

**CALIFORNIA DEPARTMENT OF EDUCATION  
LEGAL ASSURANCES  
June 2, 2012**

**Consolidated Categorical Aid Programs, Program Year 2012-13**

The applicant agency, by signature of its authorized representative (district superintendent or designee) on the first page of this application, hereby assures the California State Board of Education that the agency will adhere to the following legal assurances.

**General Assurances**

1. Programs and services are and will be in compliance with Title VI and Title VII of the Civil Rights Act of 1964; the California Fair Employment Practices Act, Government Code §11135; and Chapter 4 (commencing with §30) of Division I of Title 5, *California Code of Regulations (CCR)*
2. Programs and services are and will be in compliance with Title IX (nondiscrimination on the basis of sex) of the Education Amendments of 1972. Each program or activity conducted by the LEA will be conducted in compliance with the provisions of Chapter 2, (commencing with §200), Prohibition of Discrimination on the Basis of Sex, of Part 1 of Division 1 of Title I of the *Education Code*, as well as all other applicable provisions of state law prohibiting discrimination on the basis of sex.
3. Programs and services are and will be in compliance with the affirmative action provisions of the Education Amendments of 1972.
4. Programs and services are and will be in compliance with the Age Discrimination Act of 1975.
5. Programs and services for individuals with disabilities are in compliance with the disability laws. (PL 105-17; 34 *CFR* 300, 303; and Section 504 of the Rehabilitation Act of 1973)
6. When federal funds are made available, they will be used to supplement the amount of state and local funds that would, in the absence of such federal funds, be made available for the uses specified in the state plan, and in no case supplant such state or local funds. (20 USC §6321(b)(1); PL 107-110 §1120A(b)(1))
7. All state and federal statutes, regulations, program plans, and applications appropriate to each program under which federal or state funds are made available through this application will be met by the applicant agency in its administration of each program.

8. Schoolsite councils have developed and approved a Single Plan for Student Achievement (SPSA) for schools participating in programs funded through the consolidated application process, and any other school program they choose to include, and that school plans were developed with the review, certification, and advice of any applicable school advisory committees. (*EC §64001*)
9. The local educational agency (LEA) will use fiscal control and fund accounting procedures that will ensure proper disbursement for state and federal funds paid to that agency under each program. (*CCR T5, §4202*)
10. The LEA will make reports to the state agency or board and to the Secretary of Education as may reasonably be necessary to enable the state agency or board and the Secretary to perform their duties and will maintain such records and provide access to those records as the state agency or board or the Secretary deems necessary. Such records will include, but will not be limited to, records which fully disclose the amount and disposition by the recipient of those funds, the total cost of the activity for which the funds are used, the share of that cost provided from other sources, and such other records as will facilitate an effective audit. The recipient shall maintain such records for three years after the completion of the activities for which the funds are used. (*34 CFR 76.722, 76.730, 76.731, 76.734, 76.760; 34 CFR 80.42*)
11. The local governing board has adopted written procedures to ensure prompt response to complaints within 60 days, and has disseminated these procedures to students, employees, parents or guardians, district/school advisory committees, appropriate private school officials or representatives, and other interested parties. (*CCR T5, §4600 et seq.*)
12. The LEA declares that it neither uses nor will use federal funds for lobbying activities and hereby complies with the certification requirements of *34 CFR Part 82*.
13. The LEA has complied with the certification requirements under *34 CFR Part 85* regarding debarment, suspension and other requirements for a drug-free workplace. (*34 CFR Part 85*)
14. The LEA provides reasonable opportunity for public comment on the application and considers such comment. (*20 USC §7846(a)(7); 20 USC, §1118(b)(4); PL 107-110, §1118(b)(4)*)
15. The LEA will provide the certification on constitutionally protected prayer that is required by *PL 107-110, §9524* and *20 USC §7904*.
16. The LEA administers all funds and property related to programs funded through the Consolidated Application. (*20 USC §6320(d)(1); PL 107-110, §1120(d)(1)*)

17. The LEA will adopt and use proper methods of administering each program including enforcement of any obligations imposed by law on agencies responsible for carrying out programs and correction of deficiencies in program operations identified through audits, monitoring or evaluation. (20 USC §7846 (a)(3)(B))
18. The LEA will participate in the Standardized Testing and Reporting program. (20 USC §6316(a)(1)(A-D); PL 107-110, §1116(a)(1)(A-D); EC §60640, et seq.)
19. The LEA assures that classroom teachers who are being assisted by instructional assistants retain their responsibility for the instruction and supervision of the students in their charge. (EC §45344(a))
20. The LEA governing board has adopted a policy on parent involvement that is consistent with the purposes and goals of EC Section 11502. These include all of the following: (a) to engage parents positively in their children's education by helping parents to develop skills to use at home that support their children's academic efforts at school and their children's development as responsible future members of our society; (b) to inform parents that they can directly affect the success of their children's learning, by providing parents with techniques and strategies that they may utilize to improve their children's academic success and to assist their children in learning at home; (c) to build consistent and effective communication between the home and the school so that parents may know when and how to assist their children in support of classroom learning activities; (d) to train teachers and administrators to communicate effectively with parents; and (e) to integrate parent involvement programs, including compliance with this chapter, into the school's master plan for academic accountability. (EC §§11502, 11504)
21. Results of an annual evaluation demonstrate that the LEA and each participating school are implementing Consolidated Programs that are not of low effectiveness, under criteria established by the local governing board. (CCR T5, §3942)
22. The program using consolidated programs funds does not isolate or segregate students on the basis of race, ethnicity, religion, sex, sexual orientation or socioeconomic status. (USC, Fourteenth Amendment; Calif. Constitution, art. 1, §7; Gov.C §§11135-11138; 42 USC §2000d; CCR T5, §3934)
23. Personnel, contracts, materials, supplies, and equipment purchased with Consolidated Program funds supplement the basic education program. (EC §§62002, 52034(l), 52035(e)(l), 54101; CCR T5, §§3944, 3946)
24. At least 85 percent of the funds for School Improvement Programs, Title I, Title VI and Economic Impact Aid (State Compensatory Education and programs for English learners) are spent for direct services to students. One hundred percent

of Miller-Unruh apportionments are spent for the salary of specialist reading teachers. (*EC* §63001; *CCR* T5, §3944(a)(b))

25. State and federal categorical funds will be allocated to continuation schools in the same manner as to comprehensive schools, to the maximum extent permitted by state and federal laws and regulations. (*EC* §48438)
26. Programs and services are and will be in compliance with Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at *CFR* Part 84, Subpart F, for grantees, as defined at 34 *CFR* Part 84, Sections 84.105 and 84.110.
27. Federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving. Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership On Reducing Text Messaging While Driving," October 1, 2009.

