

2023–2024 SPSA Program and Budget Handbook

*Title I

*Title III (English Learners)



Los Angeles Unified School District
Federal and State Education Programs Branch

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Errata

The *SPSA Program and Budget Handbook* has been updated to reflect the following changes:

Content Change	Page(s)
Clerical Overtime/Relief/X/Z-Time – included X time as allowable form of supplemental compensation for clerical support.	Page 25
Instructional Coach, Elementary or Secondary – revised qualifications pertaining to permanent status in LAUSD or another school district and minimum years of teaching experience. Removed <i>Meet standard performance ratings on Educator Development and Support System (EDSS) (formerly known as EGDC) Evaluation and in the preceding four years, have no Notice of Unsatisfactory Service</i> as a minimum requirement.	Page 50
English Learner Instructional Coach, Elementary or Secondary – revised language for push-in intervention to describe minimum number of hours per day. Revised qualifications pertaining to permanent status in LAUSD or another school district and minimum years of teaching experience. Removed <i>Meet standard performance ratings on Educator Development and Support System (EDSS) (formerly known as EGDC) Evaluation and in the preceding four years, have no Notice of Unsatisfactory Service</i> as a minimum requirement.	Page 52, 53
Standard English Learner Instructional Coach, Elementary or Secondary – removed note, <i>Employees in this position must provide direct instruction and acceleration services to students at least 50% of the workday</i> . Added description of push-in intervention to be included as a role and responsibility. Revised qualifications pertaining to permanent status in LAUSD or another school district and minimum years of teaching experience. Removed <i>Meet standard performance ratings on Educator Development and Support System (EDSS) (formerly known as EGDC) Evaluation and in the preceding four years, have no Notice of Unsatisfactory Service</i> as a minimum requirement.	Page 55, 56
English Learner/Standard English Learner Instructional Coach, Elementary or Secondary – added description of push-in intervention to be included as a role and responsibility. Revised qualifications pertaining to permanent status in LAUSD or another school district and minimum years of teaching experience. Removed <i>Meet standard performance ratings on Educator Development and Support System (EDSS) (formerly known as EGDC) Evaluation and in the preceding four years, have no Notice of Unsatisfactory Service</i> as a minimum requirement.	Page 58, 59
Middle School-College and Career Coach – title reverted to align with official flyer and budget item. Revised qualifications pertaining to permanent status in LAUSD or another school district.	Page 61, 62
Problem-Solving/Data Coordinator – revised qualifications pertaining to permanent status in LAUSD or another school district and minimum years of teaching experience. Removed <i>Meet standard performance ratings on Educator Development and Support System (EDSS) (formerly known as EGDC) Evaluation and in the preceding four years, have no Notice of Unsatisfactory Service</i> as a minimum requirement.	Page 64

Content Change	Page(s)
Potential Funding Variance (PFV) – added language on automatic 5% set-aside for programs 7S046, 70S46, 7E046, and 7T691 as opposed to 3% manual set-aside for all budgeted positions.	Page 97 #104

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Introduction

The *School Plan for Student Achievement (SPSA) Program and Budget Handbook* has been designed to support school teams in developing high-quality school plans and to align the school's federal resources (i.e., Title I and Title III) to strategies and actions for improving student academic achievement.

The *SPSA Program and Budget Handbook* includes budgeting guidelines and terms, a helpful Budget-at-a-Glance section that lists frequently funded items by program indicating under which programs they may be purchased, and other useful resources.

In addition to the *Handbook*, we encourage schools to visit the Federal and State Education Programs (FSEP) website (<http://fsep.lausd.net>) for access to tools designed to support the analysis of data and the identification of root causes and evidence-based interventions.

Regional Title I Coordinators and English Learner Coordinators along with staff in the Federal and State Education Programs (FSEP) and Multilingual Multicultural Education Department (MMED) offices are available to provide assistance to schools on developing schools plans that maximize resources to best support English learners and students not yet proficient on California content standards.

Finally, we welcome your comments and suggestions on how we can better support you in your efforts to ensure our students are well on their way to being college and career ready.

District Instructional Program



Division of Instruction

District Instructional Program

The goal of the PreK-12 Instructional department is to provide all students with engaging, rigorous, standards-based instruction that promotes fulfillment of District and State requirements while preparing college- and career-ready high school graduates.

Key components of the department include providing:

1. Standards-based curriculum and quality instructional practices
2. Progress monitoring and periodic assessment of student learning
3. Professional development for teachers and administrators to support the use of these resources in schools
4. Integration of strategies to support the learning of all students, including English Learners, Standard English Learners, and those with Special Needs
5. Coordination, recommendation, and advocacy for policy at the local, state, and national level

The focus for all instructional disciplines is to support students in thinking, writing, and reading with real-world contextualization and application.

Students will:

- a. Demonstrate independence
- b. Work collaboratively
- c. Learn and apply content knowledge
- d. Respond to varying audiences
- e. Comprehend and critique
- f. Value evidence
- g. Use technology and media
- h. Understand and value other perspectives and cultures

Interdisciplinary instructional goals include:

- a. Creating meaningful connections
- b. Addressing common learning goals by multiple disciplines
- c. Connecting learning to interests

Individual discipline instructional goals include:

- English Language Arts
 - a. An integrated model of literacy
 - b. Text complexity and growth of comprehension
 - c. Text types, responding to reading and research
 - d. Flexibility in communication and collaboration
 - e. Conventions, effective use, and vocabulary
 - f. Foundational Skills
- English Language Development
 - a. Standards-Based Comprehensive ELD program
 - b. Integrated and Designated ELD instruction
 - c. Interacting in Meaningful Ways
 - d. Learning About How English Works & Reading Foundational Skills
 - e. Language and Literacy in English Acceleration Program (L2EAP)
 - f. Newcomer Program with Primary Language Instruction
 - g. Accelerated Program for Long Term English Learners (6-12)
- Dual Language Education Programs
 - a. Dual Language Two-Way Immersion (TWI)
 - b. Dual Language One-Way Immersion (OWI)

- History–Social Sciences
 - a. Standards–Based Content Knowledge
 - b. Historical Thinking and Analysis Skills
 - c. Reading, Writing, Speaking and Listening skills in HSS
- Mathematics
 - a. Regular use of mathematical practices
 - b. Knowledge, understanding, and application of mathematical concepts and skills
- Physical Education
 - a. Movement skills and movement knowledge
 - b. Fitness skills and fitness knowledge
 - c. Positive self–image and personal development
 - d. Social development
- Science
 - a. Science and engineering practices
 - b. Disciplinary core ideas
 - c. Crosscutting concepts
- Social Emotional Development (P–TK)
 - a. Understanding of self
 - b. Social interactions
 - c. Relationships
- Arts Education
 - a. Dedicated sequential instruction in at least one arts domain
 - b. Literacy and numeracy through the arts strategies
 - c. Access to community–based arts experiences
- d. Designated instruction in at least one of the arts domains
- [Instructional Technology Initiative](#)
 - a. [ISTE Standards](#)
- [Digital Citizenship](#)
 - a. Cultivating a positive, authentic digital footprint for college and career success
 - b. Digital Citizenship Competencies: Inclusive, Informed, Engaged, Balanced, & Alert
- [Computer Science Education](#)
 - a. Pre–K to 5th grade students receives 20 hours of computer science instruction each year
 - i. [Code.org](#)
 - b. 6th to 8th grade students completes at least one rigorous and relevant computer science course
 - i. Computer Science Discoveries
 - c. 9th to 12th grade students have access to a computer science pathway
 - i. Exploring Computer Science
 - ii. Advanced Placement Computer Science Principles
 - iii. Advanced Placement Computer Science A

Federal Programs



Title I

The purpose of the Title I program is to meet the educational needs of children in low-income households and children in local institutions for neglected or delinquent children. Participants include students who are at risk of failing, disabled, and English Learners.

The Title I program supplements services needed to raise the academic achievement level of kindergarten through grade 12 participants in basic and advanced skills.

There are two models for serving students in a Title I school – **targeted assistance program** and **Schoolwide Program**. Only students identified as Title I-eligible may receive services funded by Title I in targeted assistance schools (TAS).

Schools that have been approved to operate a Schoolwide Program (SWP) may provide services to all students including students with disabilities (students with active IEPs, students with a Section 504 plan, or students suspected to have a disability) and English Learners. However, based on prioritized needs, a school must particularly address the needs of low-achieving students and

those at-risk of not meeting the state student academic achievement standards.

Parents and family members of children being served should be included in the design and implementation of the program **through activities such as** developing a parent and family engagement involvement policy and school-parent compact; parent-teacher conferences; parent training and family literacy; serving as classroom volunteers, tutors, aides, etc.

The program receives **federal** funding from the Elementary and Secondary Education Act of 1965 (ESEA/Title I, *Every Student Succeeds Act 2015*).

Title I funds are allocated to schools based on poverty percentages on the annual Title I ranking. These percentages are determined by the number of low-income students, aged 5 to 17, enrolled on CBEDS day who qualify for free- or reduced-price meals or CALWORKS. Schools that rank at or above the established threshold may receive Title I resources; schools that serve concentrations of poverty at or above 75% are guaranteed funding.

Supplemental Funds

Supplemental funds are those funds which are granted to districts and schools for **specific program purposes** and which are over and above the general revenue funds the districts and schools receive to support the core program.

Supplemental funds must be used to support and enhance the District's core program.

Supplemental funds may not be used to replace or supplant the funds and instructional program the District provides all schools, as **Supplement not Supplant (SNS)** fiscal requirements remain in

place and have not been waived by the United States Department of Education (USDE). The use of supplemental funds must be clearly tied to the overarching goal of improving academic outcomes for participating students. Under the reauthorization of ESEA in December 2015, a district shall show compliance to SNS by demonstrating the methodology used to allocate state and local funds to each school receiving assistance under Title I ensures that such school receives all of the

State and local funds it would otherwise receive if it were not receiving Title I funds.

