

Program

Consolidated Programs

Program Goals

School-Based Coordinated Program--To provide school-site flexibility in the use of certain state-funded categorical resources

Compensatory Education--To expand and improve the educational opportunities of educationally disadvantaged students to succeed in the regular program

State Program for Students of Limited-English Proficiency (LEP)--To develop fluency in English in each student as effectively and efficiently as possible; promote students' positive self-image; promote cross-cultural understanding; and provide equal opportunity for academic achievement; including, when necessary, academic instruction through the primary language

School Improvement Program--To encourage school improvements (K-12) through a collaborative decision-making process within the school community to meet the educational, personal, and career needs of every student in a timely and effective manner

Miller-Unruh Reading Program--To prevent and correct reading disabilities at the earliest possible time in the education of the student

IASA, Title VI--To improve elementary and secondary education in public and private nonprofit schools

Neglected or Delinquent Program--To assist students in acquiring knowledge and skills necessary to participate effectively in society

Professional Development (SB 1882)--To promote school improvement through long-term professional development activities

Key Dimensions

- **Standards, Assessment, and Accountability** *To ensure that all educational programs are based on high and challenging standards, accompanied by a process for monitoring and determining effectiveness*
- **Teaching and Learning** *To ensure that all students are provided integrated and coordinated programs based on student needs and educationally sound and legally acceptable educational practices*
- **Opportunity (equal educational access)** *To ensure that all students have equitable access and opportunity to participate in and benefit from high-quality curricular and extracurricular activities*
- **Staffing and Professional Growth** *To ensure that students have access to qualified teachers, administrators, and other staff members and that all educators have access to high-quality professional growth opportunities*
- **Parent and Community Involvement** *To ensure that parents and members of the community, including business, industry, and labor, have the opportunity to assist in and support the educational process through participation in decision making, training, volunteer activities, and the creation of partnerships*
- **Governance and Administration** *To ensure that all schools conduct high-quality programs that are effectively managed and operated within appropriate legal parameters*
- **Funding** *To ensure that financial plans and practices meet legal requirements and operate to achieve the LEA's priorities and goals for student success*

Program: Consolidated Programs

I. Standards, Assessment, and Accountability *To ensure that all educational programs are based on high and challenging standards, accompanied by a process for monitoring and determining effectiveness*

Compliance item/test	Review level/ How to test for compliance	What to look for	Comments
<u>Primary tests</u> I-CON1 (TITLE I, TITLE VI, SCE, SIP, LEP, M-U, SB 1882) Results of an annual evaluation demonstrate that the district and each participating school are implementing consolidated programs that are effective under criteria established by the local governing board. <i>(Formerly CON.2)</i> (5 CCR 3942(3))	District - Review criteria established by the local governing board. - Review results of most recent annual evaluation. - Interview district administrators and/or members of the governing board. ASK: - Has the local governing board established explicit and appropriate criteria to assess the extent to which consolidated programs are effectively meeting the needs of all pupils? Site - Interview principal and members of site advisory committees and the SSC. ASK: - How were these explicit criteria provided to schools and were they used by the school as a basis for judging the effectiveness of its consolidated programs? - Do the results from the assessments of students and the evaluation of the consolidated programs show that there has been improvement over previous years? - Do the special needs populations show significant improvements over previous years? - When was the last Program Quality Review or joint PQR/accreditation process for high schools conducted, and how were these results used to improve student learning?	- Whether explicit and measurable criteria have been established by local governing board and provided to schools, giving the basis for a judgment about the effectiveness of the school's consolidated programs - Evidence that an annual evaluation has been completed and that the adopted criteria have been appropriately applied during this evaluation - Whether results of the evaluation establish that all programs are effective - How the school used the results from its PQR as the basis for implementing an effective improvement strategy - How student work is examined to determine the effectiveness of program services - How consolidated programs are aligned and coordinated with the basic instructional program	

Compliance item/test	Review level/ How to test for compliance	What to look for	Comments
I-CON2 (TITLE I Neglected or Delinquent Program) A program evaluation is conducted at least once every three years to determine the program's impact on the ability of the participants to (1) maintain and improve educational achievement; (2) accrue credits toward promotion; (3) make the transition to a regular education program; and (4) complete secondary school requirements and obtain employment after leaving the institution. <i>(new)</i> (20 USC 6471; PL 103-382 Section 1431 (a)(1-4)) I-CON3 (LEP) Each former LEP student who has been designated to FEP has demonstrated English-language proficiency comparable to that of the average native speakers and can participate equally with average native speakers in the school's regular instructional program. <i>(Formerly LEP.1e)</i> (20 USC 1703(f); EC 62002, former EC 52164.6; 5 CCR 4306; see generally <u>Gomez v. Illinois State Bd. of Education</u> (7th Cir. 1987) 811 F.2d 1030, 1041-1042; <u>Castaneda v. Pickard</u> (5th Cir. 1981) 648 F.2d 989, 1009-1010; <u>Keyes v. School Dist. No. 1</u> (D. Colo. 1983) 576 F.Supp. 1503, 1516-1522)	Site - Review evaluation plan to determine effectiveness. - Interview persons responsible for evaluation. ASK: - What criteria are established to determine the program's positive impact? - How are the results of the evaluation used to improve the program for students? District - Review the district policy on language redesignation from LEP to FEP to ascertain whether it addresses both English-language barriers and academic achievement in the regular course of study. Site - Take a sample of at least two former LEP students from three different grade levels who have been designated as FEP within the past year. - Review the data collected and considered in deciding to designate a former LEP student as FEP.	- Evidence that the evaluation includes an assessment of achievement, credits earned, transition rates, graduation rates, and employment rates - Evaluation results made available to appropriate staff and to parents of participating children - The district's policy includes standard procedures for assessing comprehension and speaking proficiency and academic achievement and may include multiple criteria, such as: ■ Teacher evaluation of the student's English-language proficiency and curriculum mastery ■ Objective assessment of the student's English comprehension and speaking proficiency ■ Objective assessment of the student's English writing skills ■ Parental opinion or consultation during a redesignation interview ■ Objective data on the student's academic performance in English ■ Other criteria as adopted - Data and other evidence are available which indicate that the district has used these consistent, verifiable criteria to consider the student's English-language proficiency and academic achievement.	

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I-CON3 (continued)		- Data indicate that each student in the sample redesignated as FEP has the English-language skills of comprehension, speaking, reading, and writing necessary to succeed in the school's regular instructional program. - The district or site has evidence of how former LEP students as a group are performing in comparison with their native-English-speaking peers in the core curriculum; e.g., GPA, success rate in passing district proficiency tests, norm-referenced test scores, and so forth. This evidence demonstrates that the former LEP students have not been left with any substantive academic deficits. - The district or site has evidence of the rate of LEP student redesignation to FEP; e.g., percentage/year, mean months in the program before redesignation, comparisons with previous years' rates by language group, by grade level, by program type, and so forth.	

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II. Teaching and Learning *To ensure that all students are provided integrated and coordinated programs based on student needs and educationally sound and legally acceptable educational practices*

Primary tests

II-CON4 (TITLE I Schoolwide Projects (SWP))

Schools beginning implementation of schoolwide programs after July 1, 1995, have received high-quality technical assistance and support from providers of assistance, such as comprehensive technical assistance centers, regional laboratories, institutions of higher learning, educational service agencies, or local consortia. *(new)*

(20 USC 6314; PL 103-382 Section 114 (a)(2)(B))

District

- Review district process for supporting development and approving SWP plans.
- Interview district administrators.

ASK:

- Who provided the high-quality technical assistance and support in designing the SWP programs and plans?

Site:

- Interview site administrators and staff.

ASK:

- What was the process for developing the SWP programs and plan?
- Who provided technical assistance in developing the SWP program and plan?

- Evidence that high-quality technical assistance was provided to the school

Compliance item/test	Review level/ How to test for compliance	What to look for	Comments
II-CON5 (TITLE I, Schoolwide Projects) Developed with broad involvement of school personnel and parents, the SWP is based on a comprehensive needs assessment and includes: ■ Schoolwide reform strategies based on effective means of improving the achievement of children; ■ Extended learning times for children; ■ Strategies for meeting the educational needs of historically underserved populations, including girls and women; ■ Ways in which the school will determine whether children's needs have been met; ■ Ways in which the school will use resources to implement the program; and ■ Activities to ensure that students who experience difficulty during the course of the school year are provided effective, timely, additional assistance. <i>(new)</i> (20 USC 6314; PL 103-382 Section 1114(b)(1)(2))	Site - Review comprehensive needs assessment. - Observe classrooms. - Interview staff and parents. ASK: - How did the results of the needs assessment determine program design and implementation? - What strategies are being used to improve the achievement of students? - What type of ongoing evaluation is used to determine if student needs are being met? How are services modified for those not succeeding? - What extended learning times are offered to students?	- Evidence that SWP sites received technical support in preparation of plan design and implementation - Comprehensive needs assessment - Site schedules which indicate extended learning times (before school, after school and/or summer school) - Evidence of an ongoing evaluation process which modifies services to students who are not succeeding - Evidence that research data on effective strategies and instructional practices were available during the SWP plan development	
II-CON6 (TITLE I Targeted Assistance Schools (TAS)) Each TAS develops a program based on effective means for improving achievement of children and implements effective instructional strategies that give primary consideration to extended learning time and provide an accelerated, high-quality curriculum while minimizing the removal of children from the regular class. <i>(new)</i> (20 USC 6315; PL 103-382 Section 1115 (c)(1)(B)(D))	District and Site - Review program design for compensatory education students. - Review recent program evaluation results. - Interview program administrators. ASK: - How was the program design created? - What research or information did you use to determine that this program design would be successful?	- Evidence that research or information on program effectiveness was gathered and used in the design of the program - Evidence that the district and/or schools gave consideration to extended learning times - Evidence that the program design minimizes the removal of children from the classroom	

Compliance item/test	Review level/ How to test for compliance	What to look for	Comments
II-CON7 (Title I Targeted Assistance Schools) Each TAS coordinates resources and conducts timely ongoing reviews of student progress to revise the program and provide additional assistance as needed. <i>(new)</i> (20 USC 6315; PL 103-382 Section 1115 (c)(2)(A)(B))	Site - Review program services for coordination of resources. - Interview appropriate school staff. ASK: - How do you coordinate services? - When do you review student progress? How are services modified when the review indicates a lack of progress?	- Evidence of staff and program service coordination - Evidence of a review and modification process for program services to students	
II-CON8 (TITLE I Neglected or Delinquent Program) A comprehensive needs assessment is conducted for all youth in the institution or program. <i>(new)</i> (20 USC 6314; PL 103-382 Section 1416 (1)(2))	Site - Review the assessment results for a sample of students. - Interview appropriate staff. ASK: - What is the procedure to ensure that all students are assessed?	- Assessment results are available to appropriate staff members	
II-CON9 (TITLE VI) The LEA is implementing the approved authorized programs as indicated on Page 26 of the 1995-96 Consolidated Application, Part II. Parents, teachers, administrators, and other groups involved in the implementation of Title VI (e.g., librarians, school counselors, and other pupil services personnel) have been systematically consulted in the design, planning, and implementation of the district's application. <i>(new)</i> (20 USC 7351; PL 103-382; PL103-382, Section 6303(a)(1)(B)(5); Section 6301(b)(1-8))	District - Review Consolidated Application. - Review program design and expenses for consistency with the Consolidated Application. - Review records of staff and parent consultations in allocation of funds and in the design, planning, and implementation of the district's Title VI application. - Interview the project director. ASK: - How are Title VI funds distributed? - What is the funding formula? - Who makes decisions about how funds are used? - How were staff, parents, and others consulted in: ■ The allocation of funds to programs authorized by Title VI?	- Evidence that the implemented program is consistent with the allowable innovative assistance program areas - Evidence, including but not limited to the following, that confirms that parents, staff, and officials have been consulted: ■ Results of questionnaires or polls ■ Meeting notices, agendas, and reports of involvement in activities ■ Notices to parents, staff, and administrators requesting involvement ■ Minutes of a representative committee appointed to make recommendations for Title VI programs	