#### **Elementary and Secondary Education Act (ESEA): General Assurances**

1. Except as otherwise provided, the LEA will ensure that Title I schools are provided with State and local services that, taken as a whole, are at least comparable to that in schools that are not receiving Title I, Part A funds. If the LEA is providing Title I, Part A services to all of its schools, the LEA ensures that State and local funds provided to all of its schools, taken as a whole, are at least comparable in each school. (20 U.S.C. §6321(c)(1)(A) and (B), (4), (5); PL 107-110, §1120A(c)(1)(A) and (B), (4), (5))
2. The LEA has established and implemented specific policies to ensure the LEA has used State and local funds to provide comparable services in all its schools including, but not limited to, an LEA-wide salary schedule, a policy to ensure equivalence among schools in teachers, administrators, and other staff, and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. The LEA shall not include staff salary differentials for years of employment when determining per pupil expenditures or instructional salaries per pupil of State and local funds. The LEA has developed procedures for compliance with comparability, annually performs comparability calculations to make adjustments, as necessary to make Title I schools comparable, and maintains updated records documenting the compliance. (20 USC §6321(c)(1)(A) and (B), (2)(A) and (B), (3); PL 107-110, §1120A(c)(1)(A) and (B), (2)(A) and (B), (3))

3. The LEA assures that it is in compliance with the disclosure requirements of the debarment and suspension regulations in section 85.355 of EDGAR.
4. An LEA that contracts with an organization approved by the State Board of Education as a provider of supplemental educational services will ensure that all publicly funded services to be delivered by the provider are secular, neutral, and non-ideological. (20 USC §6316(e)(5)(D); PL 107-110, §1116(e)(5)(D))
5. The LEA has adopted a policy requiring referral to the criminal justice or juvenile delinquency system of any student who brings a firearm or weapon to a school. (20 USC §7151)
6. Each LEA shall periodically review and, as necessary, revise its LEA Plan. (20 USC §6312(d)(3); PL 107-110, §1112 (d)(3))

### **ESEA, Title I, Part A, and State Compensatory Education**

1. Each LEA receiving Title I/SCE funds is allocating time and resources to coordinate and integrate services with Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, as well as other educational services for students who are English Learners (also known as LEP), children with disabilities, homeless, migratory, American Indian and neglected and delinquent students, along with other health and welfare agencies, if appropriate. (20 USC §§6301(b)(11), 6311(a)(1), 6312(b)(1)(E); PL 107-110, §1112(b)(1)(E))
2. School eligibility is determined by district-wide criteria for Title I and State Compensatory Education. (PL 107-110, §311(b)(5), 1112(b)(G); EC §62002; CCR T5, §4414)
3. Each Title I participant in a Targeted Assistance Program is identified as being most in need using consistently applied multiple objective educational criteria established by the LEA and supplemented by the school, except that 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(b)(1)(B); PL107-110, §1115(b)(I)(B))
4. The LEA will:
  - a) Work in conjunction with schools as each schoolsite council (SSC) develops their Single Plan for Student Achievement (SPSA) to include the specific requirements for either a Targeted Assistance School (TAS) program or School-wide Program (SWP) and implement the SPSA. (20 USC §6312(c)(1)(C); (PL 107-110, §1112(c)(1)(C))
  - b) Provide for services to eligible migratory children and former migratory children. (20 USC §6312(b)(1)(J); (PL 107-110, §1112(b)(1)(J))

- c) Implement programs and early intervention for the educationally disadvantaged students based on scientifically based research. (20 USC §6312(c)(1)(F); (PL 107-110, §1001(9))
  - d) Coordinate and collaborate as determined necessary with other agencies providing services to children, youth and families including health and social services. (20 USC §6312(c)(1)(E); (PL 107-110, §1112(c)(1)(K))
  - e) Inform eligible schools and parents operating a schoolwide program of its ability to consolidate federal funds and coordinate state or local resources. (20 USC §6312(c)(1)(A); (PL 107-110 §1112(c)(1)(A))
  - f) Ensure that school(s) which operate schoolwide programs meet the Title I/SCE criteria. (20 USC §6314(a)(1); (PL 107-110, §1114(a)(1))
  - g) Spend, at a minimum, a per child amount of the state and local funds, excluding amounts for state compensatory, as was present during the preceding fiscal year. (20 USC §6321(a); (PL 107-110, §1120A(a))
5. The district advisory council for state compensatory education programs (DAC/SCE) has been provided with the application and other documents pertinent to the planning, implementation, and evaluation of the programs included in this document. (CCR T5 §4423, §4501, §4503)
6. The LEA annually uses the State academic assessments and other indicators described in the state plan to review annually the progress of each school receiving Title I funds to determine whether the school is making adequate yearly progress. The LEA shall identify for program improvement any elementary or secondary school that fails for 2 consecutive years, to make adequate yearly progress as defined in the State's plan. For schools that are targeted assistance, the LEA may choose to review the progress of only the students in the school who are served, or are eligible for services under this part before identifying the school for program improvement, corrective action or restructuring under Section 1116. For schools identified as program improvement, the LEA agrees to the following:

The LEA will comply with Title I federal regulation regarding posting of public school choice and SES information, which includes:

- (1) the amount of funds available for Choice and SES;
- (2) the per-child amount for SES as calculated by CDE;
- (3) the number of students who were eligible for SES (beginning with data from 2007-08);

- (4) the number of students who participated in SES during prior school years (beginning with data from 2007-08),
- (5) a list of SES providers approved to serve the LEA;
- (6) the locations where SES services are provided;
- (7) a list of providers that are able to serve students with disabilities or who are limited English proficient; or
- (8) to inform the CDE if an LEA does not have its own Web site and the state must include the information for the LEA on its Web site for that LEA. (34 *CFR* Part 200.39(c)).