While the changes to SNS apply to Title I schools, Title I central office funds, Title II, and Title III must still adhere to the following three guidelines to ensure they do not violate this key fiscal rule:

- Provide services that are required under other federal, state or local laws
- Provide services that were provided with non-federal funds in the prior year
- Provide services for participating children when the same services are being provided with non-federal funds for nonparticipating children.

Additionally, the following cost principles must be considered for all proposed expenditures of federal funds by schools and central office:

- Must be “necessary” (i.e., expenditure is necessary in order to address an identified need and achieve one or more of the goals in the school plan)
- Must be “reasonable” (i.e., the cost does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision was made to incur the cost)
- Must be “allocable” (i.e., the goods or services are chargeable to the program in accordance with relative benefits received)
- Authorized or not prohibited under state or local laws or regulations
- Must be adequately documented

Schoolwide Program Schools

Under Section 1114 of the *Every Student Succeeds Act (ESSA) legislation*, Title I schools can elect to operate a Schoolwide program (SWP). To receive SWP certification, schools must complete a year of planning with a technical assistance provider unless a local educational agency determines that less time is needed to develop and implement the SWP plan. The development of the SWP plan is the responsibility of the SSC and includes input from the advisory committees. Together they must develop a comprehensive plan for reforming the academic program. The

reform requires that evidence-based intervention strategies are implemented to ensure all students achieve at proficient or advanced levels on state assessments. SWP planned improvements are a framework for ensuring that **everything** in the school supports student achievement as measured by adequate yearly progress in the four core areas – Literacy, Mathematics, Science, and History/Social Sciences. Schools are accountable for the academic achievement of all students under these reform efforts, but especially for low-achieving students.

Targeted Assistance Schools

Under Section 1115 of the *Every Student Succeeds Act (ESSA) legislation*, Title I Targeted Assistance Schools (TAS) use funds received **only** for programs that provide services to eligible students identified as having the greatest need for special assistance. Eligible children are identified by the

school as failing to meet the state’s challenging academic achievement standards.

Targeted assistance schools use the program resources to implement effective methods and instructional strategies that are based on evidence-based interventions to help

participating children meet the state’s challenging academic standards. TAS should provide extended learning time, an accelerated, high-quality curriculum, and minimize removing children from the regular classroom for supplemental instruction. State certificated teachers in a TAS receive professional

development on how to implement academic achievement standards in the classroom. TAS programs work collaboratively with parents and family members to increase parent and family engagement through services such as family literacy.

State Identified Schools

The California Department of Education (CDE) must identify schools for improvement efforts in an accountability model that is based on continuous improvement. CDE determines school identifications based on the California School Dashboard (visit caschooldashboard.org). Schools can be identified for Comprehensive Support and Improvement (CSI) or for Additional Targeted Support and Improvement (ATSI).

Comprehensive Support and Improvement (CSI)

CSI identification is based on schoolwide performance across multiple indicators on the California School Dashboard. For more information, review “school eligibility” in CDE’s technical guide at: <https://www.cde.ca.gov/ta/ac/cm/dashboardguide22.asp>

Once identified as CSI, schools must complete the following mandates:

- Write a plan with stakeholders that:
 - is informed by all indicators
 - is based on the findings of a comprehensive needs assessment
 - identifies resource inequities
 - includes evidence-based interventions
- Implement the plan

The School Plan for Student Achievement (SPSA) includes the above plan requirements and describes the use of additional funds from the State to support CSI schools. The plan will be

approved and monitored by the school, the district and the State.

Additional Targeted Support and Improvement (ATSI)

ATSI identification is based on student group performance across multiple indicators on the California School Dashboard. For more information, review “school eligibility” in CDE’s technical guide at:

<https://www.cde.ca.gov/ta/ac/cm/dashboardguide22.asp>

Once identified as ATSI, schools must complete the following mandates:

- Write a plan with stakeholders that:
 - is informed by all indicators
 - is based on the findings of a comprehensive needs assessment
 - identifies resource inequities
 - includes evidence-based interventions
- Implement the plan

The School Plan for Student Achievement (SPSA) includes the above plan requirements. For ATSI schools, the plan is approved by the school and district and monitored by the district.

Exiting School Identifications

Each year, the California Department of Education reviews school data on the California School Dashboard to determine if a school meets exit criteria (i.e., the school is no longer identified for

support and improvement based on updated data).

Additional information as well as a link to the list of CSI and ATSI schools within LAUSD that are identified by the State can also be accessed at <https://achieve.lausd.net/Page/15595>.

Parent and Family Engagement

The SPSA must contain strategies for parent and family engagement. Under the Every Student Succeeds Act, parent involvement shifted its emphasis to parent and family engagement. Parent and family engagement funds should be spent during the fiscal year on strategies for that year, as funds do not carry over. Engaging your School Site Council in shaping the SPSA as a strategic plan for equity for the school campus is an essential requirement for Title I. Beginning in the 2023–24 school year, schools need to certify in the Principal Portal that the broader school community was invited to participate in an Annual School Goal and Budget Consultation Meeting where the community at large is invited to learn how the Needs Assessment and school have shaped the budget priorities. A module series to offer guidance is available at the [Parent and Community Services](#)' website under the *Tools for Schools* tab. A budget reference sheet for families is also available to inform families of eligible

purchases for Title I, TSP, and one-time funds received by the school site specifically for family engagement.

Title I Schools

- Identifying the program's activities, and planning the budget expenditures to implement the program's activities, requires the involvement of the School Site Council (SSC) for the certification of the SPSA. The *California Education Code*, section 52853, requires the SSC to develop the plan and approve the budget.
- Schools will receive a separate allocation for Title I parent and family engagement. Schools may appropriate additional Title I resources to implement the school's parent and family engagement policy. (Refer to [Appendix B](#) regarding Budget Planning for Parent and Family Engagement.)

Title III

The District receives Title III (federal) funds to provide supplemental direct services to English Learners (ELs). These funds must be used to provide direct services to ELs above and beyond the core program requirements as outlined in the *United States Code* (USC) and *California Education Code* (EC). The supplemental funds received from Title III may not be used to supplant the District's general funds.

Title III, Section 3115(g), requires that funds be used "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 limited English proficient children and immigration children and youth and in no case to supplant such Federal, State, and local public funds."

Title III (7T197)

Under the Elementary and Secondary Act of 1965, as amended by the Every Student Succeeds Act (ESSA) in December 2015, Districts receive Title III funds to ensure all ELs attain English proficiency, develop high levels of academic achievement in English, and meet the same challenging state standards as all other students. The Title III funds must be used to supplement language instructional programs for English learners as follows:

- 1) Increase the English language proficiency of ELs by providing effective language instructional educational programs
- 2) Provide effective professional development to teachers, principals, administrators, other school leaders, and school or community-based personnel;
- 3) Provide activities and strategies that enhance educational programs for ELs, which include parent, family and community

engagement.

Schools are required to use Title III funds to provide direct services to increase the linguistic and academic achievement of ELs.

With the passage of ESSA, state and districts are required to set goals and targets for the performance of ELs in reading/language arts, mathematics and progress toward English language proficiency. One of the multiple measures of the state accountability system will be the English Learner Progress Indicator (ELPI) which measures progress of ELs towards English proficiency. Moving forward all districts and schools will be measured by the California Dashboard accountability measures.

In summary, ESSA requires the California Department of Education (CDE) to annually review the performance of each district receiving Title III funds and to monitor district and school-level expenditures to ensure alignment with Title III spending guidelines.

2018 Master Plan for English Learners and Standard English Learners

On January 7, 2015, the U.S. Department of Education and the Department of Justice provided joint guidance to all public schools in meeting their legal obligations to ensure that ELs participate meaningfully and equally in educational programs and services.

The [*2018 Master Plan for English Learners and Standard English Learners*](#) provides guidance to District staff and all educational partners on the expectations the District holds for each school in addressing the linguistic and academic needs of ELs. The six *Guiding Principles for Educating ELs and SELs* were created as a collaborative effort by the Multilingual and Multicultural Education

Department (MMED), the Access, Equity and Acceleration Unit (AEA), and members of the Master Plan Ad Hoc Working Group as a strong statement of values for the District's vision for serving ELs.

The six Guiding Principles are:

- Assets-based Education
- Bilingualism and Biliteracy
- Sociocultural Competence
- Rigorous Academics for All
- Alignment and Articulation
- Systemic Support

These guiding principles align with the four principles of the [California EL Roadmap](#).

All ELs are to receive Master Plan services (curricular as well as school support), regardless of instructional program. A Comprehensive ELD Program, which incorporates daily Designated English Language Development (dELD) (protected instructional time during the instructional day) and Integrated English Language Development (iELD) must be part of all Master Plan Programs. Two or more of the following services are required to support second-language acquisition and access to grade-level content:

1. Designated English Language Development
2. Integrated English Language Development
3. Primary Language (L1) Support
4. Primary Language (L1) Instruction

Eligibility for Master Plan services is established based on a student’s language classification, as determined by the *English Language Proficiency Assessments for California* (ELPAC). Any student classified as an EL must be provided Master Plan instructional services until the criteria to Reclassify to Fluent English Proficient (RFEP) have been met.

Professional Development for Teachers of English Learners

The ESSA makes several important changes pertaining to preparation and professional development for teachers of ELs. Instead of requiring programs and activities to be “high-quality,” ESSA has strengthened these provisions by requiring that programs and activities supported by Title III funds to be “effective.”

Districts must use Title III funds to provide *effective* professional development for teachers and school-site administrators of ELs that is:

- Designed to improve the instruction and assessment of ELs;
- Designed to enhance the ability of teachers and school-site administrators to understand and implement curricula,

assessment measures and practices, and instructional strategies for ELs;

- *Effective* in increasing children’s English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and/or teaching skills of teachers of ELs; and
- Ongoing, of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in the classroom. This does not include one-day or short-term events, unless as part of a teachers’ comprehensive professional development plan that is based on a comprehensive needs assessment.