Compliance item/test	Review level/ How to test for compliance	What to look for	Comments
II-CON9 (continued)	■ The design, planning, and implementation of those programs? ■ The planning and implementation of the district's annual Title VI application? Site - Review implementation of the program for consistency with the Consolidated Application.		
II-CON10 (M-U) Teaching performed by the credentialed reading specialist is preventing and correcting reading difficulties at the earliest possible time in the educational careers of the students being served with M-U funds. (Formerly MU.1, MU.2, MU.3)	(EC 62002, Former EC 54101) District - Review district procedure for assessing and providing M-U services. Site - Review students' records and work performance. - Review job description. - Observe reading specialist in the classroom. - Interview reading specialist. ASK: - What evidence do you have that reading difficulties are prevented or corrected? - Are students reading more books, magazines, articles, stories? - Have reading scores improved? - In what ways do you work with the teachers to prevent reading difficulties? - May I see your records of children, teachers, and parents assisted? - What is the process to identify students' reading difficulties? - How is the M-U Program aligned with the basic reading program?	- Students served by the program consistently have their reading difficulties remedied as indicated by a variety of assessment strategies, such as: ■ Increased number and quality of books read ■ Increased amount and quality of writing ■ Increased student participation in speaking and listening activities ■ Improved scores, over time, on reading tests and curriculum-based assessments - Documentation or evidence at the site of a method or procedure to ensure that the reading specialist is providing services such as: ■ Working with students and their teachers in the prevention and remediation of reading difficulties ■ Keeping records of the number of children helped, the type of assistance provided, teachers assisted, and parents contacted	

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II-CON11 (TITLE I, TITLE VI, SCE, SIP, LEP, M-U, SB 1882) Each school participating in programs funded through the Consolidated Application provides multicultural education. (Formerly CON.9) (5 CCR 3935)	Site - Review appropriate curriculum materials, in-service agendas, activity calendars, school newsletters, and classroom lessons that promote powerful teaching and learning for students, promote understanding of other cultures, and increase opportunities to interact positively with diverse ethnic and cultural groups. - Observe classroom lessons and school activities that enhance students' self-esteem and encourage an appreciation of each person's cultural and ethnic background. - Interview staff, parents, and students. ASK: - In daily lessons, how does the school enhance students' self-esteem and encourage an appreciation of each person's cultural and ethnic background? - What schoolwide activities have expanded opportunities for students, parents, and staff to interact positively with diverse ethnic and cultural groups? - How has the school promoted learning about one's own culture and the cultures of others?	- Classroom instruction and materials that are adapted to students' cultural backgrounds - Evidence of powerful teaching and learning practices as reflected in the curriculum frameworks and current research-based practices	

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II-CON12 (LEP) Each LEP student receives a program of instruction in English-language development in order to develop proficiency in English as effectively and efficiently as possible. (Formerly LEP.2) (EC 62002, former EC 52161; <u>Castaneda v. Pickard</u> (5th Cir. 1981) 648 F.2d 989, 1011; and <u>Keyes v. School Dist. No. 1</u> (D-Colo. 1983) 576 F.Supp. 1503, 1518)	District - Review existing district plans or policy statements related to English-language development instruction for LEP students. - Interview administrators and key planners. ASK: - What is the district curriculum in English-language development for LEP students? - How is the instructional delivery system utilized for nonnative speakers? - How are materials reviewed to determine appropriateness for nonnative speakers? Site - Take a sample of at least two LEP students per grade level from at least three grade levels and review (1) documentation of lessons in English-language development; (2) the individual student's progress in acquiring English-language proficiency; and (3) lessons provided for the sampled students. - Review annual assessments or other group profiles of LEP students' performance in English-language development. - Interview administrators, key planners, and teachers. ASK: - What evidence and group data has the school gathered to demonstrate students' levels of achievement in acquiring English-language proficiency? - How are lessons designed to promote English-language acquisition in understanding, speaking, reading, and writing for second-language learners?	Notes: <u>Option 1:</u> If the district has been approved for outcomes-based Option 1, review the Option 1 Control File developed by the Bilingual Education Office, CDE. It will indicate the language groups and grade levels approved. For each language group affected by Option 1, do not review II-CON12-15; IV-CON22-24; and VII-CON39a,b (formerly LEP2-9) <u>Option 6:</u> Each language group with fewer than 50 LEP students districtwide and no more than 20 students in a school shall be considered under Option 6. For these language groups, the following items will not be reviewed: II-CON12-14; IV-CON22, 23a, and 23b (formerly LEP 2, 3, 4, 6, and 7).	

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II-CON13 (LEP) In order to provide equal opportunity for academic achievement and to prevent any substantive academic deficits, each LEP student whose diagnosis makes academic instruction through the primary language necessary receives such instruction. (Formerly LEP.3) (EC 62002, former EC 52161; <u>Castaneda v. Pickard</u> (5th Cir. 1981) 648 F.2d 989, 1011; and <u>Keyes v. School Dist. No. 1</u> (D-Colo. 1983) 576 F.Supp. 1503, 1518-1519)	District - Review any existing district plans or policy statements related to providing academic instruction across the district's core curriculum in the primary language for LEP students. - Review the district's General Waiver request if the district has requested to waive the statutory requirements to provide academic instruction across the district's core curriculum through the primary language to LEP students whose diagnoses indicate such instruction is necessary. Site - Take a sample of at least two LEP students per grade level from at least three grade levels whose diagnoses make academic instruction through the primary language necessary. - Review (1) documentation of academic lessons conducted through the primary language; and (2) lessons conducted through the primary language for the sampled students. - Review a profile of the academic achievement of the sampled LEP students in lessons delivered through the primary language, as shown in such measures as continuation, teacher assessments, district tests, commercial tests of core curriculum areas, and so forth. - Interview key planners and teachers. ASK: - What is the primary language instructional delivery system for those students identified as requiring it for academic access to the core curriculum?	- A letter from the CDE is on file notifying the district that the General Waiver was approved by the State Board of Education (SBE) for the current school year. - The approved waiver identifies one or more language groups, school sites, and applicable grade levels. - The alternative programmatic and support procedures proposed on the waiver request are being implemented as described. - Sampled LEP students are receiving academic instruction across the district's core curriculum through the primary language. - Lessons reflect curriculum, materials, and approaches which are designed for LEP students. - Content for primary-language lessons is drawn from academic courses across the district's core curriculum designed for FEP and EO students in the district. - For LEP students who require academic instruction through the primary language, there are group data, by age and time in the program, which indicate that students are learning the core curriculum. Note: If the district has an approved State Board waiver of primary language instruction, do not review this item for the specific students (by language, school, and grades) listed in the approved waiver. Modify the review of item VII-CON39a (formerly LEP.9a) for the students to examine the adequacy and use of materials to ensure implementation of the district's alternative to primary language instruction.	

Compliance item/test	Review level/ How to test for compliance	What to look for	Comments
II-CON14 (LEP) In order to provide equal opportunity for academic achievement in the district's regular course of study and to prevent any substantive academic deficits, each LEP student whose diagnosis makes it necessary receives specially designed academic instruction in English. (Formerly LEP.4) (EC 44253.1, 44253.2, 62002, former EC 52161; <u>Castenada v. Pickard</u> (5th Cir. 1981) 648 F.2d989, 1011; and <u>Keyes v. School Dist. No. 1</u> (D-Colo. 1983) 576 F.Supp. 1503, 1518)	District - Review any existing district plans or policy statements related to specially designed academic instruction in English for LEP students across the district's core curriculum. Site - Take a sample of at least two LEP students per grade level from at least three grade levels whose diagnoses make specially designed academic instruction in English necessary. - Review (1) documentation of academic lessons conducted in English; and (2) lessons conducted in English for the sampled students. - Review a profile of the academic achievement of the sampled LEP students in lessons delivered in specially designed English, as shown in such measures as continuation, teacher assessments, district tests, commercial tests, or core curriculum areas, and so forth.	- When academic instruction is provided in English to sampled LEP students, teachers use instructional methodology specially designed for nonnative speakers of English in order to increase the comprehensibility of the lessons (e.g., sheltered English approaches). - Content for academic instruction in English is drawn from academic courses across the district's core curriculum designed for FEP and EO students in the district. - There are group data for LEP students, by age and time in the program, which indicate that LEP students are learning the core curriculum.	

Compliance item/test	Review level/ How to test for compliance	What to look for	Comments
II-CON15 (LEP) Each LEP student receives, as part of the district's program, instruction that reinforces a positive self-image and promotes cross-cultural understanding. <i>(Formerly LEP.5)</i> (EC 62002, former EC 52161)	District and Site - Review district policies, training, and curricular materials which reinforce a positive self-image and promote cross-cultural understanding. - Review materials used by classroom teachers which result in specific activities promoting self-image and cross-cultural understanding. - Observe classroom instruction and campus activities. - Interview district and site administrators and staff. ASK: - How are lessons and materials used in activities to reinforce a positive self-image and promote cross-cultural understanding? - How are the cultural resources from the community and each LEP student used to enrich the instructional program? - How is the LEP student's primary language used to promote self-image and cross-cultural understanding within and outside the classroom? - Interview LEP students ASK: - How is your cultural background used to teach you history, geography, language arts, and other subjects?	- The district has provided staff development training on the culture of the LEP students in the school and how to develop instructional activities that reinforce a positive self-image and promote cross-cultural understanding across the core curriculum. - The curriculum includes lessons and materials acknowledging historical and contemporary experiences of groups and individuals that are members of the same cultural group as that of the LEP students enrolled in the school. - A home-school partnership exists which promotes involvement in the learning process and shared governance. - Cooperative learning strategies are used to develop partnerships in the learning process and cross-cultural acceptance. - LEP students, parents, and staff use the primary language freely on the school grounds to communicate with each other. - School staff uses the LEP students' primary language in formal and informal settings, such as in parent-teacher conferences, school assemblies, yard supervision, and the teachers' lounge. - Each LEP student's culture is incorporated into the instructional program and integrated across the curriculum in classes such as history, geography, architecture, engineering, science, mathematics, languages, and so forth.	

Compliance item/test	Review level/ How to test for compliance	What to look for	Comments

III. Opportunity (equal educational access) *To ensure that all students have equitable access and opportunity to participate in and benefit from high-quality curricular and extracurricular activities*

Primary tests

III-CON16 (TITLE I, TITLE VI, SCE, SIP, LEP, M-U, SB 1882) Any program using consolidated programs funds does not isolate or segregate students on the basis of race, ethnicity, religion, sex, or socioeconomic status. The program does not:

- Create special tracks for the educationally disadvantaged.
- Establish adjustment, pre-grade, or junior grade classes for the educationally disadvantaged.
- Physically isolate students from classmates on a scheduled daily basis except for:

Elementary students--These students may be assigned to a location other than the regular classroom only on a temporary basis as a result of a comprehensive diagnostic assessment until the diagnosed need has been alleviated.

Secondary students--These students may be assigned to a special class for the equivalent of one or more periods, provided such assignment is based on a comprehensive diagnostic assessment of the students' needs. The assignment will terminate when the diagnosed need has been alleviated as determined by assessments and preestablished exit criteria. (Formerly CON.8)

Site

- Observe the students in the classrooms and other facilities.
- Examine student work.
- Review class lists.
- Interview staff.

ASK:

- Who determines class assignments?
- How are classroom assignments determined?
- What is the composition of the classes?
- Do the criteria for classroom assignments result in isolation, segregation, or tracking?
- Does the student work reflect that all students are participating in a high-quality, rigorous curriculum?

(U.S. Constitution, Fourteenth Amendment;

Calif. Constitution, Art. I, Section 7(a);

Government Code 11135; 42 USC 2000d; 5 CCR 3934)

Compliance item/test	Review level/ How to test for compliance	What to look for	Comments
III-CON17 (TITLE I Targeted Assistance Schools) Eligible children are identified by the school on the basis of multiple, educationally related, objective criteria. <i>(new)</i> Note: Children from preschool through grade two shall be selected solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures. (20 USC 6315; PL 103-382 Section 1115(b)(1)(B))	District - Review districtwide criteria for selecting eligible children. - Interview district administrators. ASK: - How were the criteria established? - What assistance did you provide schools in supplementing the districtwide criteria? Site - Review additional school-site criteria for selecting eligible children. - Interview site administrators and teachers. ASK: - How were the criteria established?	- Evidence there is more than one criterion and all criteria are objective and related to education - Evidence that the district has established criteria for selecting eligible children in Targeted Assistance Schools but has given the schools the authority to supplement this criteria with site-specific criteria - Evidence that school staff select eligible children based on multiple criteria that are educational and objective	
III-CON18 (TITLE I) Children who are economically disadvantaged, children with disabilities, migrant children, or limited-English proficient children are eligible for services on the same basis as are other children selected to receive services. <i>(Formerly CEP.4b)</i> (20 USC 6315; PL 103-282 Section 1115(b)(2))	Site - Review the eligibility list at Targeted Assistance Schools and the criteria for selecting eligible students. - Interview appropriate school staff. ASK: - How are economically disadvantaged children, migrant children, LEP children, and children with disabilities determined eligible for program services?	- Students receiving program services are selected on the basis of multiple, education-related, objective criteria for determining which children are failing or most at risk of failing local performance standards. - Students are not excluded from receiving program services due to their limited-English proficiency, migrant status, or handicapping condition.	