Year 1: Not later than the first day of the school year following identification, provide all students enrolled in the school with the option to transfer to another public school served by the LEA, which may include a public charter school, that has not been identified for program improvement. The LEA shall give priority to the lowest achieving children from low-income families. In addition, the LEA will:

- assist the school in developing the school plan in consultation with parents, school staff, the LEA, and outside experts for approval by the LEA that shall cover a two-year period;
- ensure provision of specified technical assistance during the development and implementation of the school plan.

Year 2: For a school that fails to make adequate yearly progress after the first year, the LEA shall continue to provide all students enrolled in the school with the option to transfer to another public school and shall make supplemental educational services available, and shall continue to provide technical assistance.

Year 3: For a school that fails to make adequately yearly progress after two years in program improvement, the LEA shall continue to provide all students enrolled in the school with the option to transfer to another public school; continue to provide technical assistance, supplemental services to children who remain in the school; and shall identify the school for corrective action and take at least one corrective action under clause (iv). The LEA shall publish and disseminate information regarding any corrective action taken.

Year 4: For a school that after one year in corrective action fails to make adequate yearly progress, the LEA shall continue to provide all students enrolled in the school with the option to transfer to another public school in the district; continue to make supplemental services available to children who remain in the

school; and shall prepare a plan for alternative governance arrangements for the school as indicated in Section 1116(b)(8)(B) and 20 USC §6316(b)(8)(B).

Year 5: For a school that after two years in corrective action fails to make adequate yearly progress, the LEA shall implement the alternative governance arrangement plan consistent with State law and with Section 1116(b)(8)(B) and 20 USC §6316(b)(8)(B) .

For any case described for program improvement in years 1-5 above, and until the school exits Program Improvement (PI) status, the LEA shall provide or pay for choice-related transportation and supplemental services as appropriate. Unless a lesser amount is needed the LEA shall spend an amount equal to 20 percent of its allocation under subpart 2 from which the agency shall spend:

- an amount equal to 5 percent to pay for transportation costs;
- an amount equal to 5 percent to provide supplemental education services;
- an amount equal to the remaining 10 percent for transportation or supplemental services or both as the agency determines.

The LEA is allowed to count its costs for outreach and assistance to parents concerning their choice to transfer their child or to request supplemental educational services up to 0.2 percent of its Title I, Part A allocation (1 percent of the 20 percent obligation).

The LEA may not include costs for administration or transportation incurred in providing supplemental educational services, or administrative educational costs associated with the provision of public school choice options to meet the 20 percent obligation.

If an LEA intends to spend less than the amount equal to 20 percent of Title I, Part A allocation for public school choice transportation and supplemental educational services for schools in program improvement, it must:

- a) Meet, at a minimum, the following criteria:
  - i) Partner, to the extent practicable, with outside groups, such as faith-based organizations, other community-based organizations, and business groups, to help inform eligible students and their families of the opportunities to transfer or to receive supplemental educational services.
  - ii) Ensure that eligible students and their parents have a genuine opportunity to sign up to transfer or to obtain supplemental educational services by:



- 1) Providing timely, accurate notice as required in 34 *CFR*, sections 200.36 and 200.37;
  - 2) Ensuring that sign-up forms for supplemental educational services are distributed directly to all eligible students and their parents and are made widely available and accessible through broad means of dissemination, such as the Internet, other media, and communications through public agencies serving eligible students and their families; and
  - 3) Providing a minimum of two enrollment "windows," at separate points in the school year, that are of sufficient length to enable parents of eligible students to make informed decisions about requesting supplemental educational services and selecting a provider.
- iii) Ensure that eligible supplemental educational services providers are given access to school facilities, using a fair, open, and objective process, on the same basis and terms as are available to other groups that seek access to school facilities.
- b) Maintain records that demonstrate the LEA has met the criteria in paragraph a, and has spent the remainder of its 20 percent obligation on other allowable activities, specifying the amount of that remainder.

If the LEA did not meet the criteria in paragraph a, the LEA must spend an amount equal to the remainder of the 20 percent obligation in the subsequent year in addition to its 20 percent obligation for that year on choice-related transportation costs, supplemental educational services, or parent outreach and assistance.

If all public schools served by the LEA to which a student may transfer are identified for program improvement, the LEA shall, to the extent practicable, establish a cooperative agreement with other local educational agencies in the area for transfer.

- c) Notify the SEA that the LEA -- (1) has met the criteria in paragraph a; and (2) intends to spend the remainder of its 20 percent obligation on other allowable activities, specifying the amount of that remainder.

In any case identified in years 1-5 above, and until the school exits PI status, if all public schools served by the LEA to which a student may transfer are identified as program improvement, the LEA shall to the extent practicable,

establish a cooperative agreement with other local educational agencies in the area for transfer.

If any school identified for program improvement makes adequate yearly progress for two consecutive years, the LEA shall exit the school from program improvement upon notification by the State and shall no longer subject the school to the requirements of program improvement. (20 USC §6316(a)(1)(A), §6316(b)(1)(A), §6316(b)(1)(D), §6316(b)(1)(E), §6316(b)(3)(A), §6316(b)(5)(A)-(C), §6316(b)(5), §6316(b)(7)(C), §6316(b)(8)(A), §6316(b)(8)(B), §6316(b)(9), §6316(b)(10)(A), §6316(b)(11), §6316(b)(12); PL107-110, §1116(a)(1)(A), §1116(b)(1)(A), §1116(b)(1)(D), §1116(b)(1)(E), §1116(b)(3)(A), §1116(b)(5)(A)-(C), §1116(b)(5), §1116(b)(7)(C), §1116(b)(8)(A), §1116(b)(8)(B), §1116(b)(9), §1116(b)(10)(A), §1116(b)(11), §1116(b)(12)), 34 *CFR*, Section 200.48(d)(2), 34 *CFR*, 200.48(d)(4)(i)(A))

7. The LEA is maintaining fiscal efforts on behalf of eligible children to ensure that these funds supplement the regular program and do not supplant the local efforts to educate eligible children. (20 USC §6321(a); PL 107-110, §1120(A)(a))
8. The LEA agrees to implement programs, activities, and procedures for the involvement of parents in programs assisted under and consistent with Title I, Part A requirements. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children. Each LEA shall develop jointly with, agree on with, and distribute to parents of participating children, a written parent involvement policy. The policy shall be incorporated into the LEA local plan and describe how the LEA will:
  - a) Involve parents in the joint development of the local plan and the process of school review for program improvement schools under Section 1116;
  - b) Help schools to plan and implement effective parent involvement activities to improve student academic achievement and school performance;
  - c) Build the schools' and parents' capacity for strong parental involvement;
  - d) Coordinate and integrate parental involvement strategies under Part A and under other programs as specified;
  - e) Conduct with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy and use the findings of the evaluation to design more effective parental involvement; and,
  - f) Involve parents in the activities of the Title I schools.