Progress Monitoring and Intervention

Progress Monitoring for ELs

Schools are required to monitor the linguistic and academic progress of English Learners throughout the academic year. When an EL is at-risk of not making adequate progress as described in the *2018 Master Plan for English Learners and Standard English Learners*, the school must provide targeted acceleration services based on individual student need. Schools must maintain records of EL

monitoring, enrichment and acceleration, and the results of the supports provided, through the Student Support and Progress Team (SSPT), and must log such information into MiSiS.

In addition, ELs are expected to make adequate progress each year by meeting or exceeding state English Language Development standards and established performance targets. Meeting the ELD standards is measured by progress on the

Summative English Language Proficiency Assessments for California (ELPAC), and by attaining passing marks or grades in the ELD/LTEL courses. For more information, refer to [REF-070901.2, Monitoring the Academic Progress of English Learners, ETK-12](#), dated December 21, 2020.

ELs are expected to make progress on ELPAC each year until they meet the reclassification criteria (see Minimum Progress Expectation in the *2018 Master Plan for English Learners and Standard English Learners*, page 141). In addition, Secondary ELs are expected to complete one ELD course each year until the completion of Advanced ELD or the reclassification criteria are met.

Potential Long-Term English Learners (PLTEs) and Long-Term English Learners (LTEs) are expected to meet or exceed the minimum progress expectation as outlined in [REF-070901.2, Monitoring the Academic Progress of English Learners, ETK-12](#), Attachment A-2. According to Board resolution dated June 12, 2018, “schools are to prepare students initially identified as English Learners in kindergarten or first grade to be Reclassified Fluent English Proficient (RFEP) by the end of fifth grade.”

Schools are expected to use Title III funds to meet the following achievement accountabilities:

1. Meet or Exceed English Language Development (ELD) targets, as measured by ELPAC
2. Increase the percentage of ELs who score Standards Met or Exceeded in ELA and Math Assessments
3. Provide acceleration services for ELs not making adequate progress on ELPAC each year
4. Provide acceleration services for ELs scoring Standard Not Met or Nearly Met on the ELA SBA
5. Decrease the percentage of PLTEs and LTEs

Progress Monitoring for RFEP Students

After EL students reclassify to Fluent English Proficient (RFEP), schools are required to monitor the academic progress of RFEP students for a minimum of four years.

RFEP students are expected to make adequate yearly progress following reclassification by meeting or exceeding grade-level content standards in English Language Arts (ELA), Math, Science and Social Studies. Students who reclassify with the ELA scores/Standard Met or Exceeded, are expected to maintain such performance following reclassification.

Adequate progress is measured as follows:

School Level	Academic Marks/Grades*	State Assessment
Elementary	Composite scores of 3 or 4	Meets or Exceeds Standards (Grades 3-5/6)
Secondary	C or better	Meets or Exceeds Standards (Grades 6-8, 11)

*(English Language Arts, Math, Science, and Social Studies)

When an RFEP student is at risk of not making adequate progress or not meeting grade-level standards, schools must provide targeted acceleration services based on individual student need as part of the SSPT. Schools must maintain records of RFEP monitoring and acceleration services provided. For more information, refer to [REF-073510.1, Monitoring the Academic Progress of Reclassified to Fluent English Proficient \(RFEP\) Students, K-12](#), dated August 30, 2021

Note: Title III funds must not be used for RFEP Monitoring accountability and acceleration services.

School Plan for Student Achievement (SPSA)



School Plan for Student Achievement

School Plan for Student Achievement (SPSA) is a written plan developed by the School Site Council (SSC) describing the school's **supplemental** program and how resources will be used to meet the educational and related needs of participating students. California Education Code 9 (EC) Section 64001 requires that a School Site Council (SSC) develop the SPSA. The SSC must approve the plan, recommend it to the local governing board for approval (see "Developing a School Budget" page for delegated authority), monitor its implementation, and evaluate the effectiveness of the planned activities at least annually. Based on the SPSA evaluation and the comprehensive needs assessment, the SPSA must be updated to include any major changes.

The School Plan for Student Achievement (SPSA) is aligned to the District Strategic Plan, which consists of: District Pillars that represent critical focus areas, Priorities required to successfully support the pillar, Strategies or specific actions to advance the priorities, and Metrics or measures of success.

Within the SPSA, schools address the following Strategic Plan Pillars:

- Pillar 1: Academic Excellence:
Graduation/College Career, ELA, Math, EL Programs, Other Academic Content

- Pillar 2: Joy and Wellness
- Pillar 3: Engagement and Collaboration

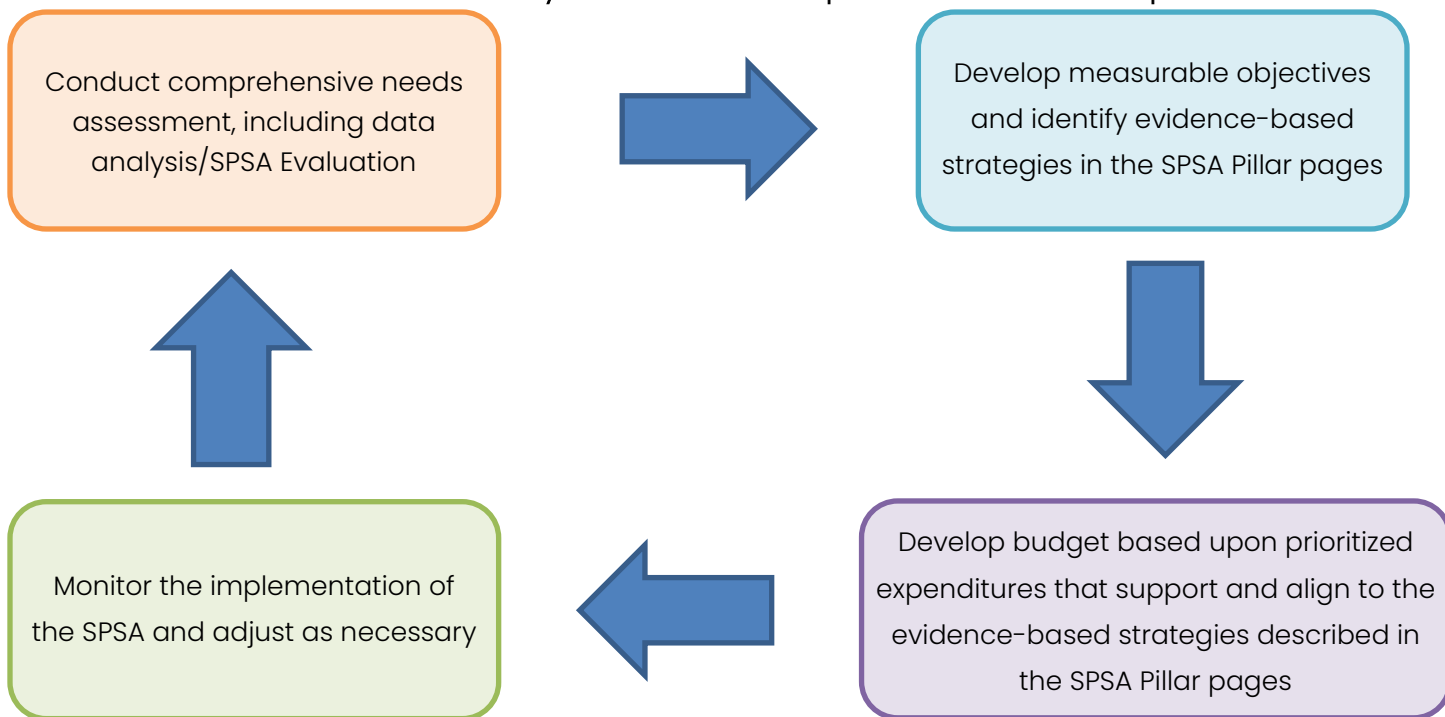
The strategies in the school plan must be consistent with the actions described in the Local Control Accountability Plan (LCAP) and LCAP Federal Addendum, and identify how state and federal requirements will be implemented. The SPSA also consolidates all plans required for programs funded through the Consolidated Application and Reporting System (CARS) in which the school participates.

The purpose of the School Plan for Student Achievement (SPSA) is:

1. to create a cycle of continuous improvement of student performance
2. to raise the academic performance of all students to the level of state achievement standards, and
3. to ensure that all students succeed in reaching academic standards set by the State Board of Education.

The SPSA must integrate the purposes and requirements of all categorical programs in which the school participates.

The flow chart below illustrates the cycle of continuous improvement in the development of the SPSA.



Conduct the Comprehensive Needs Assessment:

During the Comprehensive Needs Assessment, schools conduct the annual SPSA Evaluation to determine if measurable objectives from the prior school year were met. Schools also analyze current state and local data to identify the underlying issues impacting student achievement using root cause analysis tools and processes. Based on the data and root cause analysis, schools identify areas in need of improvement.

Within each Pillar page, schools must identify target CA School Dashboard indicators and focus

student groups who are very low or low status based on the dashboard academic content areas (e.g., Graduation, ELA, Math, EL Progress) or Very high or high status in Chronic Absenteeism and or Suspension.

As part of the Comprehensive Needs Assessment process, schools must also reflect upon and identify resource inequities that may contribute to areas of lower student performance and identify an evidence-based intervention that will result in improved student outcomes.

Develop Measurable Objectives, Strategies, and Actions:

Based on the areas of need identified during the Comprehensive Needs Assessment, schools develop measurable objectives, strategies, and actions for improvement.

Schools are required to write two different types of measurable objectives:

- Implementation Objectives: Objectives aligned to a strategy within the SPSA that, when implemented effectively with fidelity, will result in improved student outcomes.
- Improvement Objectives: Objectives aligned to formative and/or summative assessment data that measure improved student outcomes.

Measurable Implementation and Improvement Objectives should be written as a SMART Goal: Specific, Measurable, Attainable, Relevant, Time-Based

A minimum of one Implementation and one Improvement objective is required per SPSA Pillar page.

In each SPSA Pillar page, schools are required to write a minimum of one school strategy and action aligned to a District Priority and Strategy.