Compliance item/test	Review level/ How to test for compliance	What to look for	Comments
III-CON19 (TITLE I, TITLE VI) Services and benefits are provided to eligible children in nonpublic schools on an equitable basis. The local educational agency consulted with private school representatives and officials during the development and design of the agency's Title I/Title VI program(s) regarding the selection of participants, identification of needs, provision of services, and program evaluation. <i>(new)</i> (20 USC 6321; PL 103-382 Section 1120 (a)(2); 34 CFR 76.652; PL 103-382 Section 1120 (b)(1); PL 103-382 Section 6402 (a)(1))	District - Review program design and expenses for nonpublic school participants. - Interview district administrators. ASK: - How were the program services determined for nonpublic school participants? - How do they compare in quantity and quality to those in the public schools? - Review records verifying the consultation of the LEA with private school representatives on the selection of participants, identification of needs, provision of services, and program evaluation. Site - Observe services to students. - Interview appropriate staff members. ASK: - How were the program services determined for your students? - Are these services having a positive impact on student achievement? - Describe your involvement in the development and design of the Title I/Title VI program(s). - How were you consulted regarding the selection of participants? Identification of needs? Provision of services? Program evaluation?	- Evidence that services to students in nonpublic schools are equitable to services to students in public schools - Equitable expenditures for nonpublic schools - Evidence, including but not limited to the following, that confirms that public and private school representatives have been consulted: ■ Results of questionnaires, polls or needs assessments ■ Meeting notices, agendas, and reports of involvement in activities ■ Notices to parents, staff, and administrators requesting involvement ■ Minutes of a representative committee appointed to make recommendations for Title I/Title VI program(s).	

Compliance item/test	Review level/ How to test for compliance	What to look for	Comments
III-CON20 (LEP) The district has properly identified, assessed, and reported all students who have a primary language other than English and who are of limited-English proficiency (LEP). (Formerly LEP.1) <u>Primary tests</u> III-CON20a (LEP) There is a Home Language Survey (HLS), used to determine the primary language, on file for each student in the district, including migrant, special education, and continuation school enrollees. (Formerly LEP.1a) (EC 62002, former EC 52164.1(a); 5 CCR 4304)	Site - Take a sample of at least two LEP and two non-LEP students per grade level from at least three grade levels at the school and ask to see an HLS for each student. - Interview the principal and responsible staff. ASK: - What is the method used to determine the primary language of each student? - Does each student in the school have a completed HLS? Where are they filed? - Is the HLS available in the languages of the LEP students enrolled in the school?	- An HLS used to determine the primary language of each student at the time of enrollment is on file, with each state-authorized question answered, and has a signature of parent/guardian. If a signature could not be obtained after reasonable efforts by the district, alternative documentation is on file.	

Compliance item/test	Review level/ How to test for compliance	What to look for	Comments
III-CON20b (LEP) Each student with a home language other than English on the HLS has been assessed within 30 school days of initial enrollment in English comprehension, speaking, reading, and writing. English comprehension and speaking proficiency have been assessed using a state-designated instrument. Each district has established a process by which reading and writing assessments are to be made, including specification of criteria, instruments, procedures, and standards appropriate to each grade level. For purposes of initial identification, English reading and writing assessments are optional for all students in grades K-2. They are also optional for students in grades 3-12 who are identified as LEP on the basis of English comprehension and speaking skills alone. (Formerly LEP.1b) (EC 62002, former EC 52164.1(b); 5 CCR 4304, 4305) Note: Testing is optional for students whose HLS indicates a language other than English only in response to the fourth question. 1996-97 state-authorized tests for comprehension and speaking are: - BINL (K-12) - BSM I/II (K-12) - The Pre-IPT (ages 3-5 only) - The IPT I (K-6): Forms A, B, C, and D; - The IPT II (7-12): Forms A and B - The Pre-LAS Oral (ages 4-6 only) - The LAS I/II Oral, Forms A, B, C, and D; the short form (1-12) - Woodcock-Muñoz Language Survey (Pre-12) - The QSE (K-6 only) No other instruments may be used without a state-approved waiver. (EC 62002, former EC 52164.1(c))	District or Site - Review evidence of the language abilities and training of at least three or 30 percent of the assessors, whichever is less. - Review district policies and procedures for the identification of LEP students. - Interview administrators and persons responsible for assessment. ASK: - Who is responsible for assessing the oral English-language proficiency? - How are testers selected, qualified, and trained to administer the English-language assessments? - Which state-authorized test is the district using to assess English-language proficiency in comprehension and speaking? - What tests and cut-off scores does the district use to assess English-language proficiency in reading and writing for students in grades 3-12? - What cut-off scores are used to identify LEP students? FEP students? Site - Use the sample of LEP students in test III-CON20a and take a similar sample of fluent-English-proficient (FEP) students (<u>not</u> former LEP students) and review (1) their English-language proficiency test results in comprehension and speaking; (2) English reading and writing test results for students in grades 3-12 who scored fluent on the English-language proficiency test in comprehension and speaking;	- English proficiency tests are administered to each LEP student by staff who are proficient in English and the primary language of the student tested unless the district has an approved waiver to use English-only testers for the current school year. - Each LEP student has a score of less than fluent according to publisher's norms on a state-authorized test of comprehension and speaking proficiency (K-12), or a score of fluent on the English comprehension and speaking proficiency test AND a score below the district-established standards on the district's English reading and writing assessments. For students who, on the basis of comprehension and speaking proficiency alone, are clearly LEP, assessment of reading and writing skills shall be necessary only to the extent required by III-CON20c. These data were collected within 30 school days of enrollment. - Each FEP student has test results on file, collected within 30 school days of enrollment, indicating at least comprehension and speaking proficiency if in K-2 or comprehension and speaking, reading, and writing proficiency if in grades 3-12.	

Compliance item/test	Review level/ How to test for compliance	What to look for	Comments
III-CON20b (continued)	(3) the date the tests were administered; (4) the publisher's norms for the English comprehension and speaking proficiency test; and (5) the district's norms for the English reading and writing tests. Note: FEP refers to all students currently enrolled who were initially identified as FEP or were redesignated from LEP to FEP status. - Interview site administrators and assessor(s). ASK: - Where are English comprehension and speaking proficiency results recorded for each student tested? (Request actual student samples for LEP and FEP students.) - Who is notified of the results? When?	Note: Students scoring fluent on English comprehension and speaking proficiency tests in grades 3-12 must pass district-established reading and writing standards comparable to the proficiency of the majority of students in the district of the same age or grade whose primary language is English in order to be designated FEP.	

Compliance item/test	Review level/ How to test for compliance	What to look for	Comments
III-CON20c (LEP) The district has further assessed each LEP student for primary-language proficiency, including comprehension, speaking, reading, and writing, within 90 calendar days of initial enrollment. Parallel forms of the tests to determine English-language proficiency are used if available. <i>(Formerly LEP.1c)</i> (EC 62002, former EC 52161, 52164(c); 5 CCR 4305)	District - Review documents of all LEP students related to identification, assessment, and designation of those who require academic instruction through the primary language. - Interview administrators and persons responsible for assessment. ASK: - How does the district determine which LEP students will receive primary-language instruction? - What formal tests in the primary language does the district use to assess comprehension, speaking, reading, and writing? Site - Use the sample of LEP students in school 90 days or more in test IIICON-20a and review a dated primary-language assessment on file for each student who requires academic instruction through the primary language. - Interview key planners. ASK: - How is primary-language proficiency recorded for each LEP student (comprehension, speaking, reading, writing)?	- The district documents contain criteria used to determine which LEP students are to be designated as requiring academic instruction through the primary language, based on assessments in the primary language and in English. - Each LEP student in the sample has formal test results (using parallel forms of the tests used to determine English proficiency, to the degree instruments are available, or, at a minimum, informal diagnostic data) on file regarding the student's primary-language proficiency. These data were collected within 90 calendar days of the student's enrollment. - Each LEP student in the sample has assessment information in English and the primary language which resulted in a designation of the extent to which the student requires academic instruction through the primary language.	

Compliance item/test	Review level/ How to test for compliance	What to look for	Comments

IV. Staffing and Professional Growth *To ensure that students have access to qualified teachers, administrators, and other staff members and that all educators have access to high-quality professional growth opportunities*

Primary tests

IV-CON21 (TITLE I) High-quality professional development activities designed by school personnel are conducted to support instructional practices conducive to high achievement and include strategies for identifying and eliminating gender and racial bias. *(new)*

(20 USC 6320; PL 103-382 Section 1119(a)(1)(b)(1)(A)(E))

District

- Interview district administrators.
- ASK:**
- What support does the district office provide in the design and implementation of high-quality professional development?

Site

- Interview site administrator and school staff.
- ASK:**
- Who designed the professional development plans and activities?
 - What information and research was used to determine the professional development activities?
 - What training have you received in strategies for identifying and eliminating gender, racial, cultural, and/or linguistic bias?

- Evidence of planned professional development activities which are consistent with district and school goals for student performance
- Evidence of training activities (flyers, agendas, etc.) which support effective instructional strategies and eliminate bias
- Evidence of planning for the professional development program that reflects the results of the last PQR

Compliance item/test	Review level/ How to test for compliance	What to look for	Comments
IV-CON22 (LEP) An adequate number of qualified teachers has been assigned to implement the required English-language development instruction for each LEP student. Upon documentation of a local shortage of qualified teachers to perform English-language development instruction, the district has adopted and is implementing interim measures by which it plans to remedy the shortage. (Formerly LEP.6) (EC 62002, former EC 52161; <u>Castenada v. Pickard</u> (5th Cir. 1981) 648 F.2d 989, 1011-1013; and <u>Keys v. School Dist. No. 1</u> (D-Colo. 1983) 576 F.Supp. 1503, 1517-1518)	District and Site - Interview district and site administrators. ASK: - Which of the following options is the district utilizing to assign an adequate number of teachers to implement the required English-language development instruction for each LEP student? ■ Option 2 - CTC authorization ■ Option 3 - Local designation criteria ■ Option 4 - LEP Staffing Plan ■ SB 1969 - Training as an alternative to CTC authorization - Based on the response to the question, apply the appropriate tests which follow. - If the district is using Option 3: ■ Review documentation that the criteria have been approved by the CDE. ■ Select a random sample of at least three teachers and review documentation supporting the district's determination that the teachers have met the district-adopted criteria. - If the district is using Option 4 (LEP Staffing Plan), review documentation that the plan and the annual report have been approved by the CDE. - Review the ratio of LEP students receiving English-language development instruction to qualified teachers providing such instruction.	- A letter from the CDE is on file notifying the district that the local designation criteria were approved. - The district has a copy of the approved local designation criteria on file. - Each teacher who provides English-language development instruction to LEP students and who lacks Commission on Teacher Credentialing (CTC) authorization has met district-adopted criteria. - A letter from the CDE is on file notifying the district that the LEP Staffing Plan and any subsequent annual reports have been approved by the SBE in Part II of the district's Consolidated Application. - The district has a copy of the approved LEP Staffing Plan and the current annual report on file. - Actions specified in the plan in the recruitment, employment, and training components are being implemented according to the timeline specified in the plan and have resulted in progress toward meeting staffing requirements as evidenced by: 1. The number of newly hired teachers within the current school year who hold CTC bilingual teaching (BCLAD) or Language Development Specialist (LDS or CLAD) authorizations or who meet local district criteria for designation.	