Parents shall be notified of the policy in an understandable and uniform format and to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. (20 USC §6318(a)(1)(2)(A)-(F), §6318(b)(1); PL 107-110, §1118(a)(1)(2)(A)-(F), §1118(b)(1))

To ensure effective involvement of parents each LEA shall provide:

- a) Assistance to parents of children served by the school or LEA, in understanding topics such as the State's content standards and academic assessments, the parental involvement requirements of Section 1118, and how to monitor a child's progress and work with educators to improve the achievement of their children.
- b) Materials and training to help parents work with their children to improve their children's achievement.
- c) Training to teachers, counselors, principals and other staff in how to reach out to, communicate with, and work with parents as equal partners.
- d) Ensure to the extent feasible, the coordination and integration of various parent involvement programs.
- e) Ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.
- f) Other reasonable support for parental involvement activities as parents may request. (20 USC §6318(e); PL 107-110, §1118(e))

The LEA may also involve parents in activities as specified in Section 1118(e)(1)-(14). In carrying out the parent involvement requirements the LEA, to the extent practicable, shall provide full opportunities for the participation of parents with limited English proficiency, parent with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 in format and, to the extent practicable, in a language such parents understand. (20 USC §6318(f); PL 107-110, §1118(f))

The LEA will present in an understandable and uniform format and language that the parents can understand, the Annual LEA and School Report Cards. (20 USC §6318(a)(1), §6318(b), §6318(e), §6318(f); PL 107-110, §1118(a)(1), §1118(b), §1118(e), §1118(f))

The LEA shall provide high-quality professional development to enable teachers to become highly qualified and successful classroom teachers. The LEA shall develop strategies for providing professional development for paraprofessionals, parents and other staff. (20 USC §6319(a)(2)(B), (h); PL 107-110, §1119(a)(2)(B), (h))

9. The LEA developed a plan for ensuring that all core academic subject classes are taught by highly qualified teachers by the end of the 2005-06 school year and will annually report progress made toward meeting the annual measurable objectives established by the state educational agency for the LEA as a whole and each of the schools serviced by the LEA. (20 USC §6319(a)(3), §6319(B)(1)(a); PL 107-110, §1119(a)(3), §1119(B)(1)(a))
10. All paraprofessionals hired after the date of enactment of the Elementary and Secondary Education Act Act of 2001 and working in a program supported with funds under Title I shall have completed at least two years of study in an institution of higher education, and obtained an associate's (or higher) degree, or met a rigorous standard of quality and can demonstrate, through a formal State or local academic assessment; that they have knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or knowledge of, and the ability to assist in instructing reading readiness, writing readiness, and mathematics readiness, appropriate. (20 USC §6319(c)(1)(A-C), (d); PL 107-110, §1119(c)(1)(A-C), (d))
11. The LEA will reserve such funds as are necessary under this part to provide services comparable to those provided to children in schools funded under this part to serve homeless children, children in local institutions for neglected children, and, if appropriate, children in local institutions for delinquent children, and neglected or delinquent children in community day school programs. (20 USC §6313(c)(3)(A)-(C); PL 107-110, §1113(c)(3)(A-C))
12. The LEA has maintained fiscal effort. The combined fiscal effort per student or the aggregate expenditures of the LEA from State and local funds for free public education for the preceding year was not less than 90 percent of the combined fiscal effort or aggregate expenditures for the second preceding year. (20 USC §8891(a); PL 107-110, Title XIV §14101(10), and §14501(a))
13. The LEA will inform eligible schools of the LEA authority to obtain waivers on the school's behalf under Title IX and under the Education Flexibility Partnerships Act of 1999. (20 USC §6311(c)(12); PL 107-110, §1112(c)(1)(J))
14. Each LEA receiving Title I/SCE funds will assist each school served by the LEA in developing or identifying examples of high-quality, effective curricula. The LEA will provide services to each school served to ensure that all Title I students meet the state content and student performance standards, each school gives reasonable promise to provide substantial progress toward meeting the

educational needs of compensatory education students, and that these services are designed and implemented in consultation with all appropriate staff and parents. (20 USC §6311(b)(8); (PL 107-110, §1112(c)(1)(O))

15. Each LEA will use the results of the student academic assessments required under section 1111(b)(3) to ensure that all students meet the State's proficient level of achievement. The LEA will ensure that the results from the academic assessments are provided to parents and teachers as soon as it is practically possible. (USC 20 §6312 (c)(1)(M)(N); PL 107-110, §1112(c)(1)(M)(N))

### **ESEA Title I, Part A, Targeted Assistance Programs**

In general, each targeted assistance program section shall--

1. Use such program's resources under this part to help participating children meet such State's challenging student academic achievement standards expected for all children;
2. Ensure that planning for students served under this part is incorporated into existing school planning;
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that--
  - (i) give primary consideration to providing extended learning time, such as an extended school year, before- and after-school, and summer programs and opportunities;
  - (ii) help provide an accelerated, high-quality curriculum, including applied learning; and
  - (iii) minimize removing children from the regular classroom during regular school hours for instruction provided under this part;
4. Coordinate with and support the regular education program, which may include services to assist preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First or State-run preschool programs to elementary school programs;
5. Provide instruction by highly qualified teachers;
6. Provide opportunities for professional development with resources provided under this part, and, to the extent practicable, from other sources, for teachers, principals, and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff, who work with participating children in programs under this section or in the regular education program (in accordance with subsection (e)(3) and section 1119);
7. Provide strategies to increase parental involvement in accordance with section 1118,

such as family literacy services; and

8. Coordinate and integrate Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. (ESEA Section 1115 (c ))

### **ESEA, Title I, Part A, Schoolwide Programs**

1. Each school participating in the schoolwide program services an eligible school attendance area in which not less than 40 percent of the children are low-income families. (20 USC §6314 (a)(1); PL 107-110, §1114(a)(1))
2. Each participating school has received high quality technical assistance and support from providers of assistance such as comprehensive technical center, regional laboratories, institutions of higher education, educational service agencies, or other local consortia. (20 USC §6314(b); PL 107-110, §1114(b))
3. Participating schools use funds only to supplement the amount of funds that would, in the absence of funds under this part, be made available from non-Federal sources for the school. (20 USC §6314(a)(2)(B); PL 107-110, §1114(a)(2)(B))
4. Each schoolwide program includes the following components:
  - a) A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in Section 1309(2)) that is based on information that includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in Section 1111(b)(1).
  - b) Schoolwide reform strategies that –
    - provide opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D);
    - use effective methods instructional strategies that are based on scientifically based research, that:
    - strengthen the core academic program in the school;
    - increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer

programs and opportunities, and help provide an enriched and accelerated curriculum; and

