and evaluation results</li> <li><input type="checkbox"/> Student records of academic progress</li> </ul>	<p><b>Interview:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Administrators</li> <li><input type="checkbox"/> Teachers, Counselors</li> <li><input type="checkbox"/> SSC members</li> <li><input type="checkbox"/> Parents</li> <li><input type="checkbox"/> Students</li> </ul> <p><b>Observe:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Instructional settings demonstrating SPSA activities and programs supported by Title I, Part A or EIA/SCE resources</li> </ul>
<b>Findings:</b>	
<p><b>Conclusion:</b>    <input type="checkbox"/> Meets requirements    <input type="checkbox"/> Does not meet requirements    <input type="checkbox"/> Not Reviewed</p>	