Compliance item/test	Review level/ How to test for compliance	What to look for	Comments
IV-CON22 (continued)	- Observe selected English-language development lessons. Follow a sample of at least two LEP students in at least three grade levels in the school. - Based on the response to the question, apply the appropriate tests which follow. - If the district is using Option 3: ■ Review documentation that the criteria have been approved by the CDE. ■ Select a random sample of at least three teachers and review documentation supporting the district's determination that the teachers have met the district-adopted criteria. - If the district is using Option 4 (LEP Staffing Plan), review documentation that the plan and the annual report for the current year have been approved by the CDE. - Review the ratio of LEP students receiving English-language development instruction to qualified teachers providing such instruction.	2. Teachers who do not currently possess the appropriate CTC authorization or who have not met local district criteria for designation and are designated as provisionally assigned teachers and are enrolled in the training component as specified in the district's LEP Staffing Plan. - The ratio of LEP students receiving English-language development instruction from qualified teachers (full-time equivalents) is not substantially greater than the ratio of students in the regular school program to regular classroom teachers. - Each LEP student is receiving English-language development instruction from a qualified teacher. - A letter from the CDE is on file notifying the district that the local designation criteria were approved. - The district has a copy of the approved local designation criteria on file. - Each teacher who provides English-language development instruction to LEP students and who lacks Commission on Teacher Credentialing (CTC) authorization has met district-adopted criteria. - A letter from the CDE is on file notifying the district that the LEP Staffing Plan and any subsequent annual reports have been approved by the SBE in Part II of the district's Consolidated Application. - The district has a copy of the approved LEP Staffing Plan and the current annual report on file.	

Compliance item/test	Review level/ How to test for compliance	What to look for	Comments
IV-CON22 (continued)		- Actions specified in the plan in the recruitment, employment, and training components are being implemented according to the timeline specified in the plan and have resulted in progress toward meeting staffing requirements as evidenced by: 1. The number of newly hired teachers within the current school year who hold CTC bilingual teaching or Language Development Specialist (LDS) authorizations or who meet local district criteria for designation 2. Teachers who do not currently possess the appropriate CTC authorization or who have not met local district criteria for designation and are enrolled in the training component as specified in the district's LEP Staffing Plan - The ratio of LEP students receiving English-language development instruction from qualified teachers (full-time equivalents) is not substantially greater than the ratio of students in the regular school program to regular classroom teachers. - Each LEP student is receiving English-language development instruction from a qualified teacher or a teacher enrolled in training who is provisionally assigned.	

Compliance item/test	Review level/ How to test for compliance	What to look for	Comments
IV-CON23 (LEP) An adequate number of qualified teachers has been assigned to implement specialized academic instruction for each LEP student. Upon documentation of a local shortage of qualified teachers to perform specialized academic instruction for each such LEP student, the district has adopted and is implementing measures by which it plans to remedy the shortage. (Formerly LEP.7) <u>Primary tests</u> IV-CON23a (LEP) An adequate number of qualified teachers has been assigned to implement academic instruction through the primary language for each LEP student when that has been determined to be necessary. Upon documentation of a local shortage of qualified teachers to perform academic instruction through the primary language for each such LEP student, the district has adopted and is implementing measures by which it plans to remedy the shortage. (Formerly LEP.7) (EC 62002, former EC 52161; <u>Castaneda v. Pickard</u> (5th Cir. 1981) 648 F.2d 989, 10112-1013; and <u>Keyes v. School Dist. No. 1</u> (D. Colo. 1983) 576 F.Supp. 1503, 1518)	Note: The CTC is now implementing two new teaching authorizations: the BCLAD and the CLAD. BCLAD is equivalent to the bilingual teaching authorizations; and CLAD to the ELD and SDAIE authorizations. District - Interview district and site administrators. ASK: - Which of the following options is the district utilizing to assign an adequate number of qualified teachers to implement academic instruction through the primary language? ■ Option 2-CTC authorization ■ Option 3-Local designation criteria ■ Option 4-LEP Staffing Plan Based on the response to this question, apply the appropriate tests which follow. - If the district is using Option 3: ■ Review documentation that the criteria have been approved by the CDE. ■ Select a random sample of at least three teachers and review documentation supporting the district's determination that the teachers have met the district-adopted criteria.	- A letter from the CDE is on file notifying the district that the local designation criteria were approved. - The district has a copy of the approved local designation criteria on file. - Each teacher who provides academic instruction through the primary language to LEP students and who lacks a bilingual teaching authorization from CTC has met district-adopted criteria. - A letter from the CDE is on file notifying the district that the LEP Staffing Plan and the current annual report were approved. - The district has a copy of the approved LEP Staffing Plan on file. - Actions specified in the plan are being implemented according to the timeline specified in the plan and have resulted in progress toward meeting staffing requirements as evidenced by:	

Compliance item/test	Review level/ How to test for compliance	What to look for	Comments
IV-CON23a (continued) Note: In response to a district shortage of teachers qualified to perform academic instruction through the primary language, appropriately qualified bilingual paraprofessionals may be teamed with regular teachers on an interim basis to meet this staffing requirement. However, classroom teachers who are assisted by paraprofessionals must retain the responsibility for the instruction and supervision of the students in their charge. <u>(Castaneda v. Pickard (5th Cir. 1981)</u> 648 F.2d 989, 10013; and EC 45344(a), (b))	- If the district is using Option 4, review documentation that the LEP Staffing Plan and the current annual report have been approved by the CDE. Site - Review computation of the number of primary-language teachers required by analyzing the following information: ■ Number of LEP students requiring primary-language instruction ■ Number of teachers assigned to provide primary-language instruction ■ The ratio of students in the regular school program to regular classroom teachers ■ The ratio of LEP students receiving primary-language instruction to qualified teachers providing such instruction ■ Other relevant information	1. The number of newly hired teachers within the current school year who hold CTC bilingual teaching authorizations or who meet local district criteria for designation. 2. Teachers who do not currently possess the appropriate CTC authorization or who have not met local district criteria for designation are designated as provisionally assigned teachers and are enrolled in the training component specified in the district's LEP Staffing Plan. - Each teacher providing academic instruction through the primary language meets one of the following specifications: ■ Holds a bilingual teaching authorization issued by CTC, or ■ Has been determined by the local school district to have the requisite teaching skills using CDE-approved standard procedures and language proficiency necessary to carry out his or her respective assignment, or ■ Is provisionally assigned and teamed with a bilingual paraprofessional a sufficient amount of time to ensure that LEP students have full access to the district's core curriculum. A provisionally assigned teacher is enrolled in training which will result in bilingual authorization per the timelines in the district's LEP Staffing Plan, or is scheduled to be reassigned.	

Compliance item/test	Review level/ How to test for compliance	What to look for	Comments
IV-CON23a (continued)	- Observe selected academic lessons conducted in the primary language. Follow a sample of at least two LEP students in at least three grade levels in the school. - When bilingual paraprofessional/regular teacher teams are formed to meet the primary-language instruction staffing requirement, observe a sample of academic lessons conducted in the primary language by such teams. - Review documentation demonstrating that the district has established criteria to determine the qualifications of bilingual paraprofessionals who have been assigned as team members to provide academic instruction through the primary language. - Interview paraprofessionals observed. ASK: - How did the district determine your qualifications as a bilingual paraprofessional?	- The ratio of LEP students receiving academic instruction across the district's core curriculum through the primary language from qualified teachers (full-time equivalents) is not substantially greater than the ratio of students in the regular school program to regular classroom teachers. - Each LEP student assessed as requiring academic instruction through the primary language is receiving such instruction from a qualified teacher. - Bilingual paraprofessionals work under the direct supervision of teacher counterparts in terms of both the content and instructional methodology used for academic lessons in the primary language. - Each bilingual paraprofessional assigned as a team member to provide academic instruction across the district's core curriculum through the primary language has met district-adopted criteria for proficiency in the primary language of LEP students and is appropriately qualified for his or her assigned responsibilities.	

Compliance item/test	Review level/ How to test for compliance	What to look for	Comments
IV-CON23b (LEP) An adequate number of qualified teachers has been assigned to implement specially designed academic instruction in English (SDAIE) for each LEP student when that has been determined to be necessary. Upon documentation of a local shortage of qualified teachers to perform SDAIE for each such LEP student, the district has adopted and is implementing measures by which it plans to remedy the shortage. <i>(new)</i> (EC 44253.1, 44253.2, 44253.10, 62002, former EC 52161; <u>Castaneda v. Pickard</u> (5th Cir. 1981) 648 F.2d 989, 1012-1013; and <u>Keyes v. School Dist. No. 1</u> (D. Colo. 1983) 576 F.Supp. 1503, 1518)	Note: The CTC is now implementing two new teaching authorizations: the BCLAD and the CLAD. BCLAD is equivalent to the bilingual teaching authorizations, and CLAD to the ELD, ESL, and LDS authorizations. District - Interview district and site administrators. ASK: - Which of the following options is the district utilizing to assign an adequate number of qualified teachers to implement SDAIE? ■ Option 2-CTC authorization ■ Option 3-Local designation criteria ■ Option 4-LEP Staffing Plan ■ SB 1969-Training as alternative to CTC authorization Based on the response to this question, apply the appropriate tests which follow: - If the district is using Option 3: ■ Review documentation that the criteria have been approved by the CDE. ■ Select a random sample of at least three teachers and review documentation supporting the district's determination that the teachers have met the district-adopted criteria. - If the district is using Option 4, review documentation that the LEP Staffing Plan and the current annual report have been approved by the CDE.	- A letter from the CDE is on file notifying the district that the local designation criteria were approved. - The district has a copy of the approved local designation criteria on file. - Each teacher who provides SDAIE to LEP students and who lacks a bilingual or CLAD teaching authorization from CTC has met district-adopted criteria. - A letter from the CDE is on file notifying the district that the LEP Staffing Plan and the current annual report were approved. - The district has a copy of the approved LEP Staffing Plan on file. - Actions specified in the plan are being implemented according to the timeline specified in the plan and have resulted in progress toward meeting staffing requirements as evidenced by: 1. The number of newly hired teachers within the current school year who hold CTC bilingual teaching authorizations, CLAD authorizations, or SB 1969 certificates of completion for SDAIE or who meet local district criteria for designation.	

Compliance item/test	Review level/ How to test for compliance	What to look for	Comments
IV-CON23b (continued)	Site - Review computation of the number of SDAIE teachers required by analyzing the following information: ■ Number of LEP students requiring SDAIE ■ Number of teachers assigned to provide SDAIE ■ The ratio of students in the regular school program to regular classroom teachers ■ The ratio of LEP students receiving SDAIE to qualified teachers providing such instruction ■ Other relevant information - Observe selected SDAIE lessons. Follow a sample of at least two LEP students in at least three grade levels in the school.	2. Teachers who do not currently possess the appropriate CTC authorization or who have not met local district criteria for designation are designated as provisionally assigned teachers and are enrolled in the training component specified in the district's LEP Staffing Plan. - Each teacher providing SDAIE meets one of the following specifications: ■ Holds a bilingual or CLAD teaching authorization issued by CTC, or ■ Holds a SB 1969 certificate of completion of training which authorizes SDAIE, or ■ Has been determined by the local school district to have the requisite teaching skills using CDE-approved standard procedures necessary to carry out his or her respective assignment, or ■ Is provisionally assigned and enrolled in training which will result in SDAIE authorization per the timelines in the district's LEP Staffing Plan. - The ratio of LEP students receiving SDAIE across the district's core curriculum from qualified teachers (full-time equivalents) is not substantially greater than the ratio of students in the regular school program to regular classroom teachers. - Each LEP student assessed as requiring SDAIE is receiving such instruction from a qualified teacher.	