- include strategies for meeting the educational needs of historically underserved populations;
  - include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program, which may include counseling, pupil services, and mentoring services; college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and the integration of vocational and technical education programs; and address how the school will determine if such needs have been met; and are consistent with, and are designed to implement, the State and local improvement plans, if any.
- c) Instruction by highly qualified teachers.
- d) In accordance with Section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
- e) Strategies to attract high quality teachers to high-need schools.
- f) Strategies to increase parental involvement in accordance with Section 1118, such as family literacy services.
- g) Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
- h) Measures to include teachers in the decisions regarding the use of academic assessments described in Section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
- i) Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by Section 1111(b)(1) shall be provided with effective, timely additional assistance which shall include measures to ensure that

students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

- j) Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
- k) A participating school in consultation with the LEA and its technical assistance provider shall develop a comprehensive plan for reforming the total instructional program in the school.
- l) The school maintains a schoolwide process of developing improvement plans that are broadly reflective of the socio-economic composition of the school attendance area, principals, teachers, other school personnel, parents, and members of the community in the development of school improvement plans (including taking into account the needs of migratory children as defined in section 1909(2)). The school plan describes improvement efforts related to instruction, auxiliary services, school environment, and organization. (20 USC §6314(b)(1)(A-J); PL 107-110, §1114(b)(1)(A-J))

#### **ESEA, Title I, Part A, Title X, Part C, Education for Homeless Children and Youths**

1. The LEA shall reserve Title I, Part A funds to provide comparable services to homeless children that assist them to effectively take advantage of educational opportunities as provided to children in schools funded under Title I, Part A. These comparable services shall be provided to homeless children in public and private schools, shelters and other locations where children may live, institutions for neglected children and, where appropriate, local institutions such as local community day school programs. This reservation requirement is not formula driven. The LEA shall reserve funds as are necessary to provide comparable services. (20 USC §6313(c)(3)(A); PL 107-110, §1113(c)(3)(A))
2. LEAs will demonstrate coordination with the McKinney-Vento Homeless Assistance Act, Title X, Part C. (20 USC §6312(a)(1); PL 107-110, §1112(a)(1))
3. LEAs will adopt policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless. (42 USC §11432(g)(1)(J)(i); PL 107-110, §722(g)(1)(J)(i))
4. LEAs will designate an appropriate staff person as a LEA liaison for homeless children and youths, who will fulfill his/her required duties and ensure equal access to a free, appropriate public education for homeless children and youths. (42 USC 11432(g)(1)(J)(ii); PL 107-110, §722(g)(1)(J)(ii))



5. LEAs will adopt policies and practices to ensure that transportation is provided or arranged for homeless children and youths, at the request of the parent or guardian, to and from the school of origin for the duration of their homelessness. (42 USC §11432(g)(1)(J)(iii); PL 107-110, §722 (g)(1)(J)(iii))

### **ESEA, Participation of Private Nonprofit School Students**

1. The LEA shall, after timely and meaningful consultation with appropriate private school officials, provide to those children and their teachers or other educational personnel, on an equitable basis, special educational services or other benefits that address their needs under the following programs:  
Title I, Part A; Title I, Part B (subparts 1 and 3) and C; Title II, Parts A, B, and D; Title III, Part A; Title IV, Parts A and B; and Title V, Part A. (20 USC §6320(a)(1), (b)(1)(A-H); §7811(a)(1), (b)(1)(A-H); PL 107-110, §1120(a)(1); §9501(a)(1), (b)(1)(A-H))

For Title I, Part A, the LEA must also provide parents with these services or other benefits. (20 USC §6320 (a)(1); PL 107-110, §1120 (a)(1))

2. Educational services for private school children, teachers and other educational personnel shall be equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel participating in the program and shall be provided in a timely manner. (20 USC §6320(a)(3); PL 107-110, §1120(a)(3), §9501(a)(3))
3. To ensure timely and meaningful consultation, the LEA shall consult with appropriate private school officials during the design and development of such agency's programs under this part, on issues such as:
  - how the children's needs will be identified;
  - what services will be offered;
  - how, where, and by whom the services will be provided;
  - how the services will be academically assessed and how the results of that assessment will be used to improve those services;
  - the size and scope of the equitable services to be provided to the eligible private school children, and the proportion of funds that is allocated under subsection (a)(4) for such services;

- the method or sources of data that are used under subsection (c) and Section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private schools;
  - how and when the agency will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers; and (H) how, if the agency disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why the LEA has chosen not to use a contractor. (20 USC §6320; PL 107-110, §1120(b)(1))
4. The Title I expenditures for educational services and other benefits to eligible private school children shall be equal to the proportion of funds allocated to participating school attendance areas based on the number of children from low-income families who attend private schools, which the LEA may determine each year or every 2 years. (20 USC §6320; PL 107-110, §1120(a)(4))
  5. In the provision of Title I, Part A services, any employee, individual, association, agency, or organization shall be independent of the private school and of any religious organization, and such employment or contact shall be under the control and supervision of the public agency. (20 USC §6320; PL 107-110, §1120(d)(2)(B))
  6. Title I services or other benefits, including materials and equipment, shall be secular, neutral, and non-ideological. (20 USC §6320; PL 107-110, §1120(a)(2))
  7. The LEA maintains and will provide upon request to the State educational agency a written affirmation signed by officials of each participating private school that the consultation required by ESEA, Title I, Part A, by Section 1120(b) of the ESEA Act of 2001 has occurred. (20 USC §6320(b)(4); PL 107-110, §1120(b)(4))

