

Cross-Program (CP) Instrument

Desired Outcomes

This instrument contains compliance items that apply across categorical programs; the desired outcome is to eliminate redundancy and the duplication of findings of noncompliance.

Program Dimensions

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

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

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

I	<p>Involvement</p> <p>Parents, staff, students, and community members participate in developing, implementing, and evaluating core and categorical programs.</p>	
<p>I-CP 1. For No Child Left Behind (NCLB) programs, the LEA consulted with appropriate private school officials during the development of the program concerning:</p> <p>(a) Identification of students' needs (20 USC 6320[b][1][A], 7881[c][1][A])</p> <p>(b) What services will be offered (20 USC 6320[b][1][B], 7881[c][1][B])</p> <p>(c) Service delivery options, including services through a contract with a third party provider (20 USC 6320[b][1][C][G], 7881[c][1][C])</p> <p>(d) Assessment and improvement of services (20 USC 6320[b][1][D], 7881[c][1][D])</p> <p>(e) The size and scope of services and the proportion of funds allocated (20 USC 6320[b][1][E], 7881[c][1][E])</p> <p>(f) The method and sources of data to determine the number of low-income private school students from eligible attendance areas (20 USC 6320[b][1][F], 7881[c][1][F])</p> <p>(g) Program delivery options (20 USC 6320[b][3], 7881[c][4])</p> <p>(h) Reasons for not using a contractor preferred by private school officials (20 USC 6320[b][1][H], 7881[c][2])</p> <p>(i) The right to complain to the California Department of Education concerning Title I, Part A, programs (20 USC 6320[b][5][A])</p> <p>(j) Services for students eligible to participate in the Migrant Education program</p>		
Evidence Reviewed		
<p>Document</p> <p><input type="checkbox"/> For Title I, records of private school affirmation</p> <p><input type="checkbox"/> Meeting agendas and minutes</p> <p><input type="checkbox"/> Communiqués</p> <p><input type="checkbox"/> Other: _____</p>	<p>Interview</p> <p><input type="checkbox"/> Private school staff</p> <p><input type="checkbox"/> Others: _____</p>	<p>Observation</p> <p><input type="checkbox"/> Meetings</p> <p><input type="checkbox"/> Other: _____</p>
<p>Findings:</p>		

Conclusion

Meets requirements

Does not meet requirements

Not reviewed

II**Governance and Administration**

Policies, plans, and administration of categorical programs meet statutory requirements.

**II-CP 2. An LEA operating NCLB programs implements and monitors approved LEA plans.
(20 USC 6812[c][1], 6825[c][1][B])**

Evidence Reviewed

Document

LEA Plan

Single Plan for Student Achievement

Evaluation results

Other: _____

Interview

Staff

Parents

Students

School site council

Advisory committee

Others: _____

Findings:**Conclusion**

Meets requirements

Does not meet requirements

Not reviewed

II-CP 3. For all programs funded through the Consolidated Application and operated at the school, the school site council (SSC) has developed a Single Plan for Student Achievement (SPSA) that consolidates all plans required by these programs and contains:

- (a) Objectives and activities aligned with school goals to improve student achievement**
- (b) School goals based on analysis of verifiable state data**
- (c) Proposed expenditures**
- (d) A description of how funds will be used to improve academic performance**
- (e) The means of evaluating the progress of programs toward accomplishing the goals**
- (f) The means by which state and federal laws governing the programs will be implemented**

(EC 64001[d], [f]; 5 CCR 3930)

3.1 The SPSA is consistent with the LEA Plan. (EC 64001[h])

3.2 For Title I schoolwide programs (SWP), the school submits to the LEA, along with the SPSA, any parent comments of dissatisfaction with the plan. (20 USC 6318[c][5])

Evidence Reviewed

Document

Single Plan for Student Achievement

Other: _____

Interview

School site council

Advisory committee

Others: _____

Findings:

Conclusion

Meets requirements

Does not meet requirements

Not reviewed

II-CP 4. For all programs funded through the Consolidated Application and operated at the school, the SSC annually reviews and updates the SPSA, including proposed expenditures. (EC 64000[g])

4.1 The SPSA accounts for all program services for participating students, including at least those provided by district and Consolidated Application funds. (5 CCR 3930)

4.2 The local governing board reviews and approves the SPSA annually and whenever there are material changes to the plan (e.g., the school is designated as Program Improvement). (EC 64000[g])

Evidence Reviewed

Document

Single Plan for Student Achievement

Evaluation results

Other: _____

Interview

Teachers

Parents

Students

School site council

Advisory committee

	<input type="checkbox"/> Others: _____
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Findings:

Conclusion Meets requirements Does not meet requirements Not reviewed

II-CP 5. The SSC is composed of the following members selected by their peers:

(a) In elementary schools, half the members are the principal, classroom teachers, and other school personnel. Classroom teachers are a majority of this group. Half the members are parents or other community members.