Compliance item/test	Review level/ How to test for compliance	What to look for	Comments
IV-CON24 (LEP) The district provides an adequate in-service training program which results in qualifying existing and future personnel in the bilingual and cross-cultural teaching skills necessary to serve each LEP student. <i>(Formerly LEP.8)</i> (EC 62002, former EC 52161; <u>Castaneda v. Pickard</u> (5th Cir. 1981) 648 F.2d 989, 1012-1013; and <u>Keyes v. School Dist. No. 1</u> (D. Colo. 1983) 576 F.Supp. 1503, 1517) Note: When there is a shortage of qualified teachers to conduct the district's program for LEP students, an adequate teacher training program is required as a matter of federal law. (<u>Castaneda v. Pickard</u> (5th Cir. 1981) 648 F.2d 989, 1012-1013; and <u>Keyes v. School Dist. No. 1</u> (D. Colo. 1983) 576 F.Supp. 1503, 1517)	District or Site - Review a description of the in-service program, including the following information: ■ A description of in-service activities and corresponding schedules for each of the following: - Teachers - Paraprofessionals ■ A list of all teachers and other staff assigned to provide primary-language and/or English-language development instruction who do not possess the appropriate teaching authorizations from CTC or who have not met district-adopted criteria - Review attendance records of teachers and staff participating in the in-service program offered during the current school year. Teachers should attend at least 80 percent of all the sessions offered in order for their participation to be considered a good faith effort.	- The district has implemented an in-service program in at least the following areas: ■ English-language development teaching methodology ■ Bilingual cross-cultural teaching methodology ■ Acquisition of the primary language of LEP students on the part of teaching staff ■ Special instructional methodology (SDAIE) for teaching the content of the core curriculum in English to LEP students. - In-service training is provided for teachers who are assigned to deliver primary-language instruction, English-language development instruction, and/or specially designed academic instruction in English across the district's core curriculum to LEP students and who do not possess the appropriate teaching authorization(s) from CTC or who have not met district-adopted criteria approved by the CDE. - Teachers and other staff have participated in the in-service program. - The district has made progress in qualifying existing and future personnel as teachers of LEP students as evidenced by: ■ The number of teachers who, during the current school year, have obtained a bilingual teaching, LDS or CLAD authorization from CTC	

Compliance item/test	Review level/ How to test for compliance	What to look for	Comments
IV-CON24 (continued)		■ The number of teachers who, during the current school year, have met district-adopted criteria in (a) bilingual teaching methodology and language proficiency in the primary language of LEP students; and/or (b) English-language development teaching methodology; and/or (c) specially designed academic instruction in English (SDAIE) methodology	

V. Parent and Community Involvement *To ensure that parents and members of the community, including business, industry, and labor, have the opportunity to assist in and support the educational process through participation in decision making, training, volunteer activities, and the creation of partnerships*

<i>Primary tests</i> V-CON25 (SBCP, SIP, LEP, SCE, M-U, SB 1882) The school plans were developed and updated annually with the review, advice, and certification of any applicable school advisory committee. School site councils have developed and approved the plans for schools participating in the School Improvement Program or a school-based coordinated program. The school continues to maintain a school advisory committee (SAC) required for state compensatory education, or the SAC has designated the school site council (SSC) to carry out its functions. If EIA/LEP services are coordinated in a school-based program, the SSC consulted with the school-level bilingual advisory committee prior to submitting a school plan. The annual school plans are approved by the local governing board. <i>(Formerly CON.1a, SBCP 4.d - 4.e)</i> (EC 44670.5b, 52855, 52858, 52858.5, 64001(a),(c))	District - Review the process through which school plans are reviewed and approved by the district and local board. Site - Examine records of the appropriate committees (minutes, reports, etc.). - Interview school leadership team members or key planners and school site council (SSC) members. ASK: - What is the role of the SSC and/or other appropriate advisory committees in developing the school plan? - When did the SSC and/or other appropriate advisory committees last modify the school plan? What specific changes were made? Why were these changes made? - How was the school plan modified to incorporate the improvement plan from the school's last Program Quality Review (PQR)?	- Dates the school plan was developed (or annually updated) and approved by the SSC and then approved by the local governing board - Documentation that an SAC exists or that its functions were delegated to the SSC by the SAC - Documentation that the school-level Bilingual Advisory Committee (BAC) was consulted and approval/disapproval was obtained	
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Compliance item/test	Review level/ How to test for compliance	What to look for	Comments
V-CON26 (TITLE I) The LEA and each school participating in Title I has jointly developed with and distributed to parents of participating children a written parental involvement policy. Each school policy shall include: ■ An annual meeting to inform parents of the Title I Program and its requirement; ■ A flexible number of meetings to allow for parental involvement; ■ An organized, ongoing, and timely way in which to involve parents in the planning, review, and improvement of programs; ■ A process for providing parents timely information about the program, school performance profile, individual student assessment results with interpretations, school curriculum, types of assessment, and proficiency levels students are to meet; and ■ Opportunities for regular meetings, the formulation of suggestions, and timely responses to suggestions. <i>(new)</i> (20 USC 6319; PL 103-382 Section 1118(a-c)(e)(1)(2)(3))	District - Review the parental involvement policy. - Interview district administrators. ASK: - How was the policy for parental involvement developed? - Who participated in the development of the policy? Site - Review the parental involvement policy. - Interview site-level staff and parents. ASK: - How was the policy for parental involvement developed? - Who participated in the development of the policy?		
V-CON27 (TITLE I) As a component of the school-level parental involvement policy, each Title I school has developed with parents a written school-parent compact that describes how parents, school staff, and students will share responsibility for improved student achievement. The compact addresses the importance of communication between teachers and parents on an ongoing basis through conferences, frequent reports to parents, and opportunities for parent involvement. <i>(new)</i> (20 USC 6319; PL 103-382 Section 1118 (d)(1)(2)(A)(B)(C))	Site - Review school-parent compact. - Interview school staff and parents. ASK: - Who was involved in the development of the school-parent compact? - How does the school communicate with parents regarding the progress of their children? - What opportunities does the school offer parents to be involved in school activities and the education of their children?	- School-parent compact that describes the school's responsibilities, parents' responsibilities, and students' responsibilities for improved student achievement - Evidence of ongoing communication initiated by the school to report and discuss student progress - Evidence of opportunities for significant, meaningful parent involvement	

Compliance item/test	Review level/ How to test for compliance	What to look for	Comments
V-CON28 (SCE, SIP, LEP, M-U, SB 1882) The governing board has adopted and implemented a policy on parental involvement. The policy is consistent with the following goals and purposes of EC 11502: ■ Help parents develop skills to use at home that support their children's academic efforts and social development. ■ 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. ■ Build consistent and effective communication between the home and the school. ■ Train teachers and administrators to communicate effectively with parents. ■ Integrate parental involvement programs into the school's master plan for academic accountability. (Formerly CON.4) (EC 11502, 11504)	District - Review the local board policy. - Interview district administrators. ASK: - How is the district supporting schools in implementing the policy? - How is the district training its administrators to communicate effectively with parents? Site - Interview parents. ASK: - In what ways has the school engaged you in your child's education at home and at school? - What training has the district or school offered to assist you in supporting your child's efforts in learning? - What are some ways that the school has communicated with you to inform you about the school curriculum and your child's progress? - Interview staff. ASK: - What training have you received to assist you in implementing effective parental involvement techniques?	- Evidence that parental involvement policy(ies) contains goals and purposes consistent with EC 11502 - Documentation that the school is implementing an effective parental involvement program as described below in the state board policy (revised 6/9/94). A meaningful K-12 parental involvement program will: ■ Help parents develop parenting skills to meet the basic obligations of family life and foster conditions at home which emphasize the importance of education and learning. ■ Promote two-way (school-to-home and home-to-school) communication about school programs and students' progress. ■ Involve parents, with appropriate training, in instructional and support roles at the school and in other locations that help the school and students reach stated goals, objectives, and standards. ■ Provide parents with strategies and techniques for assisting their children with learning activities at home that support and extend the school's instructional program. ■ Prepare parents to actively participate in school decision making and develop their leadership skills in governance and advocacy. ■ Provide parents with skills to access community and support services that strengthen school programs, family practices, and student learning and development.	

Compliance item/test	Review level/ How to test for compliance	What to look for	Comments
V-CON29 (TITLE I) Each school and LEA supports broad parental involvement by providing assistance and training to parents on how parents will participate in decision making and how to work with their children to improve their children's achievement. School personnel are trained, with the assistance of parents, in how to communicate and work with parents as equal partners. <i>(new)</i> (20 USC 6319; PL 103-382 Section 1118 (c)(1)(2)(3))	District - Review parent involvement program. - Interview district administrators. ASK: - How does the district encourage and support parent involvement at the school sites? - What training has the district provided for parents and staff? Site - Review records of training for staff and parents on parent involvement. - Interview school staff and parents. ASK: - How can parents participate in decision making and how can they work with their children? - What training has been provided for parents and staff? - How have parents been involved in designing training for staff on parent involvement?	- A process for gathering parents' suggestions for program design and implementation - Evidence of training for staff and parents (announcements and/or agendas) - Evidence of opportunities for parents to participate in the education of their children (announcements, activities, newsletters)	

Compliance item/test	Review level/ How to test for compliance	What to look for	Comments
V-CON30 (LEP) All parents of LEP and FEP students have been notified in writing of their child's English- and primary-language proficiency assessment results. <i>(Formerly LEP.10)</i> (EC 62002, former EC 52164.1(c); 5 CCR 4308)	District or Site - Review written notification sent to parents of LEP and FEP students. - Review school records that indicate notifications were mailed, sent home, or communicated orally.	- The notification to parents of LEP students contains their child's English- and primary-language proficiency assessment results. - The notification to parents of FEP students contains their child's English-language proficiency assessment results. - Written notification is available in English and in the primary language of the student. - An indication that the results were communicated orally to parents or guardians unable to understand written communication Note: Parent assessment notifications for LEP and FEP may be sent in English only for language groups under Option 6 (as reported in the R-30 Language Census).	
V-CON31 (LEP) A procedure exists that ensures that the participation of each student enrolled in the district's bilingual program is voluntary on the part of the parent or guardian. <i>(Formerly LEP.11)</i> (EC 62002, former EC 52161)	District or Site - Review the notification process to parents informing them of their child's initial enrollment in the district's bilingual program. - Review school records that indicate notice was given to the parent or guardian of each student enrolled in the district's bilingual program.	- The notice stated that each student's participation in the district's bilingual program is voluntary. It may also have included a brief nontechnical description of the district's bilingual program or services their child will be enrolled in as well as other instructional options that may be available. - Notifications informing parents of voluntary participation in the district's bilingual program are given in English and the primary language of the student.	

Compliance item/test	Review level/ How to test for compliance	What to look for	Comments
V-CON32 (LEP) The district and school sites, as required, have a functioning bilingual advisory committee meeting all legal requirements. (Formerly LEP.12) V-CON32a (LEP) Whenever there are 21 or more LEP students at a school site, there is a functioning bilingual advisory committee (BAC) that has met ALL of the following: - Has advised the principal and staff of: a. The development of the school plan for bilingual education submitted to the governing board b. Conduct of the school's needs assessment c. Administration of the school's language census d. Efforts to make parents aware of the importance of regular school attendance - Has a membership of LEP parents in at least the same percentage as there are LEP students at the school - Has had an election of members in which all parents of LEP students have had an opportunity to vote - Has had the opportunity to elect at least one member of the district bilingual advisory committee (DBAC) or participated in a proportionate regional representation scheme when there are 31 or more BACs in the district - Has received training materials and training appropriate to assist parent members in carrying out their responsibilities (Formerly LEP.12a) (EC 62002.5, former EC 52176; 5 CCR 4312)	Site - Review records of the membership and the activities of the school-level BAC or its appointed committee for the past 12 months. - Interview at least one parent member of the school-level BAC. ASK: - How has the BAC or the committee to which the BAC formally delegated its legal responsibilities advised the principal in the following: a. The development of the bilingual education section of the school plan? b. The conduct of the school's needs assessment? c. Administration of the language census? d. Efforts to make the parents aware of the importance of regular school attendance? - How has the BAC been selected and what is its composition? - What are some of the specific advisory and training opportunities in bilingual education issues for the BAC? - What recommendations has the BAC provided to the principal? - How have these been documented?		

Compliance item/test	Review level/ How to test for compliance	What to look for	Comments
V-CON32b (LEP) Whenever there are 51 or more LEP students in a district, there is a functioning district bilingual advisory committee (DBAC) or subcommittee of an existing district committee that has met ALL of the following: - Has had the opportunity to advise the governing board regarding: a. A timetable for and development of a master plan for bilingual education b. A districtwide needs assessment on a school-by-school basis c. District bilingual education goals and objectives d. Administration of the language census e. Review and comment on the written notification of initial enrollment f. Review and comment on any related waiver request - Has a majority membership of parents of LEP students not employed by the district. In the event an existing committee is used for these purposes, the membership of parents of LEP students shall be made up of at least the same percentage as that of the LEP students in the district. - Has received training materials and training, developed in consultation with the committee, appropriate to assist parent members in carrying out their responsibilities.	District - Review records of the membership and the activities of the district-level DBAC or subcommittee for the past 12 months. - Interview at least one parent member of the district-level committee. ASK: - What opportunities have you had to advise on the bilingual education plan and related issues, such as census, goals, notification, and so forth? - What training activities have been provided to assist you in carrying out your responsibilities as a committee member? - What is the composition of the DBAC? - What recommendations has the DBAC made to the local governing board? - How have these been documented and utilized? - Do you have training materials to assist you in carrying out your responsibilities?		