School strategies should describe an evidence-based approach that will be used to support improved student outcomes. School strategies can be implemented in a variety of ways, may

involve multiple action steps, and specify what the approach is to implementing the strategy, why the strategy is being implemented, and who will benefit from implementation of the strategy.

School actions describe what specifically will be done to implement the school strategy including:

- Activities for teachers or students, goods to be purchased and distributed, tasks/responsibilities of a position
- Planning/preparation for effective implementation of the strategy
- Implementation of the strategy
- Monitoring/evaluation of strategy implementation

Develop a Budget:

The school budget must be based on the identified needs of participating students as determined by the comprehensive needs assessment and should align to the evidence-based strategies and actions described in the SPSA. The most efficient use of resources which support the plan and students' access to the core curriculum should be the rule.

Budgets should be developed with recommendations from the appropriate committees, e.g., ELAC. Their written recommendations must be brought to the School Site Council (SSC) for review and approval. By delegated authority to Federal and State Education Programs, the Los Angeles Board of Education approves each school's SPSA as required under Education Code 64001 after review and recommendation for approval by the Region. Principal Supervisors or Directors must also review budgets and recommend the budget for approval to the Deputy Superintendent of Instruction to ensure that funding supports student needs as outlined in the SPSA. The Parent and Community

Engagement (PACE) Administrators at each Local Region must confirm the allowability of expenditures in Program 7E046.

Use the Estimated Rate Sheets found on the School Fiscal Services Branch website for a list of all allowable categorical fund expenditures.

At the bottom of the School Budget Signature Form is a space for all required signatures. These signatures indicate that stakeholders (parents and staff) have had the opportunity to provide recommendations to the budget-planning process. Signatures do not necessarily indicate approval of the proposed budget.

Signatures of Principal Supervisors, Regional Directors, Title I Coordinators, and PACE Administrators on the School Budget Signature Form represent preliminary approvals only of schools' categorical budgets. School budgets do not have final approval until all appropriate Local Regional Compliance approvers have confirmed that the SPSA meets federal requirements and the Regional Superintendent or designee has signed

the School Identification page of the SPSA indicating Regional approval of the SPSA, and Federal and State Education Programs has

watermarked final approval of the SPSA with authority as delegated by the Board of Education.

Monitor SPSA Implementation:

Throughout the year, schools should monitor the SPSA to ensure effective implementation of the strategies and actions in the plan in order to meet the measurable objectives for student achievement. As part of the monitoring process, schools should consider the following:

- Are measurable objectives being met? If not, what are the barriers?
- Are strategies and actions being fully implemented? If not, what are the barriers?
- Which strategies and actions are effective for improving student achievement? Which strategies are ineffective?
- Based on measurable data, what strategies will be maintained, changed, or eliminated in the plan?

SPSA Modification/Budget Adjustment Request:

Well-planned programs to improve student achievement should have the appropriate budget categories aligned with identified academic needs of participating students as stated in the SPSA.

Occasionally, there will be a need to modify the strategies and actions in the plan and/or the budget. Strategy and budget adjustments are based on assessed instructional needs and support program quality and compliance. If there is a need to modify the SPSA, the school will need to complete a SPSA Modification and, if a budget modification is included, submit the signed School Budget Signature Form.

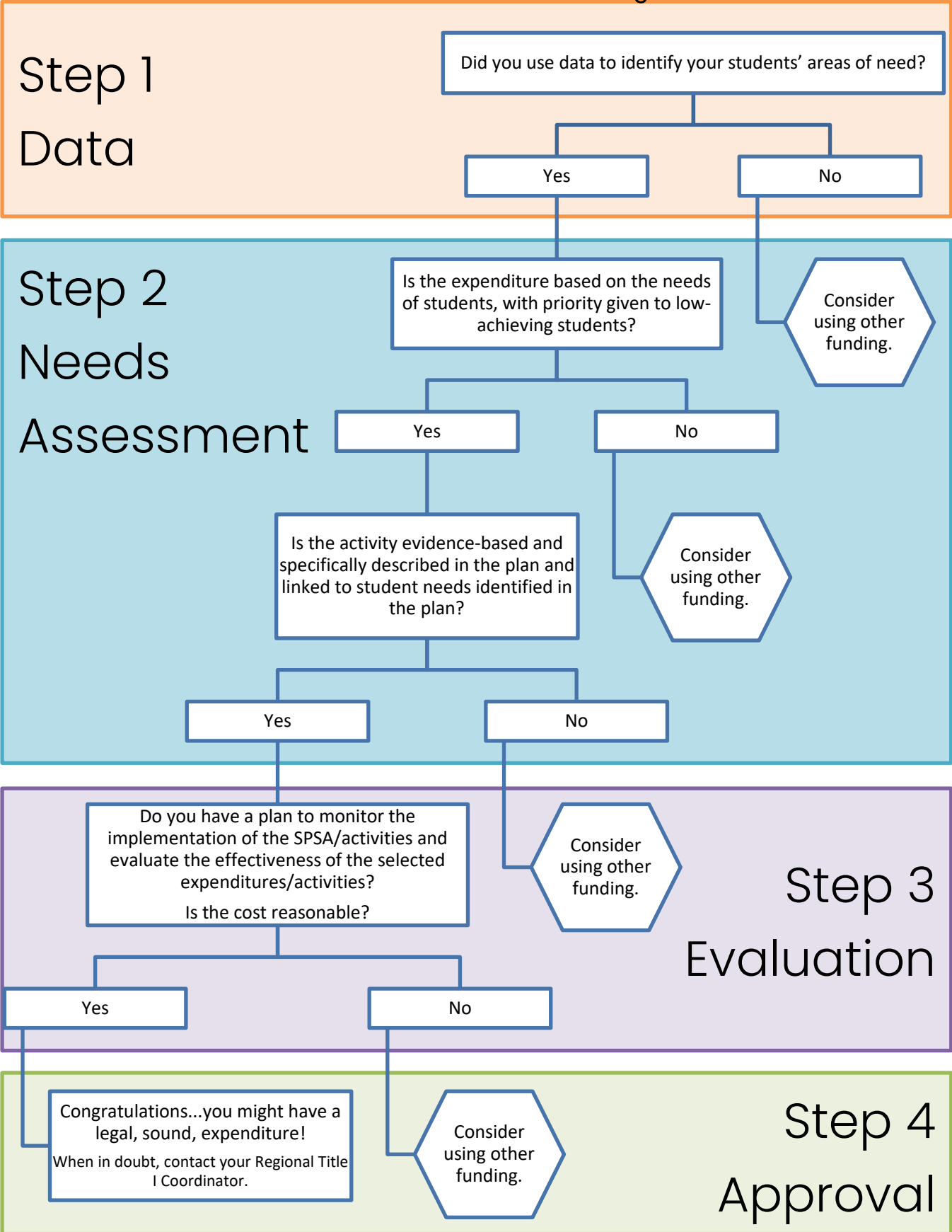
SPSA Modifications, including budget adjustment requests, must be reviewed with council/committee members and are required to

have the signature of the principal certifying that the SPSA Modification has been prepared in accordance with EC 64001(i) and all corresponding documentation is on file at the school site.

Budget modifications can be initiated with the assistance of the Regional fiscal staff through the School Front End (SFE) utilizing the School Budget Signature Form or using a Manual Budget Adjustment Request (BAR) form (restricted items). Schools will need to modify the SPSA justifying expenditure and the reason for the modification. After the modification is completed, the school will need to submit the signed School Budget Signature Form and the SPSA Modification to the appropriate Regional reviewers including: Fiscal Specialist, Regional Title I or EL Coordinator or PACE Administrator, and Principal Supervisor or Director for approval. Once approved, the Regional fiscal staff will then post the budget adjustments or approve the School Budget Signature Form in SAP. For additional guidance on the SPSA Modification and Budget Adjustment Request (BAR) process, contact your Regional Title I Coordinator.

The approval of the appropriate program administrator is required for non-item based or restricted budget items if the analysis of data shows that an expenditure not listed on Budget-At-A-Glance is needed to improve student achievement. The Regional fiscal specialist will help facilitate the approval process.

Title I School Level Decision Making Resource



Adapted from a LACOE document

Reporting Expenses

As soon as the categorical budgets have been implemented, the administrator and the time reporter should review the *Position with Incumbent Report* to ensure that the appropriate positions are paid from the correct funding sources (program codes).

It is important that time reporters determine that the correct program code and position control number have been entered. A wrong program code would cause the expenditure to be charged to a different program. Failure to adhere to position control requirements may prohibit the time reporter from reporting time for an employee and result in employees not being paid.

In addition to continual monitoring of payroll program codes and position control requirements, it is recommended that schools maintain records of expenditures for equipment, materials, and contracts on control sheets which are available on the [School Fiscal Services Branch](#) website.

Expenditure records and school purchase orders are reviewed during FPM and audits. The budget should be aligned with expenditures, and the correct object codes should be used for all school purchases. For the most commonly used object codes, go to the [School Fiscal Services Branch](#) website.

A review of Title I and Title III expenditures will occur throughout the year and at year-end to determine allowability. If it is determined that expenditures, including salaries and benefits, are unallowable or overdrawn due to the school's error, the school will be required to pay back with unrestricted General Funds. Per the District's annual carryover memorandum issued yearly in March, any positive ending balance in Program Code 13027 may be used to offset the negative ending balances in non-carryover program codes such as Title I.

Federal and State Mandates



Federal Program Monitoring

State and federal laws require the California Department of Education (CDE) to monitor the implementation of categorical programs operated by Local Educational Agencies (LEAs). CDE monitoring is accomplished in part through the Federal Program Monitoring process (FPM) and may be comprised of an onsite or an online review. An FPM onsite visit consists of data and document review, stakeholders interviews, and classroom observations of categorical programs administered by LEAs. An FPM online review consists of data and document review only.

The purpose of FPM is to monitor LEAs for compliance with requirements for each categorical program, including fiscal requirements. LEAs are responsible to ensure that schools maintain compliant categorical programs. CDE monitoring is conducted every two years for half of the LEAs in California. This allows each LEA to be monitored twice every four years by state staff knowledgeable in one or more of these programs.