(b) In secondary schools, half the members are the principal, classroom teachers, and other school personnel. Classroom teachers are a majority of this group. Half the members are equal numbers of students and parents.

(EC 52012, 64001[g])

Evidence Reviewed

Document	Interview	Observation
<input type="checkbox"/> SSC membership	<input type="checkbox"/> Staff	<input type="checkbox"/> Meetings
<input type="checkbox"/> Other: _____	<input type="checkbox"/> SSC members	<input type="checkbox"/> Other: _____
	<input type="checkbox"/> Others: _____	

Findings:

Conclusion Meets requirements Does not meet requirements Not reviewed

II-CP 6. The LEA provides to parents information on school and parent activities in a format and, to the extent practicable, in a language the parents can understand. (20 USC 6318[e][5])

6.1 If 15 percent of a student body speak a primary language other than English, all information sent to parents of such students must be written in English and the primary language. (EC 48985)

Evidence Reviewed

Document	Interview
<input type="checkbox"/> Parent communiqués	<input type="checkbox"/> Parents

<input type="checkbox"/> Community language profile <input type="checkbox"/> Other: _____	<input type="checkbox"/> Staff <input type="checkbox"/> Others: _____	
Findings:		
Conclusion <input type="checkbox"/> Meets requirements <input type="checkbox"/> Does not meet requirements <input type="checkbox"/> Not reviewed		
<p>II –CPI 7. For all categorical programs, the LEA maintains an inventory record for each piece of equipment, with an acquisition cost of \$500 or more per unit, that is purchased with federal funds. The record describes the acquisition by:</p> <p>(a) Type</p> <p>(b) Model</p> <p>(c) Serial number</p> <p>(d) Funding source</p> <p>(e) Acquisition date</p> <p>(f) Cost</p> <p>(g) Location</p> <p>(h) Current condition</p> <p>(i) Transfer, replacement, or disposition of obsolete or unusable equipment</p> <p>(EC 35168; 5 CCR 3946; 34 CFR 80.32[d][I])</p> <p>7.1 The school district has conducted a physical check of the inventory of equipment within the past two years and has reconciled the result with inventory records. (34 CFR 80.32[d][2])</p>		
Evidence Reviewed		
Document <input type="checkbox"/> Inventory records <input type="checkbox"/> Evidence of physical check of inventory <input type="checkbox"/> Other: _____	Interview <input type="checkbox"/> Staff <input type="checkbox"/> Others: _____	Observation <input type="checkbox"/> Equipment location <input type="checkbox"/> Other: _____
Findings:		

Conclusion	<input type="checkbox"/> Meets requirements	<input type="checkbox"/> Does not meet requirements	<input type="checkbox"/> Not reviewed
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III	Funding Allocation and use of funds meet statutory requirements for allowable expenditures.
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III-CP 8. The LEA disburses categorical funds in accordance with the approved Consolidated Application. (EC 62002, 64000[b], [c], 64001[f])

8.1 For programs funded by child care and development services, Economic Impact Aid (EIA), and Title I, Part A, the LEA uses no less than 85 percent of those apportionments at school sites for direct services to students. (EC 8200, 54400, 63000)

Evidence Reviewed

Document	Interview
<input type="checkbox"/> Consolidated Application	<input type="checkbox"/> Administrators
<input type="checkbox"/> Fiscal records	<input type="checkbox"/> Others: _____
<input type="checkbox"/> Single Plan for Student Achievement	
<input type="checkbox"/> Other: _____	

Findings:

Conclusion	<input type="checkbox"/> Meets requirements	<input type="checkbox"/> Does not meet requirements	<input type="checkbox"/> Not reviewed
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III-CP 9. For the following programs, the LEA uses categorical funds only to supplement, and not supplant, state and local funds:

- (a) Carl D. Perkins (20 USC 2415[c])
- (b) Economic Impact Aid (EIA) (EC 54032[b], 62002)
- (c) Title I, Part A (20 USC 6321[b])
- (d) Title I, Part C (20 USC 6394[c][2])
- (e) Title II, Part A, (20 USC 6613[f] and 6623[b])
- (f) Title II, Part D (20 USC 6763[b][6])

- (g) Title III (20 USC 6825[f])
- (h) Title IV, Part A (20 USC 7113[a][8])
- (i) Title IV, Part B (20 USC 7174[b][2][G])
- (j) Title V, Part A (20 USC 7217[c])
- (k) Tobacco Use and Prevention Education (TUPE) (Revenue and Tax Code, Section 30125)

Evidence Reviewed

Document

- Single Plan for Student Achievement
- Fiscal records
- Other: _____

Interview

- Administrators
- Others: _____

Findings:

Conclusion

- Meets requirements
 Does not meet requirements
 Not reviewed

III-CP 10. The LEA properly charges direct or indirect costs of federal funds for salaries and wages. (California School Accounting Manual [CSAM]; OMB Circular A-87, Attachment B, 8.h; OMB Circular A-133, ED Cross-Cutting Section, III.B.2)

- 10.1 Each employee funded solely by a single federal program or cost objective completes a semiannual certification of such employment.
- 10.2 Each employee paid in part from a single cost objective and in part from other revenue completes a Personnel Activity Report (PAR) each pay period, or an approved sampling method is used.
- 10.3 Employees working in a single indirect cost activity, employees paid in full with consolidated NCLB administrative funds, and employees funded jointly by Title I SWP and state funds under the School-Based Coordinated Program complete a semiannual certification of such employment.

(CSAM; OMB Circular A-87, Attachment B, 8.h; OMB Circular A-133, ED Cross-Cutting Section, III.B.2)

Evidence Reviewed

Document

- Semiannual certification
- Time-accounting records

Interview

- Staff
- Others: _____

<input type="checkbox"/> Personnel activity reports <input type="checkbox"/> Payroll records <input type="checkbox"/> Fiscal records <input type="checkbox"/> Other: _____	
Findings:	
Conclusion <input type="checkbox"/> Meets requirements <input type="checkbox"/> Does not meet requirements <input type="checkbox"/> Not reviewed	

IV	<p>Standards, Assessment, and Accountability</p> <p>Categorical programs meet state standards, are based on the assessed needs of program participants, and achieve the intended outcomes of the categorical program.</p>
<p>IV-CP 11. The School Accountability Report Card (SARC) contains all required elements. (EC 33126[b])</p> <p>11.1 For NCLB, Title I, programs, LEA data in SARC include:</p> <ul style="list-style-type: none"> • The number and percentage of schools identified for school improvement designation • How long the schools have been identified as needing school improvement • A comparison of the performance of students in the LEA with the performance of students in the state as a whole on statewide academic tests <p>(20 USC 6311[h][2])</p> <p>11.2 The SARC includes the aggregated district results of physical performance testing. (EC 60800[e])</p> <p>11.3 The LEA annually issues a SARC for each school, publicizes such reports, and notifies parents or guardians that a copy will be provided on request. (EC 35256[c]; 20 USC 6311[h][2][E])</p> <p>11.4 The LEA annually updates and posts SARC information on the Internet. (EC 35258)</p>	
Evidence Reviewed	
<p>Document</p> <input type="checkbox"/> School Accountability Report Card	
Findings:	

Conclusion <input type="checkbox"/> Meets requirements <input type="checkbox"/> Does not meet requirements <input type="checkbox"/> Not reviewed		
IV-CP 12. The LEA evaluates and the SSC annually determines if the needs of all children have been met by the strategies used, particularly the needs of low-achieving students and those at risk of not meeting state academic content standards. (20 USC 6314[b][1][2], 6315[c][2]; EC 64001[f])		
Evidence Reviewed		
Document <input type="checkbox"/> Single Plan for Student Achievement <input type="checkbox"/> Evaluation reports <input type="checkbox"/> Other: _____	Interview <input type="checkbox"/> Teachers <input type="checkbox"/> Parents <input type="checkbox"/> Students <input type="checkbox"/> School site council <input type="checkbox"/> Advisory committee <input type="checkbox"/> Others: _____	
Findings:		
Conclusion <input type="checkbox"/> Meets requirements <input type="checkbox"/> Does not meet requirements <input type="checkbox"/> Not reviewed		