#### **ESEA, Title I, Part A, Neglected, and Part D, Delinquent Students Program**

1. Each student who has been identified for funding purposes is served by a LEA, from 5 to 17 years of age, and, in a local neglected or delinquent institution program for a minimum of 20 hours per week. (20 USC §6432(a)(1)(A)(ii); PL 107-110, §1412(a)(1)(A)(ii))
2. The needs of students are assessed upon enrollment and periodically thereafter, to identify students at risk of failing to meet State standards. Assessment results

for students are on file at each participating site and/or custodial agency. (20 USC §6312(b)(1), §6436, §6431; PL 107-110, §1112(b)(1), §1416, §1431)

3. A procedure for evaluating the effectiveness of the program has been established, and is addressed in the LEA Plan. (20 USC §6456; PL 107-110, §1426)
4. The LEA will provide for the allocation of time and resources for maximum coordination of Title I services with the regular instructional program and other State and federal agencies as well as special education. (20 USC §1423(B)(3)-(13); PL 107-110, §1423(B)(3)-(13))

### **ESEA, Title II, Part A, Preparing, Training, and Recruiting High Quality Teachers and Principals**

1. The LEA conducted a comprehensive and collaborative needs assessment that involved teachers, paraprofessionals, principals, parents and other relevant school personnel. The results are used to create a plan that increases the number of highly qualified teachers in every classroom in core academic subjects, increases the percentage of teachers participating in high quality professional development including training on effective instructional strategies, and use of State academic content standards and assessments. (20 USC §6622(c); PL 107-110, §2122(c))
2. The LEA developed a plan for ensuring that all core academic subject classes are taught by highly qualified teachers by the end of the 2005-06 school year and will annually report progress made toward meeting the annual measurable objectives established by the state educational agency for the LEA as a whole and each of the schools services by the LEA. (20 USC §6319(a)(3); §6319(b)(1)(A); PL 107-110, §1119(a)(3); §1119(b)(1)(A))
3. All teachers hired into a Title I funded position on or after the first day of the 2002-03 school year shall be highly qualified. The LEA has set aside a minimum of 5 percent of its Title I, Part A funds for professional development activities to ensure that all teachers who are not highly qualified become so by the end of the 2005-06 school year. The LEA requires the principals of Title I schools to attest that their schools are in compliance with the ESEA requirements for teachers and paraprofessionals. (20 USC §6319(a)(1); §6319(i)(1) and (1); PL 107-110, §1119(a)(1); §1119(i)(1) and (1))
4. Schools in Program Improvement will use no less than 10 percent of their Title I, Part A funds to provide the schools' teachers and principals with high quality professional development. (20 USC §6316(b)(3)(A)(iii); PL 107-110, §1116(b)(3)(A)(iii))

5. LEAs identified for Program Improvement will use no less than 10 percent of their Title I, Part A funds for professional development, to include the funds reserved for schools in Program Improvement but excluding the funds reserved for professional development under Section 1119. (20 USC §6316 (c)(7)(iii); PL107-110, §1116(c)(7)(iii))
6. The LEA will notify parents of each student that they may request information about the professional qualifications of their children's teachers. The LEA will notify parents in a timely way if a teacher who is not highly qualified has taught their children for four or more consecutive weeks. (20 USC §6311(h)(6)(A), §6311(h)(6)(B)(ii); PL 107-110, §1111(h)(6)(A), §1111(h)(6)(B)(ii))
7. The LEA will consult in a timely and meaningful way with appropriate officials at eligible private schools located in the the LEA and, when requested, will provide teachers of those schools services or activities comparable to those provided to teachers in the public schools within the LEA. The LEA will maintain written affirmations signed by officials of each participating private school that the consultation has occurred. (20 USC §7881(a)(1),(3); PL 107-110, §9501(a)(1),(3))
8. The LEA plan, and authorized activities, targets Title II Part A funds to schools that:
  - a) have the lowest proportion of highly qualified teachers;
  - b) have the largest average class size; or
  - c) are identified for school improvement. (20 USC §6622(b)(3)(C); PL 107-110, §2122(b)(3)(C))
9. All paraprofessionals, hired after January 8, 2002 and working in a program supported with Title I Part A funds, shall be qualified as defined by the LEA. All paraprofessionals, hired before January 8, 2002 and working in a program supported with Title I Part A funds, shall be qualified as defined by the LEA by January 8, 2006. The LEA will annually report its progress in meeting the annual measurable objective establish by the State Education Agency for the LEA as a whole and each school served by the LEA that uses Title I funding in this way. (20 USC §6319(c) and §6319(d); PL 107-110, §1119(c) and §1119(d)). Policy adopted by the State Board of Education June 2003.
10. The LEA will use funds to meet the requirements contained in Title II, Part A, and all other applicable provisions of the ESEA Reauthorization of 2001 and will submit necessary documentation of compliance with requirements upon request to the CDE. (20 USC §6621; PL 107-110, §2121)
11. This agreement represents the agreed-upon activities and use of funds for the current school year in accordance with the provisions of Title II, Part A, Section

2141 of the ESEA, as follows:

1. Development and utilization of professional development strategies and activities based on scientifically based research, which will be used to meet AMO as described in ESEA Section 1119(a)(2).
2. Strategies and activities in this agreement shall be developed in conjunction with teachers and principals.
3. Auditable expenditure reports and fiscal records shall be kept on file and available for review.
4. In the event that no progress is made towards meeting AMO and AYP for the current school year, this agreement shall remain in effect for the following school year.

### **ESEA, Title III, Part A, Language Instruction for LEP and Immigrant Students**

1. The LEA will use ESEA, Title III, Part A, funds according to the purposes of the ESEA Act of 2001. (20 USC §6811; PL 107-110, §3102)
2. ESEA, Title III, Part A, funds shall be used so as to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for English learner (EL) children and immigrant children and youth and in no case to supplant such Federal, State, and local public funds. (20 USC §6825(g); PL 107-110, §3115(g))
3. The LEA will develop and submit to the CDE an LEA Plan inclusive of all elements required by the State and ESEA, Title III, Part A, Section 3116. (20 USC §6826; PL 107-110, §3116)

### **ESEA, Title III Part A, LEP**

1. A LEA may use no more than 2 percent of the LEP student subgrant for administrative costs and indirect costs for a fiscal year. (20 USC §6825(b); PL 107-110, §3115(b))
2. The LEA will comply with ESEA, Title III, Part A, Section 3302 regarding parent notifications, prior to, and throughout, each school year. (20 USC §7012(b); PL 107-110, §3302)
3. The LEA annually will assess the English proficiency of all children with limited English proficiency participating in programs funded by ESEA, Title III, Part A. (20 USC §6826 (b)(3)(C)); PL 107-110, §3116 (b)(3)(C))