Federal Single Audit

Congress passed the Single Audit Act of 1984 (the Act) to improve state and local governments' financial management of federal categorical programs. The Act established requirements for audits of the District's financial statements and for testing and reporting on internal controls and compliance with laws and regulations by independent auditors.

The compliance requirements applicable to federal categorical programs can be found in the document published by the Federal Office of Management and Budget (OMB) called the OMB Uniform Grant Guidance (UGG).

For major programs, the auditor is required to plan and perform tests of controls to verify the

operation of internal controls, policies and procedures, and compliance with federal requirements at the district and school-site levels. Additionally, the auditor must determine whether the District has complied with laws, regulations, and the provisions of contracts or grant assurances that have a direct and material effect on each of its major programs.

Schools and offices must maintain documentation for a period of **seven years** for Budget and Finance, and **five years** for School Site Council. All documentation must be provided upon request from the independent auditors. Please refer to [REF-071300.0, Records Retention for School Sites](#).

Personnel and Time and Effort Reporting Documentation

Title I schools operating an approved SWP may purchase the services of a register-carrying teacher to reduce class size in elementary schools, and in Literacy, Mathematics, Science, and Social Studies at the secondary level.

Title I secondary schools operating an approved SWP may purchase the services of a secondary

counselor to reduce the student-to-counselor ratio.

When a teacher attends a federally funded training during the regular work hours, the Supervising Official should complete and sign the Periodic Certification (see Attachment BI-B2, [BUL-2643.13, Documentation for Employees Paid from](#)

[Federal and State Categorical Programs](#)). If the school is time-reporting the training, the teacher should also submit the training certification to the time reporter at the school site. The time reporter **should charge the teacher's time to the appropriate federal program and the substitute should be charged to the funding source generally used to pay for the teacher's time.**

Day-to-Day Substitutes who are federally funded for one or more of their assignments should complete a Periodic Certification (see attachment B1-B2, [BUL-2643.13, Documentation for Employees Paid from Federal and State Categorical Programs](#)) for **each day of substitute time.** The substitute sign-in log that lists the program code and teacher's name, and signature could be used to meet this requirement.

If using a Periodic Certification, the school should complete this document for the employee and get the Supervising official's signature after each federally funded assignment.

Substitutes may not be purchased for the purpose of releasing teachers for curricular trips.

All personnel who are compensated from more than one federal and/or state categorical resource must complete either a Periodic Certification form or a Multi-funded Time Reporting form (Refer to [BUL-2643.13, Documentation for Employees Paid from Federal and State Categorical Programs](#)).

Schools operating an approved Schoolwide Program (SWP) and using only these federal monies to fund positions do not need to complete a Multi-funded Personnel time-reporting record sheet.

For employees who are fully funded by a single federal categorical program during the fiscal year, **two certifications** (Periodic Certifications) are

necessary—one covering the first half of the fiscal year and the other covering the second half of the fiscal year. Certification should indicate that the employee spent 100 percent of his or her time on the single federal program that funded the employee. The Supervising Official with first-hand knowledge of work performed by the employee(s) should prepare, sign, and date the certification.

Single Cost Objective employees

Time and effort for positions funded 100% by Title I or positions considered a Single Cost Objective (SCO), are documented on periodic certifications. Only certain multi-funded positions qualify as SCOs. These positions are multi-funded but have been determined by the District to be considered a SCO because all populations served and services provided are allowed by each of the programs funding the position. The populations they serve can be supported by their funding source.

Please contact your regional Title I coordinator for an updated list.

Note: In general, if school-site employees are funded solely by the Title I Schoolwide Program, they should complete a Periodic Certification semi-annually of such employment and not a Multi-funded Time Report each pay period. However, there are certain exceptions to this as noted in [BUL-2643.13, Documentation for Employees Paid from Federal and State Categorical Programs](#).

All multi-funded time reports should be submitted to the time reporter at the end of each month. All Periodic Certifications should be completed by the school by January 31st and July 31st.

Equipment

All expenditures for equipment should be planned so that categorical funds **clearly supplement** the District-funded program.

A description of how the equipment supports the supplemental instructional program to improve academic achievement for participating students and the established need must be included in the SPSA/SPSA Modification.

As part of the monitoring process, there will be an additional review process for equipment purchased with Title I funds and it will require schools to upload the required Title I documentation (quote, SPSA page) in the Shopping Cart.

Purchase of Equipment

Schools can submit a shopping cart order if there are funds in the corresponding commitment item line. Equipment shopping carts are part of the Title I additional approver workflow process and will require an attached quote and SPSA page/SPSA Modification. In addition, the school's CEI will also be reviewed by FSEP before all equipment (Capitalized, Non-Capitalized and General Supplies-Technology) purchases. Contact your Regional Title I Coordinator if you have any questions.

General Supplies-Technology and Non-Capitalized Equipment should be **received by May 5th**.

Capitalized equipment is a restricted item, and requires prior approval from CDE, see Program and Budget Guideline [#66](#) for details. Capitalized Equipment shopping carts must be **submitted in SAP by January 30th so that equipment is received by May 5th of the current school year.**

Maintenance and Rental of Equipment

Schools should place sufficient funds in the Maintenance of Equipment accounts to pay for any needed repairs. All Maintenance of Equipment including Rental of Equipment must be split funded with general funds with no more than 50% charged to Title I. **This cannot be used for the Toshiba Unified Project.**

Inventory of Equipment

Schools must maintain a historical inventory record for each piece of categorically-funded equipment. Schools should follow the procedures listed in [BUL-3508.8: Inventory Requirements for Equipment Purchased with Categorical Program Funds](#), January 17, 2022, Federal and State Education Programs Branch.

Any piece of equipment costing \$500 or more ***must be labeled and inventoried for the lifetime that the equipment is in use and records kept on file at the school.*** In addition, attractive items, such as laptops, iPads, netbooks, iPods, e-readers, projectors, etc., that have a unit cost of less than \$500 should be labeled.

A physical check of the equipment inventory must be conducted every two years, and the results of the physical check must reconcile with the inventory records.

An electronic CEI form should be emailed to the Federal and State Education Programs Branch after all equipment has been received for the 2021-2022 school year. The electronic copies are to be sent to FSEP@lausd.net.

Disposal of Equipment

Use the Disposal of Equipment Form for categorically funded equipment with a disposition status of salvaged or stolen. This form should be

completed for equipment with a total cost of \$500 or more.

- **Stolen Equipment** – A police report (iSTAR or ITD Ticket number when police report is not applicable) must be filed for all equipment stolen, including equipment with a unit cost of less than \$500. The police report number (iSTAR or ITD Ticket number when police report is not applicable) with a date must be listed in the Disposition Column in the *Categorical Equipment Inventory* (CEI) and under Reason for Removal in the *Disposal of Equipment* Form. Once an item has been identified as stolen, complete a Disposal of Equipment form, with a

school police report number (iSTAR or ITD Ticket number when police report is not applicable), within 30 days and submit to FSEP.

- **Salvaged Equipment** – If the equipment is not being used because the project has changed, been moved, or because it is worn or obsolete, disposal is authorized. Declare those items as “Salvaged” with a date under the Disposition Column in the *Categorical Equipment Inventory* (CEI) and under Reason for Removal in the *Disposal of Equipment* Form. Complete a *Disposal of Equipment* form within 30 days of an item being salvaged and submit to FSEP.

District Monitoring

State and federal laws require a school district to have systems in place to monitor the implementation of categorical programs and the appropriate use of funds. This monitoring is accomplished through the following procedures:

- Additional Program Approver for Shopping Cart orders using Title I funds (Other Books; General Supplies–Technology; Custodial Supplies; SIM; Non–Cap Equipment; Maintenance/Rental of Equipment; Travel/Conference Attendance; Non–Instructional Contracts; Admission Fees;

Contracted Bus Services; Software Licenses; and Instructional Contracts)

- Review of claims for Imprest and P-Card purchases using Title I funds
- Periodic reviews of Title I purchases throughout the school year
- Periodic reviews of Title I payroll overdrafts.

If the expenditure (payroll/non-payroll) is found to be unallowable or overdrawn, the expenditure will be denied and/or schools will be required to pay back with general funds.

Budget Terms



Budget Terms

The budget terms on these pages are for the Title I programs. Check the Program Guidelines for additional information regarding these Budget Terms. Terms specific to English Learners (EL) expenditures may be found in [Appendix A](#), Programs for English Learners Budget Process. Please contact your Regional Title I Coordinators at their contact numbers or the Federal and State Education Programs Office (213) 241-6990 if you have any questions. All salary expenditures from Title I have time and effort requirements.

Certificated

A. Teachers

1. **Categorical Program Advisor (CPA)**... during the regular school day (six hours), the duties performed must be **direct services** to the Title I Program.

Direct services may include:

- Teaching/In-class intervention
- Providing demonstration lessons
- Conducting professional development activities, including the facilitation of effective instructional programs
- Conducting program/student evaluation activities
- Coordinating and providing parent and family engagement workshop activities to ensure effective parent and family engagement and the compliant functioning of the council and advisory committee. Ensuring parents are notified regarding parent and family engagement activities at the Region and District Levels.
- Coordinating the identification of eligible students in a Targeted Assistance School Program

Categorical program advisors (CPAs) **are not** assistant principals nor are they responsible for testing or English Learner Compliance requirements. These personnel should support the instructional and program needs of the Title I participants. Since MMED has required that all schools have an EL designee, it is the responsibility of the EL designee to perform the EL compliance requirements. Therefore, it would not be allowable for a Title I Coordinator that is 100% funded from Title I to perform these duties.

CPAs must hold a teaching credential based on a bachelor's degree, teacher preparation, and student teaching to develop, direct, implement or coordinate programs of professional development or curricular development at a school site. See CPA Job Description in the [Instructional Support](#) section for additional details.