(Formerly LEP.12b)

(EC 62002.5, EC 33051(a)(3),
former EC 52176; 5 CCR 4312)

Compliance item/test	Review level/ How to test for compliance	What to look for	Comments

VI. Governance and Administration *To ensure that all schools conduct high-quality programs that are effectively managed and operated within appropriate legal parameters*

Primary tests

VI-CON33 (SBCP) The local board has established policies and procedures and ensured that the following occur:

- The principal received and provided information regarding School-Based Coordinated Programs (SBCPs).
- All interested persons had the opportunity to meet to establish a council.
- The SSC had the opportunity to decide whether the school would participate in an SBCP.
- Funds have been coordinated and supplement, not supplant, existing state and local fiscal efforts.
- The annual school plans are approved by the local governing board. *(Formerly SBCP.3b)*
(EC 52852.5)

VI-CON34 (SBCP, SIP) The membership of the SSC consists of the following members, who were selected by their peers:

- In elementary schools, half of the members are the principal, classroom teachers, and other school personnel; half are parents or other community members. Classroom teachers are a majority of the first group.
- In secondary schools, half of the members are the principal, classroom teachers, and other school personnel; half are students and parents. Classroom teachers are a majority of the first group; students make up one-half of the second group. *(Formerly SBCP.4b-4c, SIP.3a-3b)*

(EC 44670.4a, 52852)

District or site

- Review board-adopted policies.
- Review local governing board minutes.
- Interview members of the SSC.

ASK:

- How did you find out about this program?
- Did you have an opportunity to decide if you would participate in this program?

- Interview responsible district administrators.

ASK:

- What is the district's established policy on School-Based Coordinated Programs?

Site

- Review current membership of the SSC.
- Review SSC bylaws (if developed) and supporting materials.
- Review selection policies and records.
- Interview SSC members.

ASK:

- What is the composition of the SSC?
- How were you selected to be a member of the SSC?

Note: A parent or guardian of a student is defined in the *California Code of Regulations* Section 4002 as a parent or guardian who is not employed by the school district. For SSCs constituted under the provisions of SIP, this limits

- Information that has been distributed
- Meeting notices, proceedings, and lists of attendees
- List of council members and signatures acknowledging participation
- Regular program expenditures that are comparable to those of nonparticipating schools, thus demonstrating that school-based program funds and services are supplementary

- Appropriate SSC membership composition
- Each representative properly selected by his or her peer group

Consolidated Programs – 161

Compliance item/test	Review level/ How to test for compliance	What to look for	Comments
VII: Funding <i>To ensure that financial plans and practices meet legal requirements and operate to achieve the LEA's priorities and goals for student success</i>			
<u>Primary tests</u> VII-CON36 At least 85 percent of the funds for SIP, Title I, Economic Impact Aid (State Compensatory Education and Limited-English-Proficiency), Miller-Unruh, and SBCPs are spent at school sites for direct services to students. (Formerly CON.3) (EC 63001) VII-CON37 (TITLE I, TITLE VI, SCE, SIP, LEP, M-U, SB 1882) Staff, contracts, materials, supplies, and equipment paid for with consolidated programs funds supplement but do not supplant the basic education program. (Formerly CON.7) <u>Primary tests</u> VII-CON37a (TITLE I, TITLE VI, SCE, SIP, LEP, M-U, SB 1882) Staff, contracts, materials, supplies, and equipment paid for with consolidated programs funds supplement but do not supplant the basic education program. These purchases are used effectively, efficiently, and economically to meet the special educational needs of students eligible for service from the source. (Formerly CON.7a, CON.7c) (20 USC 2728(b), 2971(b); PL 103-382, 1018(b), 1571(b); EC 62002, 52161, 52168(a), 52034(i), 52035(e)(1))	District and Site - Review inventory/invoices. District - Review the expenditure records of the specified program. - Interview project coordinator. ASK: - How do you control expenditures so that at least 85 percent of the funds are spent on direct services to children? District - Review a copy of the current Consolidated Application. - Examine personnel records, including job descriptions, to determine the assignments and duties of persons funded by consolidated programs. - Review a sample of contracts. - Review the district process for approving contracts. - Interview representatives from the consolidated programs office.	- At least 85 percent of the funds spent are related to curriculum, implementation, and delivery of services to students. - A process to monitor expenditures to ensure at least 85 percent of the funds are spent for direct services to students - Evidence of planning to use available resources for improved student learning, as in the improvement plan developed during the last PQR Note: 100% of Miller-Unruh funds are used to hire a credentialed reading specialist. (EC 62002, Formerly EC 54101) - Job descriptions outline allowable funding source functions which constitute supplementary services. - The employee knows the funding source of his or her position. - Employees respond that job descriptions are valid and that services provided are supplementary in nature.	

Compliance item/test	Review level/ How to test for compliance	What to look for	Comments
VII-CON37a (continued)	ASK: - How are staff, materials, equipment, and supplies paid for with Consolidated Application funds supplementary to the district-funded program? Site - Review a sample of purchase orders. - Observe the use of such purchases. - Interview staff regarding the use of categorical equipment, materials, supplies. ASK: - Are eligible program participants using equipment, materials, and supplies purchased with Consolidated Application funds?		
VII-CON37b When positions are multifunded, there is written evidence that the duties performed and the proportion of time spent for those duties are appropriate to the funding sources used. (Formerly CON.7b) Note: Time-accounting records for multifunded staff are not required as long as staff is working 100 percent in school-based coordinated programs (SBCP). Staff working in SBCP plus one other program assignment must maintain time-accounting records. (EC 62002; 5 CCR 3941)	Site - Determine funding sources and amount of each. - Review time-accounting forms, work schedules, task analyses, and so forth. - Interview multifunded staff. ASK: - Which funding sources support your position? - How is your time accounting recorded?	- Supplementary services can be separately identified and are proportionately charged to the multifunded activity.	
VII-CON38 (TITLE I, TITLE VI) The control of funds and title to materials, equipment, and property purchased remain in the LEA. (new) (20 USC 6321; PL 103-382 Section 1120(c)(1))	District - Review expenditures of program funds. - Interview district administrators. ASK: - How are items ordered and purchased? - How are purchased materials labeled with the name of the program source?	- Equipment and materials labeled with the name of the district, the program source, and an identification number	

Compliance item/test	Review level/ How to test for compliance	What to look for	Comments
VII-CON39 (LEP) There are adequate basic resources for LEP students, and EIA-LEP funds are used only to supplement, not supplant, the district's general funds as well as any other categorical funds the district receives. (Formerly LEP.9) VII-CON39a (LEP) There are adequate basic general fund resources to provide each LEP student with bilingual learning opportunities in an appropriate program. The provision of such general fund resources is not contingent on the receipt of state or federal categorical aid funds. (Formerly LEP.9a) (<u>Castaneda v. Pickard</u> (5th Cir. 1981) 648 F.2d 989, 1010, 1012-1013; and <u>Keyes v. School Dist. No. 1</u> (D. Colo. 1983) 576 F.Supp.1503,1516-1518)	District or Site - Review district and site documentation of use of the district's general funds to provide resources necessary to deliver the core curriculum for each LEP student. - Review the availability and verify the use of primary-language materials and materials in English appropriate to nonnative speakers relative to the district's core curriculum; e.g., basic classroom materials, library collections, and so forth. - Interview district or site administrators. ASK: - How are basic state-required program services, as specified in II-CON12, II-CON13, II-CON14, and II-CON15, provided to LEP students through district resources? - What kind of instructional materials in English and the primary language have been purchased with basic general fund resources for use with LEP students? - Are the instructional materials appropriate to meet the diagnosed needs of LEP students? - Describe any other district services which are provided to LEP students with basic general fund resources.	- General fund resources provide an appropriate core curriculum delivered through the primary language and specially designed academic English instruction for each LEP student. Resources include curriculum materials, instructional supplies, and other district services available to students. - The school site provides adequate and appropriate English-language development materials. - District sources provide adequate LEP services in English-language development, primary-language instruction, specially designed academic instruction in English, and instruction that promotes each student's self-image and cross-cultural understanding. - Instructional supplies and appropriate curriculum materials are provided for each LEP student, including primary-language materials, based on diagnosed needs of LEP students; e.g., textbooks, reading materials, and so forth. Note: Compliance determinations on sufficient qualified teachers (primary-language, SDAIE, English-language development (ELD)) and training for staff are addressed through items IV-CON22, 23, and 24 (formerly LEP.6, 7, and 8).	

Compliance item/test	Review level/ How to test for compliance	What to look for	Comments
VII-CON39b (LEP) EIA-LEP funds are used to meet the academic needs of LEP students. These funds supplement but do not supplant existing resources at the school site. <i>(Formerly LEP.9b)</i> (EC 54032, 62002, former 52161, 52168; 5 CCR 4320)	District or Site - Review the district's EIA allocation plan as specified in the Consolidated Application and compare that with actual school-site budgets. - Verify that EIA-LEP funds are appropriately used. - Interview district and site administrators. ASK: - How are EIA-LEP funds used to supplement LEP students' learning of the core curriculum?	- The school-site budgets correspond to the district's allocation plan. - EIA-LEP funds are spent for supplemental services and materials. This includes, but is not limited to, the following: ■ Employment of supplemental bilingual-cross-cultural teachers; ■ Bilingual paraprofessionals, ■ Purchase of supplemental bilingual-bicultural teaching materials; ■ Special in-service training for teachers and paraprofessionals to develop bilingual-cross-cultural instructional skills; ■ Parental involvement; and ■ Other reasonable expenses, which may include transportation, child care, translation services, meals, and training of parent advisory groups on bilingual-bicultural education. Note: If the district and school site receive other state and federal funds, such as School Improvement, IASA, Title I, IASA Title VII, and Migrant Education funds, such funds supplement and do not supplant the district's core curriculum services or other categorical funds for LEP students. If there appears to be supplanting issues, refer to items VII-CON37a and VII-M15.	

Compliance item/test	Review level/ How to test for compliance	What to look for	Comments
Site-Level Plans <i>To ensure comprehensive and coordinated planning that concentrates on student achievement and is developed with broad staff, parent, and community involvement</i>			
VII-CON40 (TITLE I, SBCP, SIP, SCE, LEP, M-U, SB 1882) The site plan contains all required components. <i>(new)</i> Note: Specific compliance test items and their citations are listed in the <i>1996-97 Site Plan Content Requirements</i> , which follows this page.			

1996-97 Site Plan Content Requirements

District Name:	District Code:
School Name:	School Code:

This checklist of the requirements of school-site plans is designed to be used by district and school personnel in the development of school-site plans and as part of the self-review in preparation for a CCR. It will also be used by CDE to monitor compliance with school-site plan requirements.

When using this checklist of requirements for a CCR self-review, please complete and submit a separate checklist, along with the site plan, for each site that will be reviewed and that has one or more of the programs noted in the middle columns. The "X" in these columns indicates that the requirement applies to that program. The only column that needs to be completed on this checklist is the one titled "Page and line number in Plan." In this column identify the page number(s) and the line number(s) in which the requirement is met in the school plan.