4. The LEA will base its proposed plan under ESEA, Title III, Part A, on scientifically based research on teaching EL children. (20 USC §6825(a); PL 107-110, §3115(a))
5. The LEA ensures that the programs will enable EL children served under ESEA, Title III, Part A, to speak, read, write, and comprehend the English language and meet challenging state academic content and student academic achievement standards. (20 USC §6825(a); PL 107-110, §3115(a))
6. The LEA is responsible for ensuring that the Year 2 LEA Improvement Plan is developed, submitted and implemented expeditiously and inclusive of all elements required by the state and Section 3122 b(2).
7. The LEA is responsible for ensuring that the Year 4 LEA Improvement Plan is developed, submitted and implemented expeditiously and inclusive of all elements required by the state and Section 3122 b(4).
8. The LEA is not in violation of any State law, including State constitutional law, regarding the education of EL children, consistent with ESEA, Title III, Part A, Sections 3126 and 3127. (20 USC §6826(d)(5); PL 107-110, §3116(d)(5))
9. The LEA shall provide the CDE with an evaluation every second fiscal year addressing all elements under ESEA, Title III, Part A. (20 USC §6841(a); PL 107-110, §3121(a))

#### **ESEA, Title III Part A, Instructional Opportunities for Immigrant Children & Youth**

1. Each LEA receiving funds under ESEA, Title III, Part A Section 3114(d)(1) shall use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth, which may include:
  - a) Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children;
  - b) Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth;
  - c) Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;
  - d) Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds;

- e) Basic instruction services that are directly attributable to the presence of immigrant children and youth in the school district, including the costs of providing additional classroom supplies, costs of transportation, or other costs which are directly attributable to instruction services of immigrant students;
  - f) Other instruction services that are designed to assist immigrant children and youth to achieve in elementary and secondary schools in the United States, such as programs of introduction to the educational system and civics education; and
  - g) Activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services. (20 USC §3115(e); PL 107-110 §3115(e))
2. LEAs are authorized to assess costs for administration of the Title III Immigrant Education Student Subgrant Program, which include the assessment of indirect costs up to the approved indirect cost rate. A list of California's approved indirect cost rates is available by accessing the CDEs Indirect Cost Rates (ICR) Web page at <http://www.cde.ca.gov/fg/ac/ic/>.
  3. The LEA is authorized to assess costs for administration that are necessary and reasonable for proper and efficient performance and administration of Federal awards (Appendix A subsection C.1(a) and C.2(a) of 2 CFR part 225, Cost Principles for State, Local, and Indian Tribal Governments (OMB Circular A-87, Revised)).
  4. Administrative costs include both direct and indirect costs. Administrative costs are any costs, indirect or direct, that are administrative in nature and support the management of a program. (California School Accounting Manual Procedure 915)
  5. For LEAs who consolidate administrative funds, the maximum amount available for administrative costs is what is reasonable and necessary for the proper and efficient administration of the programs provided that the LEA budgets and expends at least 85 percent of the grant amounts at school sites for direct services to pupils (California School Accounting Manual Procedure 780).

**ESEA, Title IV, Part A, Safe and Drug Free Schools and Communities Program**

Please note: Under the federal budget for the 2010-11 fiscal year, new funding for the Title IV, Part A, Safe and Drug Free Schools and Communities Program, has been eliminated effective June 30, 2010. LEAs may not apply for new allocations, however

the General Assurances listed below pertain to the use of Title IV, Part A carryover funds.

1. The applicant LEA ensures that the activities or programs funded by the Safe and Drug Free Schools and Communities Program {ESEA, Title IV, Part A} comply with the principles of effectiveness described in section 7115(a) (1) and foster a safe and drug free learning environment that supports academic achievement. In general, for a program or activity to meet the principles of effectiveness, such program or activity shall: (A) be based on an assessment of objective data regarding the incidence of violence and illegal drug use in the elementary schools and secondary schools and communities to be served, including an objective analysis of the current conditions and consequences regarding violence and illegal drug use, including delinquency and serious discipline problems, among students who attend such schools (including private school students who participate in the drug and violence prevention program) that is based on ongoing local assessment or evaluation activities; (B) be based on an established set of performance measures aimed at ensuring that the elementary schools and secondary schools and communities to be served by the program have a safe, orderly, and drug-free learning environment; (C) be based on scientifically based research that provides evidence that the program to be used will reduce violence and illegal drug use; (D) be based on an analysis of the data reasonably available at the time, of the prevalence of risk factors, including high or increasing rates of child abuse and domestic violence; protective factors, buffers, assets; or other variables in schools and communities in the State identified through scientifically based research; (E) include meaningful and ongoing consultation with and input from parents in the development of the application and administration of the program or activity; (F) shall undergo a periodic evaluation to assess its progress toward reducing violence and illegal drug use in schools to be served based on performance measures described in section 7114; and (G) The results shall be used to refine, improve, and strengthen the program, and to refine the performance measures, and shall also be made available to the public upon request, with public notice of such availability provided. (20 USC §7114(d)(1), §7115(a)(1)(2))
  
2. To ensure timely and meaningful consultation, the applicant LEA, at the initial stages of design and development of a program or activity, shall consult with appropriate entities and persons on issues regarding the design and development of the program or activity, including efforts to meet the principles of effectiveness described in section 7115. The applicant LEA ensures that the LEA shall develop its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals); and that on an ongoing basis, the LEA shall consult with such representatives and organizations in order to seek advice regarding how best to coordinate such agency's activities under this



subpart with other related strategies, programs, and activities being conducted in the community. (20 USC §7114(c))