2. **CPA Differential Coordinating (C basis)**...based on the UTLA contract Article IX, 3.5b, non-classroom teachers paid on the Preparation Salary Table (including but not limited to counselors, "in-house deans," coordinators and advisers) who either (1)

are assigned to a location other than a school site, or (2) accept a position which includes extra pay for hours and/or duties which are related to, or an extension of, their basic non-classroom assignments - are to have a daily scheduled obligation of eight hours (exclusive of duty-free lunch).

3. **Teacher Differential, Coordinating (C basis)**...a supplemental payment which is added to the salary of a state certificated teacher for performing additional responsibilities related to a supplemental assignment based on funding. This differential is paid to a teacher who performs program-related activities outside the regular six-hour work day.
4. **Teacher Release Day**...to pay a regular status teacher who attends a Title I funded activity (attend professional development training, plan Title I activities, analyze data, conduct classroom observations) during the basic assignment with federal funds. Teacher Release Day may not be purchased for the purpose of releasing teachers for curricular trips or for providing intervention. Since the Teacher Release Day/Hrs. is budgeted per hour, if a teacher is attending a Title I/Title III funded activity, the school can choose to pay for part of the day (hours).
5. **Day-to-Day Substitute Teachers, Benefitted Absence**...A maximum of **four** days of Day-to-Day Substitute must be budgeted to cover the benefitted absence of register-carrying/class-size reduction (CSR) teachers purchased from categorical and Specially Funded Programs (grants) (Program and Budget Guideline [#23](#)).
6. **Teacher, Auxiliary, Secondary**... a secondary register-carrying, state

certificated teacher assigned to teach one additional class period each day in a shortage field in English Language Arts, Mathematics, History/Social Science, and Science in a SWP school. The teacher receives regular rate of pay.

7. **Teacher, Categorical, Limited Contract** ...a special contract permits the hiring of a state certificated person in temporary status to provide instruction to participating students (may have coordinating responsibilities). Assigned time may not exceed 48 hours per pay period. These teachers may be contracted by more than one school; however, the limitation on total hours remains. Budget the total annual hours needed times the hourly rate.
8. **Teacher, Non-Register Carrying**...an off-norm position. The state certificated teacher is a non-register carrying teacher to serve students identified as being in need of supplemental assistance in basic and advanced skills in literacy and Mathematics, History/Social Science, and Science. The basic assignment for this position is a "Teacher." The non-register carrying teacher must provide direct services for 100 percent of the six-hour work day. Non-register carrying teachers cannot be multi-funded with a general program. Since the position only exists in categorical programs, the only allowable percentages are .50 and 1.0 FTE.
9. **Teacher, Class-Size Reduction**...state certificated, register-carrying teacher to reduce class size in Literacy, Mathematics, Science, and Social Studies classes. The teacher must provide direct services for 100 percent of work day. **Only Schoolwide**

Program schools can fund this position with Title I resources.

10. **Teacher Replacement Pay**...to pay roster carrying teachers to provide classroom coverage for a Title I funded Class Size Reduction Teacher

B. Paraprofessional (1 hr. – 6 hr.)...

Paraprofessionals who assist in classroom instruction and who were hired with Title I funds after July 1, 2002, must have: (1) completed two years of higher education study, (2) obtained an associate's (or higher) degree, or (3) passed a formal state or local academic assessment that demonstrates knowledge of and the ability to assist in teaching reading, writing, and mathematics or reading, writing, and mathematics readiness. All paraprofessionals are budgeted by position. Instructional Aides are budgeted for three hours a day. Education Aides may be budgeted for three or six hours a day, and Library Aides may be budgeted for three or six hours a day. Teacher Assistant positions may be budgeted for one through six hours a day.

1. **Teacher Assistant (TA)**...provides services under the **direct supervision** of a state certificated classroom teacher. The TA is a student enrolled in a two- or four-year college who provides reinforcement and support of instruction to participating students in the classroom. This includes paraprofessionals who (1) provide one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher, (2) assist with organizing instructional and other materials, (3) provide instructional assistance in a computer laboratory, (4) assist with parent and family engagement

involvement activities, (5) provide support in a library or media center, or (6) act as a translator. As of July 1, 2017, Teacher Assistants (0953) assignments are processed by the Human Resources Division, [Teacher Assistant Unit](#).

2. **Teacher Assistant (TA) Relief**...funds for hours worked beyond the regular assignment.

Note: TA Relief is not allowable for translation with Title III funds.

- C. Support Staff**...Support staff, such as School Psychologists, PSA Counselors, Psychiatric Social Workers, and School Nurses are budgeted as partial positions; for example, one day a week equals 0.2 FTE of a position. The minimum purchase allowed with one compensatory education program is 0.1 FTE of a position (equal to ½ day).

(Additional information regarding support staff and examples of supplementary services can be found in "[Supplemental Services](#).")

1. **Counselor Assistant**...works with participating students; has a bachelor's degree and is enrolled in a program at a recognized college or university leading to a credential in pupil personnel services. When assigned to an elementary school, the Counselor Assistant must be supervised by an elementary school counselor or a school psychologist assigned to that school.
2. **Counselor, Elementary School**...provides counseling services to participating at-risk students to improve achievement and adjustment. Budgeted as days per week.
3. **Counselor, Secondary School**...Title I secondary schools operating a SWP may purchase the services of a full-time

secondary counselor to reduce the student-to-counselor ratio. A coordinating differential may be paid in addition to the regular salary; differential must be budgeted separately.

4. **Counselor, PSA**...works with participating students, parents, and the school to increase school attendance. Budgeted as days per week.
5. **Nurse, School**...may be budgeted as days or half days per week to provide supplementary health service to participating students.
6. **Psychologist, School**...provides specialized pupil services for individuals or groups of participating students. These employees suggest prescriptive activities for teachers working with participating students. **Diagnosis and identification are not** approved supplemental services. Time should be budgeted as days per week.
7. **Psychiatric Social Worker**...provides specialized services to identified students to remove emotional, behavioral, and family crisis barriers to learning. Budgeted as days per week.
8. **Teacher Librarian (Title I, Schoolwide Program Schools ONLY)**...aligns the school library media program, collection, and services with the school curriculum; collaborates with classroom teachers to plan, develop, and implement units of study that promote literacy and integrate information skills to meet District standards. If purchasing this position, four days of Day to Day Substitute, Benefitted Absence must also be budgeted. When budgeting for this position, a differential for Teacher Librarian must also be allocated (Budget Item #14112).

D. Extended School Day Activities

1. **Teacher/Coach/Librarian/Counselor/Coordinator X-Time (Non-Tutor)**...to pay a regular status Teacher/Librarian/Coach/Counselor/Coordinator who is performing additional duties related to the program outside their basic assignment basis or for employees not performing regular ongoing duties. Activities include:
 - Analyze data, review student work
 - Attend mandated Title I or Title III allowable trainings outside of the basic assignment (e.g., after-school, Saturdays) Please refer to the Superintendent's Inter-Office Correspondence titled "[Update: Professional Development Pay Rates and Criteria for Mandated Professional Development for Certificated Staff](#)" dated August 24, 2015 for additional information.
 - Plan, organize, and coordinate locally designed intervention
 - Provide/conduct Professional Development for all stakeholders
 - Conduct program/student evaluation activities
 - Discuss best practices, identify student needs and plan differentiated instruction
 - Assist and facilitate the writing of the SPSA
 - Coordinate and provide parent and family engagement workshop activities
 - Coordinate the identification of eligible students in TAS program
 - Train Community Members/Parents
 - Develop/organize/select/evaluate instructional materials
 - Develop/monitor/approve program activities and expenditures
 - Maintain compliance documents
 - Distribute program materials

- Monitor ongoing program compliance
 - Develop schedules for program intervention
 - Prepare for FPM
2. **Teacher/Coach/Librarian/Counselor/Coordinator X-Time (Tutor)**...to pay a regular status
Teacher/Coach/Librarian/Counselor/Coordinator to tutor or provide intervention to students outside of the basic assignment.
 3. **Certificated Training Rate**...to pay a regular status certificated personnel who attends non-mandated Title I or Title III allowable

trainings outside of the basic assignment (e.g., after-school, Saturdays). The certificated professional development rate is limited to certificated employees for staff development activities designed to improve job competency. Please refer to Human Resources and Personnel Policy Guides. Also refer to the Superintendent's Inter-Office Correspondence titled "[Update: Professional Development Pay Rates and Criteria for Mandated Professional Development for Certificated Staff](#)" dated August 24, 2015 for additional information.

Classified

A. Clerical

1. **Clerical Overtime/Relief/X/Z-time**... Clerical Overtime or Relief is **not** an allowed expenditure in the Title I Program (7S046, 70S46). Schools may budget Clerical Z-Time. Refer to the [Classified Employee Handbook](#) or Payroll Services for the correct usage of Clerical X or Z-Time. If budgeted in Program 7E046, it must only be used to support the school's parent and family engagement program.
2. **Classified Training Rates**...payments to classified staff for participating in professional development activities outside the instruction day.
3. **Office Technician**...provides clerical services in connection with the Title I program. A school-specific duty statement with the specific activities for this position if funded with federal funds may be requested.
4. **Senior Office Technician**...performs difficult or complex clerical tasks related to the Title I program. May provide work direction to a

few clerical employees. A school-specific duty statement with the specific activities for this position if funded with federal funds may be requested.

B. School Support (Refer to lists from the Personnel Commission)

1. **Information Technology Support Technician**...installs personal computer systems for student use and selected categorical program personnel to troubleshoot hardware and software malfunctions. This position is integral to the instructional program by ensuring technology is available for students to benefit from supplemental literacy and math programs.
2. **Information Technology Support Assistant**...performs a variety of routine information system duties associated with the installation of computers, updating and checking hardware, systems software, and computer programs that support the program. This position is integral to the

instructional program by ensuring technology is available for students to benefit from supplemental literacy and math programs.

3. **Community Representative**...a community person who performs in a liaison role between the school and the community. Schools can purchase a Class-A or Class-C Community Representative.