Compliance Item/Test	Programs Requiring Specific Content				Page and line number(s) in Plan	Comments
	SBCP	PRO	Title I SWP	SIP EIA Title I		
Standards, Assessment, and Accountability						
CON40 (Title I, SBCP, SIP, EIA, LEP, M-U, SB 1882) The site plan contains all required components.						
CON40a A description of how the school will provide individual assessment results, including interpretation for parents when necessary. (20 USC 6314(b)(2)(A)(iv))			X			
CON40b Provisions for the collection and dissemination of assessment and achievement data disaggregated by gender; major ethnic or racial groups; limited-English proficiency status; migrant students; children with disabilities, compared to other students; and economically disadvantaged students, compared to students who are not economically disadvantaged. (20 USC 6314(b)(2)(A)(v))			X			
CON40c A process for ongoing evaluation of the site's educational program. (EC 52853)	X					

Compliance Item/Test	Programs Requiring Specific Content				Page and line number(s) in Plan	Comments
	SBCP	PRO	Title I SWP	SIP EIA Title I		
Teaching and Learning						
CON40d Results of a comprehensive needs assessment for the entire school. (20 USC 6314(b)(1)(A))			X			
CON40e Reform strategies that are based on effective means of improving the achievement of children and use of effective instructional strategies, which may include the integration of vocational and academic learning. (20 USC 6314(b)(1)(B)(ii), (iii))			X			
CON40f A description of how increased learning time will occur (pre/post/summer school). (20 USC 6314(b)(1)(B)(iii)(I))			X			
CON40g A description of methods to assist preschool children with the transition to elementary education. (20 USC 6314(b)(1)(F))			X			
CON40h A description of activities to ensure that students who experience difficulty mastering standards be given timely additional assistance. (20 USC 6314(b)(1)(H))			X			
CON40i A list of state and local educational agency programs and other federal programs under subsection (a)(4) that will be included in the schoolwide program. (20 USC 6314(b)(2)(A)(iii))			X			
CON40j A list of supplementary services to be coordinated and a description of how that coordination will occur. For SBCP, the plan clearly identifies which of the possible six supplementary state programs are coordinated. ● School Improvement ● Miller-Unruh ● Gifted & Talented ● EIA/SCE and EIA/LEP ● Professional Dev. ● Special Ed. (20 USC 6314(b)(2)(A)(iii); EC 52800, 53853 (a), (f), 52855; 5CCR 3947))	X	X				

Compliance Item/Test	Programs Requiring Specific Content				Page and line number(s) in Plan	Comments
	SBCP	PRO	Title I SWP	SIP EIA Title I		

Teaching and Learning (continued)

CON40k A complete description of supplementary instructional and auxiliary services to meet the needs of each of the four student populations listed below, <u>regardless</u> of whether the school or district receives special funding for each of these groups. Each description clearly identifies unique supplemental services that are beyond the core program provided to all students. • Limited-English-proficient students • Educationally disadvantaged students • Gifted and talented students • Special education students/students with special needs Note: If special education is included in the SBCP, the school-site plan must describe the services provided by the special education personnel to identified <u>and</u> nonidentified students. (EC 52852.5, 52853(b), 54721)	X					
CON40l A description of how the school intends to meet the individual needs and learning styles of all its students through full access to and participation in a rigorous core curriculum. (EC 52800, 52852.5, 52853, 52853(a), 52853(f), 52855; 62002, Former EC 52000, 5 CCR 3947)	X			X		

Opportunity (equal educational access)

CON40m Strategies for meeting needs of historically underserved populations, including girls and women. (20 USC 6314(b)(1)(B)(iii)(II))			X			
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Compliance Item/Test	Programs Requiring Specific Content				Page and line number(s) in Plan	Comments
	SBCP	PRO	Title I SWP	SIP EIA Title I		
Staffing and Professional Growth						
CON40n A description of effective professional development strategies and activities. (20 USC 6314(b)(1)(D))			X			
CON40o A description of staff development which includes teachers, paraprofessionals, volunteers, and other appropriate school personnel, including those participating in special programs. (EC 52853(c))	X	X				
CON40p A description of how each subject area receives staff development support. (EC 44670.3(a-f), 44670.5, 44671(a)(I), 44670.9(f), 64000, 64001(a-d))		X				
Parent and Community Involvement						
CON40q A description of strategies to increase parent involvement. (20 USC 6314(b)(1)(E))			X			
CON40r Strategies for acquiring additional assistance, if necessary, which may be available to the student at the school or elsewhere in the community. (20 USC 6314(b)(1)(H)(iii)(III))			X			

Study links bilingual education to limited earnings potential

By Carol Innerst
THE WASHINGTON TIMES

Bilingual education handicaps Hispanic children, severely limiting their earnings potential when they enter the job market, a new national study shows.

On average, first-generation Hispanic students who went through bilingual education programs over the past two decades are now earning about 50 percent less than their peers who received an English-only education.

The study, conducted by University of Maryland labor economist Mark Hugh Lopez and Marie T. Mora, an economics professor at New Mexico State University, is the first to link participation in a bilingual education program with later labor market opportunities.

"Between \$8 billion and \$10 billion a year are spent on special services for limited-English-proficient students at the state and local level," said Mr. Lopez, an assistant professor in Maryland's school of public affairs. "However, these

programs may be hindering rather than helping these students."

In 1991, first-generation Hispanic workers who had participated in bilingual education classes earned an average \$19,240 compared with average earnings of \$26,794 for their peers who did not enroll in such programs.

Among second-generation Hispanics — those born in this country to foreign-born parents — students in bilingual education earned on average about 30 percent less than those in English-only programs. The income disparity did not exist for third-generation students.

"One would expect that first-generation Hispanic students [those who are foreign born] would be the most likely to benefit from these programs, yet they are the ones suffering the greatest penalties in the labor market," Mr. Lopez said. "This raises concern that bilingual education may widen, rather than narrow, the socioeconomic gap between limited-English-proficient groups and those for whom language is not an issue."

Using data compiled from the 1990 census and the High School and Beyond surveys of the National Center for Education Statistics, the researchers looked at the incomes of 1,251 students who graduated from high school in 1982.

It is not a random sample, but controls for education and background characteristics, and captures the "sample states would identify as potential [bilingual education] students," Mr. Lopez said.

"No matter how we cut this data, we're getting the same negative results across the board in earnings and educational attainment," he said.

"The results do not surprise me," said Rosalie Porter, chairman of the board of the Institute for Research in English Acquisition and Development (READ), a Massachusetts-based organization that focuses on educational improvement for language-minority children.

"Analogous to this, the dropout rates for Latino children are so high after 30 years' investment in bilingual programs," Mrs. Porter said. "In Los Angeles public schools at the end of the 1995 school year, the Latino dropout rate was 44 percent compared to 20 percent for the state as a whole."

"The troubling part, of those who had dropped out, 75 percent had been in a bilingual program. If bilingual education were a helping tool, it should be producing more academic success for bilingual kids through high school."

Since passage of the Bilingual Education Act in 1968, school districts have implemented many programs aimed at meeting the needs of the nation's growing immigrant populations.

Debate over the effectiveness of bilingual education programs, which employ native-language instruction, has heated up as California moves toward a June vote on the "English for the Children" initiative that would nearly abolish bilingual education in the state's public schools.

English-only advocates say that students must be immersed in the English language to effectively learn it. They oppose the segregated bilingual classes where immigrant students do not mix with English-speaking peers and as a result do not easily assimilate into American culture.

The Washington Times

THURSDAY, MARCH 5, 1998

Mile - FYI

Elena

THE WHITE HOUSE
WASHINGTON

March 9, 1998

MEMORANDUM FOR: Paul Begala
Maria Echaveste
Craig Smith
Doug Sosnik
~~Mike Cohen~~
Karen Skelton
Monica Dixon
Sky Gallegos

FROM: Mickey Ibarra 

SUBJECT: California Proposition 227

I met with Richie Ross in Sacramento, California, on February 27. He is heading up the opposition campaign to Proposition 227 (Bilingual education) in California. The attached material is worth a read.

REAL NUMBERS.



California Latino Voting
IN THE 1990s

By

RICHARD ROSS

Ross Communications • 1700 L Street, Sacramento, California 95814

Participating in California politics for 25 years, I've seen up close the impacts of Watergate, Proposition 13, the Willie Brown Speakership, and term limits.

Today's growth in Latino political power is just as significant as any of those events. The effects of Prop. 187 on Latino voter behavior and level of participation are reshaping California's political landscape:

- Latino loyalty has shifted to the Democrats,
- The number of new citizens has tripled,
- And in 1996 those new citizens voted at rates higher than Californians as a whole.

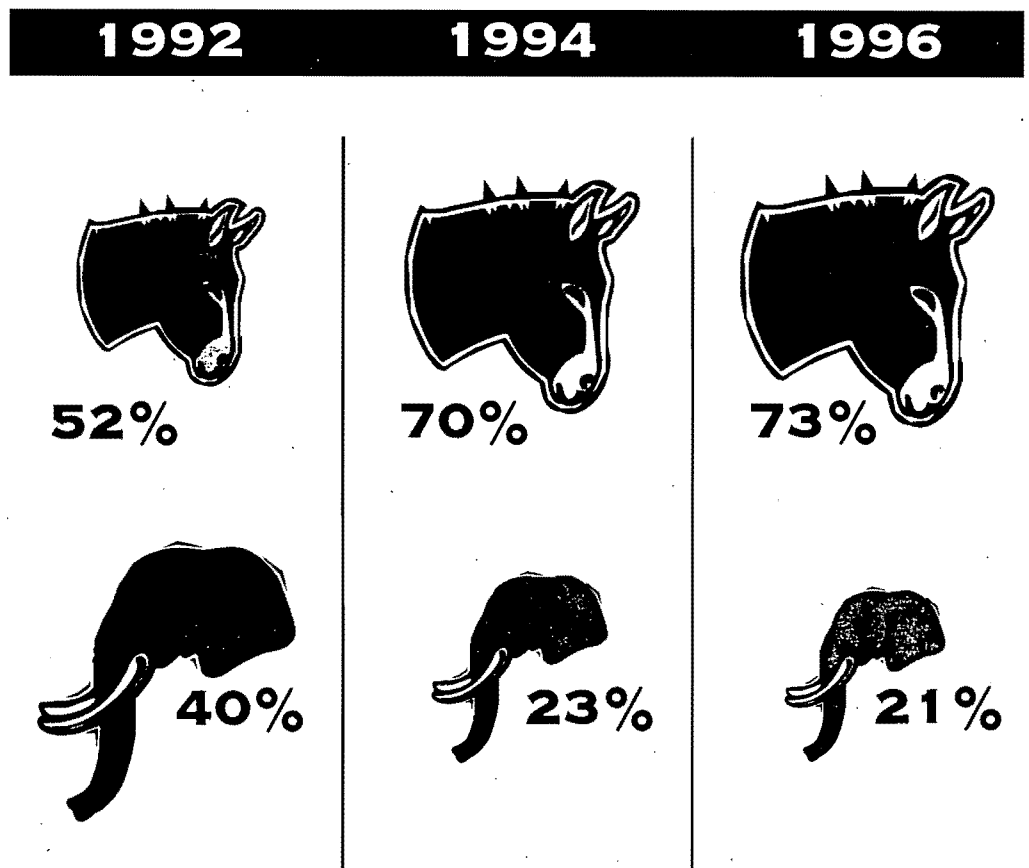
My research projects a 600,000 net real vote "Latino bump" for Democrats in California in 1998.

And those are "Real Numbers."

Richard Ross

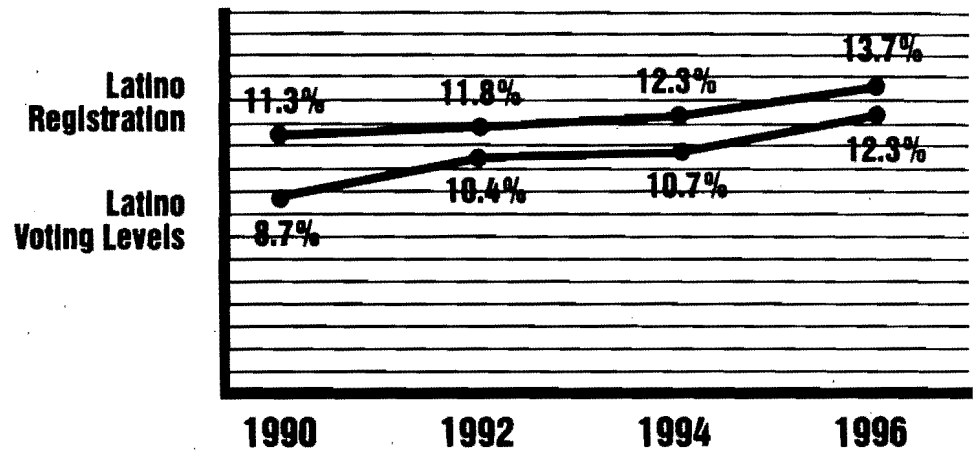
Latino Voter Loyalties Shifted in 1994 with Proposition 187.

Los Angeles Times and Field Institute
exit polls document a shift in
Latino voter loyalties in the
top of the ticket races:



***Percentages are averages between the exit polls:**
1992 Clinton/Bush, Boxer/Herschensohn, Feinstein/Seymour.
1994 Brown/Wilson, Feinstein/Huffington. 1996 Clinton/Dole.

Latino Voter Registration is Growing. But Latino Voter Participation is Growing Faster.

