

Monthly Compliance Checklist for Schools Receiving State and Federal Categorical Funds

**May
2015**

| Date Completed | Task | Comments |
|----------------|--|----------|
| //////// | Multiple Programs | |
| | If the school will be receiving Economic Impact Aid (EIA) carryover funds in the 2015-16 school year, review the School-Based Coordinated Program (SBCP) option with the School Site Council (SSC) and determine if they wish to recommend continuing or instituting a SBCP program in the coming year. If so, ensure that this is <u>documented in SSC minutes</u> and included in the school's Single Plan for Student Achievement (SPSA). | |
| | Review <u>School Site Council (SSC)</u> meeting calendar to ensure that timelines are in place to ensure <u>school plans are updated and approved by the local school board</u> prior to the date required for <u>annual approval</u> . (Note: Categorical Program funds may not be expended without an approved plan; approval is required annually). | |
| | Ensure that <u>expulsion, suspension and truancy data</u> is being collected through the Advance Data Collection for the Uniform Management Information Reporting System (UMIRS) for reporting on through CALPADS End of Year (EOY) reporting. | |
| | Ensure that procedures are in place for an end-of-year <u>inventory check</u> of categorically funded equipment. | |
| | Title I Programs | |
| | If the school intends to operate as a Title I Schoolwide Program (SWP) in the 2015-16 school year, ensure that the comprehensive needs assessment has been completed, and the School Site Council (SSC) has developed a Single Plan for Student Achievement (SPSA) <u>based on the needs assessment that includes all ten required SWP Plan elements</u> . Ensure that the plan will be completed in time for board approval prior to the beginning of the new school year. | |
| | If the school is currently operating a Title I SWP, review the evaluation plan in the SPSA and ensure that processes are in place to <u>evaluate and report on the implementation and effectiveness of the plan</u> . Verify and maintain documentation to demonstrate that the SSC is involved in monitoring the plan. (Note: Monitoring and evaluation of the effectiveness of the SPSA are required for all schools receiving Consolidated Application funding.) Refer to the new SPSA template for guidance on evaluation criteria: http://www.cde.ca.gov/nclb/sr/le/singleplan.asp | |

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| | Title I (Continued) | |
| | If the school is currently operating a Title I Targeted Assistance School (TAS) program, ensure that student participation data is being maintained indicating the <u>number of students served</u> in each content and support service area, to be reported on the CALPADS End of Year (EOY) data collection and Spring Consolidated Application submission. | |
| | If the school has been identified for years 1 or 2 of Program Improvement (PI), verify that documentation is available to demonstrate that at least <u>10%</u> of the school's Title I allocation was spent on high-quality <u>professional development</u> . | |
| | Verify that <u>paraprofessionals</u> assisting in instruction <u>meet federal requirements</u> (in a Targeted Assistance Program this includes those paid with Title I funds; in a SWP, this includes all instructional paraprofessionals). If not, contact district categorical director to determine how to rectify this for the coming year. | |
| | Review the current school <u>parent involvement policy</u> to verify that it <u>includes</u> a description of: <u>involvement of parents</u> in policy development and evaluation; <u>capacity building</u> for parents and for staff to work with parents; <u>accessibility</u> and opportunities for parents of English learners, students with disabilities and migratory students; the school-parent <u>compact</u> , and <u>that all activities identified in the policy have been implemented</u> during the school year. If any of the components above are missing, ensure they are addressed in the review and revision of the policy. | |
| | Ensure that processes are in place to <u>involve parents</u> in the <u>evaluation and revision</u> of the school-level parent involvement policy and that <u>documentation is available</u> to demonstrate their involvement. | |
| | Programs for English Learners <i>English Learner Advisory Committee (ELAC) requirements are currently under review, but requirements apply to all schools with Economic Impact Aid/ Limited English Proficient (EIA/LEP) funds and, are recommended for schools with 21 or more ELs pending official notification regarding the requirement .</i> | |
| | Interview members of the English Learner Advisory Committee (ELAC) to ensure they <u>received training</u> in the legal requirements of the committee, can describe the training they received, and <u>understand their role in providing advice</u> to the principal on school programs for English learners and providing advice to the SSC on development of the SPSA. | |

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