Class-A: Services are limited to advice or interpretation involving local school or classroom relationships.

Class-C: Services involve participation as a neighborhood resource adviser to principals, teachers, parents, or project personnel concerned with school-community relations.

Note: Per [BUL-4814.12, Multiple Assignments](#): "Classified employees who work 1000 hours or more in a fiscal year are permanently enrolled into the California Public Employees' Retirement System (CalPERS), thereby causing both the District and the individual to contribute to the retirement system". The school is required to budget for these expenses. Contact your fiscal specialist for more information on the additional cost.

4. **Parent Resource Liaison**...assists in maintaining a program or a parent center or community center of a local school by providing various resources and information to parents through workshops, orientations, and training programs.
5. **Parent Resource Assistant**...positions in Parent Resource Assistant, Parent Resource Assistant (Armenian Language), Parent Resource Assistant (Korean Language), and Parent Resource Assistant (Spanish

Language) will be located in parent centers and will assist in providing direct support to parents disseminating information, maintaining parent-school communication, and assisting in programs and outreach activities for parents.

C. Paraprofessional

1. **Counselor Aide**...provides paraprofessional services in support of participating student counseling activities. Positions are filled from a district-wide eligibility list.
Because this position works directly with students, only 3- or 6-hour per day positions will be allowed.
2. **Education Aide II**...works under the immediate supervision of a teacher or other certificated employee; performs classroom-related routine manual and clerical tasks, and classroom monitoring; assists in communication with parents. **May not provide direct teaching assistance to students.** In addition, may not perform the responsibilities of any classified clerical position nor be used for supervision tasks. Schools may purchase no more than four positions from Title I resources. **No new positions can be created.**
3. **Education Aide III (Regular, Spanish-Speaking, and Other Language)**... provides reinforcement and support of instruction to participating students in the classroom under the *direct supervision* of a state certificated classroom teacher.
Because this position works directly with students, only 3- or 6-hour per day positions will be allowed.
4. **Education Aide III (AVID)**...works under the supervision of a teacher or other certificated employee and assists in instructional reinforcement activities with

students in the Advancement Via Individual Determination (AVID) Program.

Because this position works directly with students, only 3- or 6-hour per day positions will be allowed.

5. **Library Aide**...provides assistance to students and teachers in a school library media center and performs clerical and computer duties to support library functions. Provides guidance and assistance to students in the selection of books and in using other library resources. Provides assistance to teachers in the instruction of information retrieving skills from the District's computerized library system.
6. **Educational Resource Aide**...assists in supporting and extending the focus of the school's instructional program under the direct supervision of a state certificated teacher. Assists in maintaining a safe and nurturing environment and supports and strengthens school-community relations.

Schools participating in the Title I Schoolwide Program may purchase this position with Title I funds.

Because this position works directly with students, only 3- or 6-hour per day positions will be allowed.

7. **Instructional Aide I**...budget for three hours a day. These hourly employees are limited to three hours per day and provide direct services to program participants under the **direct supervision** of a state certificated classroom teacher.

D. Extended School Day Activities

1. **Multiple Assignments**...a part-time employee assigned less than four hours per day may not be given additional assignments if the total hours for all combined assignments exceed 79 hours per pay period.
2. **Custodial Relief and Overtime**...These items are unallowable in the Title I Program (7S046, 70S46, 7E046).

Unclassified

- A. **Professional Expert**...payment to persons for working on a special project or for leading workshops. Work is to be temporary, unique, nonrecurring or for a specific, limited period of time. Duties are those not customarily performed by a classified, certificated, or unclassified (except professional expert) employee. Person must be a current or retired

district employee. Budget annual amount for each position at rates shown on the separate instruction sheet, "Special Rate Page."

Professional experts may not be used to purchase extended learning/tutoring and do not work directly with students (Refer to Program and Budget Guideline [#33](#)).

Contracts

A description of how the services provided by the contractor supplement the instructional program to improve academic achievement for

participating students and the established need must be included in the SPSA.

As part of the monitoring process, there will be an additional review process for contracts purchased with Title I funds and it will require schools to upload the required Title I documentation in the Shopping Cart.

Note: Contracted personnel may not perform the duties of any classified, unclassified, or certificated employee. Questions should be referred to the Contract Administration Branch at (213) 241-3039.

When processing contracts, please reach out to your Procurement Office for guidance.

A. Contracted Instructional Service... funds for contracts with non-district individuals or firms for providing instructional programs/services. Identify the name of the company and type of services that will be provided. **Individuals may not perform the duties of any classified, unclassified, or certificated employee.** Schools may not independently contract for services. All contracts are made with LAUSD and must be processed by the [Procurement Services Division](#).

When purchasing an instructional contract, the SPSA must specifically describe and address the need for this item. Schools will be asked to submit the SPSA page and quote/contract/Memorandum of Understanding (MOU) when submitting a Shopping Cart for an instructional contract prior to approval.

B. Maintenance of Equipment... many schools have sizable investments in Title I equipment used to support instructional and/or professional development activities such as computers, copiers, etc. Schools may budget Title I funds for Maintenance of Equipment to pay for any needed maintenance cost for the Title I equipment purchase.

Title I schools wanting to budget Maintenance of Equipment and Rental of Equipment costs using Title I funds must budget this as a multi-funded cost attributing no more than 50% to Title I.

C. Rental of Equipment... enter the amount for lease agreement for instructional equipment.

Title I schools wanting to budget Maintenance of Equipment and Rental of Equipment costs using Title I funds must budget this as a multi-funded cost attributing no more than 50% to Title I.

D. Non-Instructional Contracted Services... contracts for duplication service costs using the current District's Toshiba contract. Use Budget Item #50003 (Other Non-Instructional Contract). See the Procurement Manual which is accessible on the left side of the [Procurement Services Division](#) website. (e.g., Toshiba Contracts)

Title I schools wanting to budget copying/duplication costs using Title I funds must budget this as a multi-funded cost attributing no more than 50% to Title I. The initial duplication budget can be adjusted during the school year to reflect the actual costs attributed to Title I. Schools must retain records of duplication bills for audit purposes.

When reconciling the Ghost Card, the funding must be split into two separate lines with no more than half of the total dollar amount being charged to Title I funds, and the other half charged to any appropriate non-Title I fund. See [BUL-134710.0, Restricted Use of P-Card, Ghost Card and Travel Card for Title I Program Purchases](#) for more information.

E. Non-Instructional Contracts-Other Services... may include Information Technology

(IT) service contracts for schools and/or offices.

F. Software License Maintenance

(renewals)...funds to pay for maintaining internet-based publications and materials that supplement the core instructional program and are specific only to the classroom, delivery of instruction, and intervention, as well as periodic costs of licensing, support, or maintenance agreements for non-equipment items, such as software. The latest start date for a new or a renewal of a software license contract must occur by May 5th of the current

school year and end by June 30th of the current school year when using the current year's Title I funds (for exceptions, see Program and Budget Guidelines [#85](#)).

First time purchase of new software and/or operating systems for instructional or dedicated Title I purposes will need to be purchased in the Supplemental Instructional Material expenditure line (SIM).

New computer software and/or operating systems are not allowable for purchase using federal funds as they are considered non-instructional purposes

Conferences, Professional Development and Curricular Trips

Identify conferences, professional development or curricular trip destinations. Curricular trips are to supplement the core instructional program and to improve academic achievement for participating students.

A description of these services, activities and the established need must be included in the SPSA.

As part of the monitoring process, there will be an additional review process for Curricular Trips/Conferences/Professional Development purchased with Title I funds and it will require schools to upload the required Title I documentation (SPSA page, quote/invoice, conference flyer, Approved Travel Request Notification (ATRN) for staff or approved 10.12.2 Travel Claim form for parents) in the Shopping Cart and/or P-Card/Imprest Fund reconciliation. For virtual conferences, the ATRN (for staff) and the 10.12.2 form (for parents) may not be needed. Please consult with Procurement for the most up-

to-date information. The additional review process will also include trips that are booked directly with the District's Transportation Branch.

Based on the Education Department General Administrative Regulations (EDGAR), 2CFR Part 200 Section 200.438, costs of entertainment including amusement, diversion, and social activities and any associated costs are unallowable with federal funds (Title I).

As a result, for curricular trips/conferences/professional development that might be interpreted as "entertainment" or not benefiting the at-risk Title I students but that the school considers instructional and is requesting to be funded with Title I, there will be a higher burden of proof. Therefore, the FSEP office may require additional documentation and/or information (i.e., lesson plan, purpose and intent, who will be attending, how the expenditure will benefit students academically, how the expenditure

supports your academic program, the data used to determine the need, who will monitor implementation of this strategy prior to approval).

A. Conference Attendance...funds for all expenses including travel. Specific conferences/institutes must be identified. Each conference must have been approved for attendance by the Regional Superintendent and/or the Office of the Superintendent. Delegates may attend local and other approved conferences with costs reimbursed by the program.

1. **Staff Conference Attendance...**must be an integral part of the professional development activities at the school. This expenditure line pays for conference registration within the Los Angeles area or travel accommodations and registration for Title I allowable conferences outside of the Los Angeles area.
2. **Parent Conference Attendance...**Conferences must be an integral part of the parent and family engagement activities identified in the SPSA. Please see [BUL-6748.2, Parent Conference Attendance.](#)

B. Curricular Trips...budget using the costs shown on the Estimated Rate Sheets. List specific planned destinations and/or the academic purpose of the trip in the SPSA page. The number of destinations should match the number of trips purchased. Schools may choose to list a few destinations with the same academic purpose if the trip is dependent on the reservation availability (i.e., Aquarium of the Pacific, Santa Monica Pier Aquarium, Cabrillo Beach Marine Museum, Roundhouse Marine Studies Lab). Curricular trips are to support the core instructional program; therefore, the curricular trip must support the academic areas that the school's needs assessment identifies as needing improvement and consistent with the purpose of Title I.

C. Admission Fees...to pay for admission tickets for approved academic curricular trips. Categorical funds may only be used to provide services for eligible students. Use Budget Item #50058/Commitment Item #580005.