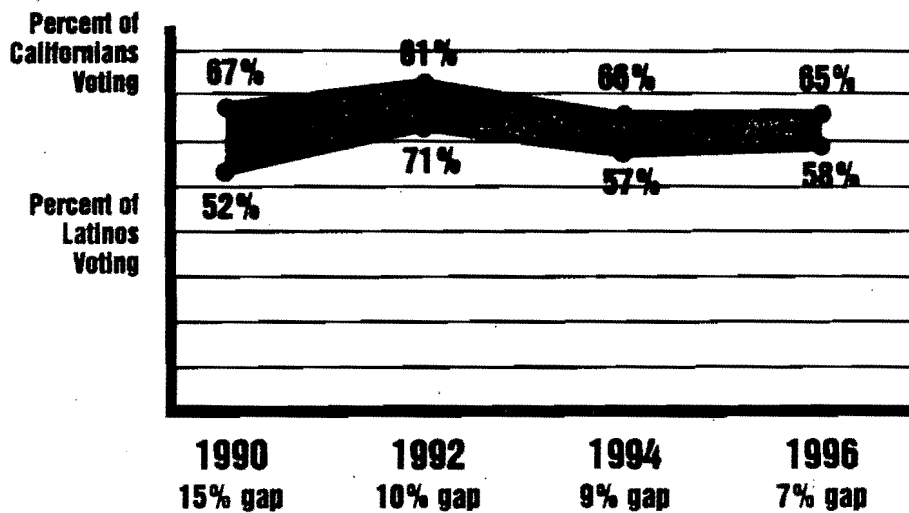


*Latino percentages of all California voters.

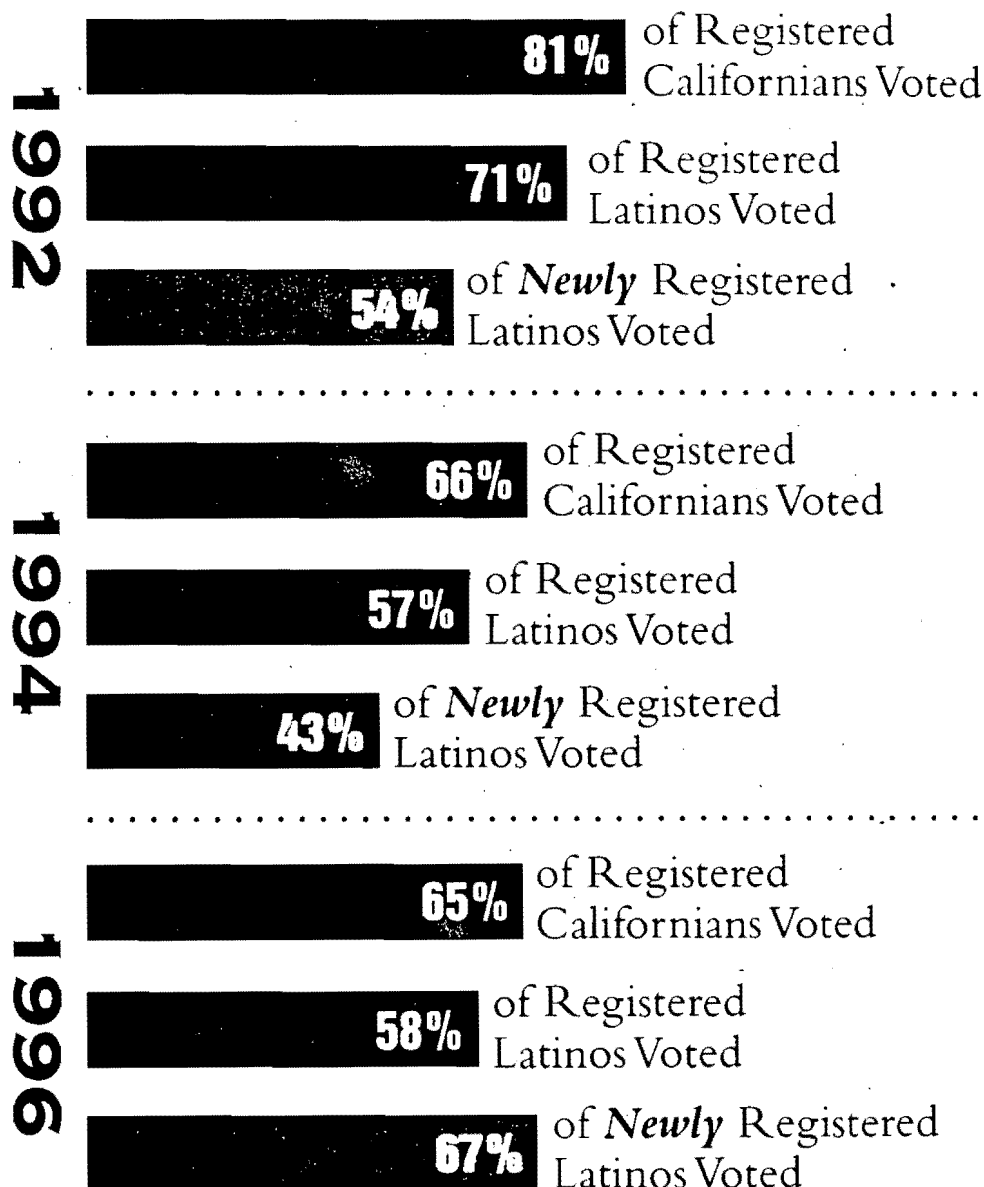
A 15% Gap Narrows to 7%

Voter turnout for all
Californians fluctuates.

But the gap between levels of
Latino Voter participation and
California as a whole has
narrowed steadily.



The Newest Latino registrants voted at higher levels than new Latino registrants did before.



Numbers of California's New Citizens

The 1996 jump in voting participation
by newly registered Latino voters may
correlate to the 1996 jump in new citizens.

52,411 New citizens in California in 1992

68,100 New citizens in California in 1993

90,279 New citizens in California in 1994

136,727 New citizens in California in 1995

378,014 New citizens
in California
in 1996

***1997**

569,000 new citizenship applications being processed.
Additional 47,000 new applications being received per month.

**Numbers include all countries of origin.*

Counting ballots is what counts.

1992	1994	1996
<i>Latino Votes Cast</i>	<i>Latino Votes Cast</i>	<i>Latino Votes Cast</i>
494,822 (52% Dem)	619,285 (70% Dem)	913,805 (73% Dem)
-380,632 (40% Rep)	-203,479 (23% Rep)	-262,875 (21% Rep)
114,190	415,806	650,930
Net Democrat Advantage	Net Democrat Advantage	Net Democrat Advantage

**Los Angeles Times* and *Field Institute* exit poll averages
multiplied by number of actual Latino votes cast.

1998 Projections

There are 3 logical steps to making a thoughtful guess...

STEP 1

It is logical to project that 300,000 more Latino votes will be cast in 1998 than there were in the 1994 Gubernatorial Election.

Gubernatorial Elections

1990 **517,254** (Latino Votes)

1994 **884,694** (Latino Votes)

300,000+

Vote Increase

Presidential Elections

1992 **951,581** (Latino Votes)

1996 **1,251,789** (Latino Votes)

300,000+

Vote Increase

STEP 2

Adding 300,000 to the 1994 Latino total (the last Gubernatorial election) suggests 1,184,694 Latino votes will be cast in 1998.

STEP 3

Applying the exit poll numbers to the projected number of Latino votes for 1998 yields a projected net Democratic advantage:

864,826 (73% Dem)

-248,785 (21% Rep)

616,041

Net Democrat
Advantage for 1998

**Los Angeles Times* and *Field Institute* exit poll averages multiplied by number of actual Latino votes cast.

Putting a 600,000 vote "Latino bump" for Democrats into a historical context...

IN 1982 George Deukmejian defeated Tom Bradley for Governor by 93,345 votes.

.....

IN 1986 Alan Cranston defeated Ed Zschau for U.S. Senate by 104,868 votes.

.....

IN 1988 George Bush defeated Michael Dukakis in California for President by 352,705 votes.

.....

IN 1990 Pete Wilson defeated Dianne Feinstein for Governor by 266,707 votes.
Kathleen Brown defeated Tom Hayes for State Treasurer by 231,775 votes.
And Dan Lungren defeated Arlo Smith for Attorney General by 28,906 votes.

.....

IN 1994 Dianne Feinstein defeated Michael Huffington for U.S. Senate by 165,562 votes.
Kathleen Connell defeated Tom McClintock for State Controller by 187,734 votes.



<i>Name</i>	<i>Organization</i>	<i>Phone</i>
Dee Dee Alper	State Senator	
The Honorable Blanca Alvarado	County Supervisor, Santa Clara County, CA	408-299-232
President Richard Atkonson	University of California	
Rep. Xavier Becerra	CA Democratic Congressional Delegation	202-225-623
Senator Barbara Boxer	Congress	202-224-355
Sarita Brown	Commission on Hispanic Education	
Rep. George E. Brown, Jr.	CA Democratic Congressional Delegation	202-225-616
The Honorable John Burton	President Pro Tempore of State Senate, CA	415-477-124
The Honorable Cruz Bustamante	Former Assembly Speaker, CA	916-455-851
Rep. Walter H. Capps	CA Democratic Congressional Delegation	202-225-360
Al Checchi	Democratic Gubernatorial Candidate	
Rep. Gary Condit	CA Democratic Congressional Delegation	202-225-613
The Honorable Gray Davis	Lt. Governor, CA	916-445-284
Rep. Ronald V. Dellums	CA Democratic Congressional Delegation	202-225-266
Rep. Julian c. Dixon	CA Democratic Congressional Delegation	202-225-708
Rep. Calvin Dooley	CA Democratic Congressional Delegation	202-225-334
Ingrid Duran	Washington Director, National Association of Latino Elected Officials	202-546-253
Rep. Esteban Edward	CA Democratic Congressional Delegation	202-225-525
Deborah Escobedo	Education Advocate	
Rep. Anna Eshoo	CA Democratic Congressional Delegation	202-225-810
Delanine Eastin	Superintendent of Republic Construction	
Rep. Sam Farr	CA Democratic Congressional Delegation	202-225-286
Rep. Vic Fazio	CA Democratic Congressional Delegation	202-225-571
Senator Dianne Feinstein	Congress	202-224-384
Rep. Bob Filner	CA Democratic Congressional Delegation	202-225-804
Antonio Flores	HACU	
Jacobo Fraire	HACU	

Ana Guzman	Commission on Hispanic Education	
Rep. Jane Harman	CA Democratic Congressional Delegation	202-225-822
John Hein	Labor-CTA	
Antonia Hernandez	MALDEF	
Charles Kamasaki	NCLR	
Daphne Kwok	Asian Advocate	
Rep. Tom Lantos	CA Democratic Congressional Delegation	202-225-353
Rep. Zoe Lofgren	CA Democratic Congressional Delegation	202-225-307
Monica Lozano	LA Opinion	
Jim Lyons	NABE	
Rep. Matthew G. Martinez	CA Democratic Congressional Delegation	202-225-546
Rep. Robert T. Matsui	CA Democratic Congressional Delegation	202-225-716
The Honorable John Medina	San Francisco County Supervisor, CA	415-554-540
Rep. Juanita Millender-McDonald	CA Democratic Congressional Delegation	202-225-792
Rep. George Miller	CA Democratic Congressional Delegation	202-225-209
The Honorable Gloria Molina	Los Angeles County Supervisor, CA	213-974-411
Karen Narasaki	Asian Advocate	
The Honorable Rod Pacheco	Republican Assemblyman, Sacramento, CA	916-445-085
Rep. Nancy Pelosi	CA Democratic Congressional Delegation	202-225-496
The Honorable Miguel Pulido	Mayor of Santa Ana, CA	714-647-690
The Honorable Richard Riordan	Republican Mayor of Los Angeles, CA	213-847-248
Belen Robles	LULAC	
The Honorable Pedro Rossello	Governor of Puerto Rico, CA	787-721-700
Rep. Lucille Roybal-Allard	CA Democratic Congressional Delegation	202-225-176
Rep. Loretta L. Sanchez	CA Democratic Congressional Delegation	202-225-296
The Honorable Joe Serna	Mayor of Sacramento, CA	916-264-530
Rep. Brad Sherman	CA Democratic Congressional Delegation	202-225-591
Rep. Fortney Stark	CA Democratic Congressional Delegation	202-225-506
Rep. Ellen Tauscher	CA Democratic Congressional Delegation	202-225-188

Arturo Vargas	Executive Director, National Association of Latino Elected Officials	213-720-193
The Honorable Antonio Villaraigosa	Assembly Speaker, CA	916-445-070
Rep. Maxine Waters	CA Democratic Congressional Delegation	202-225-220
Rep. Henry A. Waxman	CA Democratic Congressional Delegation	202-225-397
Brent Wilkes	LULAC	
Rep. Lynn Woolsey	CA Democratic Congressional Delegation	202-225-516
Raul Yzaguirre	NCLR	
	Hispanic Education Coalition	
	Latino Civil Rights Task Force--CA	