V	Staffing and Professional Development Staff members are recruited, trained, assigned, and assisted to ensure the effectiveness of the program.	
V-CP.13. An LEA receiving Title I, Part A funds hires only NCLB compliant teachers to teach in core academic classes in Title I programs. (20 USC 6319(a)) Note: After June 2006, all teachers teaching core academic classes must be NCLB compliant.		
Evidence Reviewed		
Document <input type="checkbox"/> Quarterly personnel reports <input type="checkbox"/> Employment and placement records	Interview <input type="checkbox"/> Administrators <input type="checkbox"/> Staff	Observation <input type="checkbox"/> Core academic classes <input type="checkbox"/> Other: _____

<input type="checkbox"/> Other: _____	<input type="checkbox"/> Students	
	<input type="checkbox"/> Others: _____	

Findings:

Conclusion Meets requirements Does not meet requirements Not reviewed

V-CP 14. All paraprofessionals hired after the enactment of NCLB and working in a program supported with NCLB funds possess one of the following qualifications:

- (a) Have completed at least two years of study at an institution of higher education;
- (b) Have obtained an associate's or higher degree; or
- (c) Have met a rigorous standard of quality and can demonstrate, through a formal state or local academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or readiness in those subjects, as appropriate).

(20 USC 6319[c])

NOTE: Paraprofessionals employed as of January 2002 have until June 30, 2006 to meet this requirement.

Evidence Reviewed

Document	Interview	Observation
<input type="checkbox"/> Quarterly personnel reports	<input type="checkbox"/> Administrators	<input type="checkbox"/> Core academic classes
<input type="checkbox"/> Employment and placement records	<input type="checkbox"/> Staff	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Other: _____	<input type="checkbox"/> Students	
	<input type="checkbox"/> Others: _____	

Findings:

Conclusion Meets requirements Does not meet requirements Not reviewed

VI	<p>Opportunity and Equal Educational Access</p> <p>Participants have equitable access to all programs provided by the local educational agency,</p>
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	as required by law.
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VI-CP 15. All educational programs and activities operated by the LEA are made available to all qualified persons without regard to sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability. (5 CCR 4900)

- 15.1 The LEA does not deny any person the opportunity to participate as a member of planning or advisory committees on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, mental disability, or physical disability. (34 CFR 100.3[b][1][vii], 104.10, 106.58; 5 CCR 4900)
- 15.2 The LEA provides full opportunities for the participation of parents with limited-English proficiency, parents with disabilities, and parents of migratory children. (34 CFR 110; 20 USC 6318[f])
- 15.3 The LEA obtains a written assurance from each employer that students will be accepted and assigned jobs without regard to sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, mental disability, or physical disability. (34 CFR 100.3, 100.4)
- 15.4 Students participating in community-based programs are not discriminated against by employers or prospective employers on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, mental disability, or physical disability. (34 CFR 100)
- 15.5 The LEA has not entered into any agreements for the provision or support of apprenticeship training with a union or other sponsor that discriminates on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, mental disability, or physical disability. (34 CFR 100.3)
- 15.6 English learners have not been denied access to educational opportunities, including participation in Gifted and Talented Education, Advanced Placement, and honors classes, based on English proficiency status. (20 USC 7103)

Evidence Reviewed

Document	Interview	Observation
<input type="checkbox"/> LEA policies <input type="checkbox"/> Complaint records/files <input type="checkbox"/> Other: _____	<input type="checkbox"/> Administrators <input type="checkbox"/> Staff <input type="checkbox"/> Students <input type="checkbox"/> Parents <input type="checkbox"/> Others: _____	<input type="checkbox"/> Instructional settings <input type="checkbox"/> Other: _____

Findings:

Conclusion Meets requirements Does not meet requirements Not reviewed

VI-CP 16. All federally funded programs are accessible to persons with disabilities. The LEA is not required to make each or every part of its facilities accessible to and usable by persons with disabilities. (34 CFR 104.22[a])

Evidence Reviewed

Document

- LEA policies
- Course/program list
- Complaint records/files
- Other: _____

Interview

- Administrators
- Staff
- Students
- Parents
- Others: _____

Observation

- Instructional settings
- Other: _____

Findings:

Conclusion

- Meets requirements Does not meet requirements Not reviewed