3. The applicant LEA ensures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds. (20 USC §7114(d)(4))
4. The applicant LEA ensures that drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful. (20 USC §7114(d)(6); PL 107-110, §4114(d)(6))
5. The applicant LEA ensures that the LEA has, or the schools to be served have, a plan for keeping schools safe and drug free that is reviewed and updated by March 1 every year. The safe school plan includes: (A) appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students; (B) security procedures at school and while students are on the way to and from school; (C) prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments; (D) a crisis management plan for responding to violent or traumatic incidents on school grounds; and (E) a code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
  - (i) allows a teacher to communicate effectively with all students in the class;
  - (ii) allows all students in the class to learn;
  - (iii) has consequences that are fair, and developmentally appropriate;
  - (iv) considers the student and the circumstances of the situation; and
  - (v) is enforced accordingly. (20 USC §7114(d)(7))
6. The applicant LEA ensures that the application and any waiver request under Section 7115(a)(3) will be available for public review after submission of the application. (20 USC §7114(d)(8))
7. The applicant LEA shall submit to the State educational agency such information that the State requires to complete the State report required by subsection 7116 (a), including a description of how parents were informed of, and participated in, violence and drug prevention, and that this information shall be made readily available to the public. (20 USC §7116(b)(1))
8. The applicant LEA is in compliance with the State law requiring local educational agencies to expel from school for a period of not less than 1 year a student who is determined to have brought a firearm to a school, or to have possessed a

firearm at a school, under the jurisdiction of local educational agencies in that State, except that such State law shall allow the chief administering officer of a LEA to modify such expulsion requirement for a student on a case-by-case basis if such modification is in writing. (20 USC §7151(b)(1))

9. The LEA will submit on a format to be designated by the state educational agency and included in the Consolidated Application, the information that the state requires to complete federal reporting requirements on the number of students annually expelled from school for possession of firearms. (20 USC §7151)

### **State Program for English Learners**

1. A Home Language Survey (HLS) is used at the time of initial enrollment to determine the student's primary language, and within 30 calendar days of initial enrollment, each student whose HLS indicates a language other than English, has been assessed for English proficiency by means of the state-designated instrument *California English-Language Development Test* (CELDT). The provision of these services is not contingent upon the receipt of state or federal categorical assistance funds. (20 USC §6312(g); *EC* §62002, §52164; 5 *CCR* §11307, §11511; *EC* §52164.1 (a)(b)(c); 5 *CCR* §11307(a))
2. All parents of EL and FEP students have been notified in writing of their child's English language proficiency assessment results. (*EC* §52164.1(c))
3. Each English learner receives a program of instruction in English-language development in order to develop proficiency in English as effectively and efficiently as possible. (20 USC §1703(f), §6825(c)(1)(A); *EC* §300, §305, §306, §310; 5 *CCR* §11302(a); *Castañeda v. Pickard* (5<sup>th</sup> Cir. 1981) 648 F.2d 989, 1009-1011)
4. All English learners are receiving access to the LEA's content and performance standards for their respective grade levels or the LEA has a plan that describes how academic deficits will be monitored and overcome within a reasonable time before such deficits become irreparable. (20 USC §1703(f), §6312 (c)(1)(M), §6825(c)(1)(B); *EC* §306, §310; 5 *CCR* §11302(b); *Castañeda v. Pickard* (5<sup>th</sup> Cir. 1981) 648 F.2d 989, 1009-1011)
5. The LEA has established and implemented procedures for parental exception waivers for student program choice as required by law. (*EC* §305, §306, §310, §311; 20 USC §6312(g)(1)(A); *EC* §48985; 5 *CCR* §11309(a))
6. The Individualized Education Program (IEP) team determines placement of each Special Education student, regardless of language proficiency. No provision of an IEP requires a parental exception waiver under this section.

7. Parents and guardians of English learners have been notified of the opportunity to apply for a parental exception waiver. (*EC* §305, §306, §310, §311; 5 *CCR* §11309(a))
8. The LEA has assigned an adequate number of qualified teachers to implement the required English-language development instruction and all other academic areas of the curriculum and is fully implementing specific district steps to remedy any shortage of qualified teachers. (20 USC §6319(a)(1); *EC* §44253.1, §44253.2, §44253.3, §44253.10; *Castañeda v. Pickard* (5<sup>th</sup> Cir. 1981) 648 F.2d 989, 1009-1011)
9. The LEA provides a staff development program to qualify existing and future personnel (both teachers and paraprofessionals) in the skills necessary to help each English learner learn English and access the core curriculum. (20 USC §682 (c)(2)(b)(c)(d); *Castañeda v. Pickard* (5th Cir. 1981) 648 F.2d, 989, 1009-1011)
10. There are adequate basic and supplemental resources to provide each English learner with learning opportunities in an appropriate program to provide equal opportunity for academic achievement across the core curriculum, including classes necessary to complete graduation requirements. (20 USC §1703(f); *Castañeda v. Pickard* (5th Cir. 1981) 648 F.2d 989, 1010, 1012-1013)
11. Reclassification: Consistent and verifiable criteria to change a student's designation from EL to FEP status have been established by the district if ELs are enrolled. Each former EL who has been designated to FEP has 1) demonstrated English language proficiency comparable to that of the average native speakers and 2) can participate equally with average native speakers in the school's regular instructional program. (*EC* §62002; former *EC* §52161; 20 USC §1703(f); *Gomez v. Illinois State Board of Education* (7th Cir. 1987) 811 F.2d 1030, 1041-1042, *Castañeda v. Pickard* (5th Cir. 1981) 648 F.2d 989, 1010, 1012-1014); and *Keyes v. School Dist. No. 1* (D. Colo. 1983) 576 F. Supp. §§1503, 1516-1522; *CCR* T5 11303)
12. The LEA has met the requirements of *EC* §62002.5 regarding the advisory functions of the LEA and school committees on services for English learners. (*EC* §62002.5; former *EC* §52176; *CCR* T5, §4312)
13. The LEA has established and implemented a process and criteria to determine the effectiveness of the program(s) for English learners. (20 USC §1703(f), 6841; *Castañeda v. Pickard* (5th Cir. 1981) 648 F.2d 989, 1009-1011)

### **Unsafe School Choice Policy**

The LEA assures that it has implemented a policy that allows a student attending a persistently dangerous school, or who becomes a victim of a violent criminal offense

while in or on the grounds of a school that the student attends, to attend a safe public elementary or secondary school within the LEA. (20 USC §7912 (a)) The opportunity to transfer that must be provided to students attending a persistently dangerous school shall be offered to affected students at least 14 calendar days before the start of the school year. The LEA shall submit on a format to be designated by CDE the information the State requires to complete annual federal reporting requirements on the number of schools that have been designated "persistently dangerous" in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107-110; Notice of Final Deadlines for Implementation of the Unsafe School Choice Option, June 16, 2003 Federal Register [Vol. 68, No. 115])