Equipment, Supplies, and Expense Reimbursement

- A. Alteration and Improvement of Buildings...** Alterations and Improvements (A & I) is not an allowable expenditure with Title I funds.
- B. Equipment...**show amounts for audiovisual and other equipment with a total final cost of \$500 (including tax, shipping and other ancillary charges) or more separately on your budget. All equipment purchases must be described and justified in the SPSA page. The description should make clear how the equipment supports the instructional program and how students will benefit from its use. Cost

estimates regarding installation charges may be obtained from the vendor or the Maintenance and Operations office. Please note that alterations and improvement are not allowed with the Title I program.

Purchase of equipment—copy machines, computers, poster maker, 3-D printers, etc.—should be supplemental, reasonable, not excessive. Equipment purchased for non-classroom use must be placed in offices related to the categorical program from which it is funded. These expenditures cannot replace

the basic responsibility of the District to fund equipment. Title I schools wanting to purchase or lease an additional copier using Title I funds, must first ensure that the school already has a dedicated copier purchased with non-federal funds for general purpose use.

Schools and offices must place a red label on all equipment purchased with categorical funds. Labels may be obtained from your Regional Title I Coordinator or the Federal and State Education Programs Branch.

Equipment purchased with categorical funds, especially at a Title I Targeted Assistance School, must be for identified student use only.

Note: Please refer to the *California Accounting Manual* and [BUL-3508.8, Inventory Requirements for Equipment Purchased with Categorical Program Funds](#), (Attachment C) before discarding equipment purchased through categorical funds.

C. Rental of Equipment...enter the amount for lease agreement for instructional equipment.

Title I schools wanting to budget Maintenance of Equipment and Rental of Equipment costs using Title I funds must budget this as a multi-funded cost attributing no more than 50% to Title I.

D. Custodial Supplies...limited to those consumable supplies (toilet paper, toilet seat covers, soap, paper towels, trash bags) used in connection with Title I Intervention program services. The restriction has been lifted for custodial supplies but it is part of the additional approver process. The allowable allocation is limited to **\$1.25 per student** per Title I Intervention session. Schools will need to submit the following in the Shopping Cart: SPSA page, quote, and the flyer or notification to

parents describing the intervention. The description must include:

- The date and time
- Number of sessions and total number of days
- Approximate number of students

Instead of a flyer, schools may submit a signed copy of Attachment A (Intent To Offer) from the *Locally Designed and Funded Intervention Programs* reference guide issued by Beyond the Bell.

E. Supplemental Instructional Materials (SIM formerly called IMA)...Supplement the instructional program (ELA, Mathematics, History/Social Science, Science) and are not required by the core curriculum. SIM are specific to the classroom, delivery of instruction, and intervention. **Examples include:**

- Classroom library books
- Supplemental *publisher* workbooks
- *Realia such as visuals (maps, charts)*
- Manipulatives
- Scientific Calculators
- Science Kits (labs)
- Instructional CDs, Videos, DVDs (not blank)
- Flashcards
- Periodicals
- *Initial Software License fees*
- *Educational Apps*
- *Leveled Readers*
- Classroom set of novels not on the District's required reading list

In general, items appearing in the District's Supplies and Equipment Catalog are mostly general supplies and, therefore, cannot be funded with Title I resources. However, FSEP has identified a list of instructional tools in the General Stores Catalog that can be purchased under SIM with

Title I funds. For a list of these items, please visit the [FSEP](#) or [General Stores Distribution](#) website.

F. Other Books...Books that have not been adopted by the proper authority (i.e., Board) for use as basic curricula.

Examples include:

- Professional Development (PD) Books or Training Materials for PD
- Reference Materials/Supplemental Books for student use in the classroom or in the library (e.g., thesaurus, picture dictionaries)
- Books for the School Library

G. General Supplies-Technology...equipment with a total final cost of less than \$500 (including tax, shipping and other ancillary charges). These items may be used in the classrooms and parent centers. **Examples include, but are not limited to small and attractive items that have a unit cost of less than \$500, such as:**

- Laptops, Netbooks
- iPads, iPods
- E-readers
- Projectors (overhead/LCD)
- Graphing calculators
- Document readers
- Classroom Printers
- Chromebooks
- Keyboards
- Fire Sticks
- Apple TV
- Flash Drive/Memory Cards
- Speakers/Headphones/Earbuds

[Check FSEP's website for a comprehensive list.](#)

These items should be red labeled and safeguarded.

Note: In general, items appearing in the District's Supplies and Equipment Catalog are mostly general supplies and, therefore, cannot be funded with Title I resources. However, FSEP has identified a list of equipment in the General Stores Catalog that can be purchased under General Supplies-Technology with Title I funds. For a list of these items, please visit the [FSEP](#) or [General Stores Distribution](#) website.

H. Mileage...to reimburse school employees for mileage to Title I program activities such as Title I funded workshops and Title I meetings. The purpose and need for mileage must be specifically described in the SPSA. Parents can receive mileage reimbursement according to the guidelines in [BUL-6748.2, Parent Conference Attendance](#).

Note: Mileage for itinerants (Nurses, PSW, PSA Counselors, other itinerants) are paid centrally, not from school budgets.

I. Phone Expenses Title I Office /Parent Center (PhoneExp-TIOfc/Prnt)...use actual cost for current year, projected for the entire year on existing phones. Budget \$620 for activation and the basic service fee for a new/continuing telephone in the Title I Office and/or Parent Center. Program 7E046 funds should be used for phone expenses in the Parent and Family Center only. The Budget Item # is 50254.

Postage and Alteration & Improvement is not an allowable expenditure with Title I funds.

J. Dues and Membership... used to pay the cost of membership in a professional organization or association whose primary purpose is not lobbying.

Supplemental Services



Supplemental Services

A description of supplemental services provided for participating students of the particular categorical program and the established need for the applicable personnel must be included in the SPSA page.

The person occupying the position should be familiar with the written description in the [Supplemental Services](#) section/applicable Policy Guide and should perform only those duties. Since the services are supplemental and compensated with a supplemental program, required responsibilities such as, but not limited to, testing coordinator or dean are unallowable.

For multi-funded positions (funded from more than one program), indicate the proportion of the time provided to students from each funding source. Multi-funded personnel must document actual time, and that time must support cost distribution to each program, including District services.

Support Services



Classified Employee Services

Instructional Assistance Positions

Classified Employee Services assigns employees in accordance with provisions of the Unit B contract. With the exception of mandatory placements, such as reemployment or priority lists, schools do their own recruiting for instructional assistance positions.

Instructional Aide I positions may be budgeted for **three hours per day only**. All other instructional positions may be budgeted in the following ways: three hours per day or six hours per day.

All Education Aide, Educational Resource Aide, and Instructional Aide assignments are written as "C" basis (Personnel Subarea in SAP). In general, an aide should not work additional time beyond his/her basic assignment.

When budgeting instructional support positions, please be specific regarding the job classification, e.g., Education Aide III (4581); Education Aide III Spanish Language (4579); Educational Resource Aide (4924); Educational Resource Aide Spanish Language (4925); Instructional Aide I (4991 only).

Instructional Aide IIs (4592) and Educational Aide IIs (4583/4699) can no longer be hired.

Applicants for any position involving classroom instructional assistance must pass the District's proficiency test (effective February 1, 2000), and meet the ESSA requirements.

Classified forms such as Request for Personnel Action, Nepotism Certification, Classified Employment Processing Document Reference Sheet, and other related forms may be printed from the [Personnel Commission](#) website under [Forms](#).

Below is a list of the most commonly used forms:

- Request for Personnel Action (RPA)
[LAUSD PC Form 9073](#)
- Nepotism Certification Form
[PC Form 5109](#)
- Classified Employment Processing Documentation Reference Sheet
[PC Form PROCREF](#)

For additional information, call Classified Employee Services at (213) 241-6300.

Office Technician/Senior Office Technician

The Office Technician/Senior Office Technician provides a variety of clerical duties of a routine and recurring nature to support the Title I program.

- These positions must be specifically described in the School Plan for Student Achievement (SPSA).
- These positions support the Title I Office and/or an out-of-classroom support personnel that is 100% funded with Title I funds.
- Because of the Supplement not Supplant requirement, this position may be funded once the base program has been met.
- During Federal Program Monitoring (FPM), these positions may be interviewed by the reviewers from the California Department of Education.

Based on the District's Class Description of these positions, the following are the distinguishing characteristics between the two positions:

- An **Office Technician** performs a variety of clerical duties ranging from entry level to those requiring the exercise of judgement based on training and experience.
- A **Senior Office Technician** performs a variety of moderately to highly complex clerical duties that require strong independence of judgement and action. The duties typically require extensive contacts with others and responsibility for specific functions of an office and may include manipulating spreadsheets and providing work direction to a small group of personnel.

Typical duties of a Title I-funded Senior Office Technician/Office Technician are associated with Title I compliance requirements [e.g., categorical equipment inventory, time reporting documentation, Title I student data files, School Site Council minutes, Title I parent communications, etc.]

Office Technician

- Prepares a variety of letters, memos, forms, reports, arithmetical summaries, and other material that supports the Title I program, typically using computer software;
- Compiles, interprets, and codes data from various sources; enters data utilizing computer systems and programs for functions such as procurement, finance, student attendance, and personnel; and prepares related Title I reports;
- Checks Title I program forms and records for completeness and accuracy;
- Maintains files, records, and other Title I information such as student intervention, professional development, purchase orders, meal applications, and equipment inventory;
- Responds to school staff/parent inquiries by telephone and in person to provide or request information on the Title I program;
- Orders, receives, and distributes supplemental instructional materials and equipment;
- Receives, sorts, and distributes incoming and outgoing Title I correspondence;
- Operates a variety of office equipment, e.g., computers, printers, copiers, fax machines, etc.;
- Reports software and hardware problems for Title I equipment to the ITD Helpdesk;

- May prepare, modify and update simple spreadsheets;
- May assist in preparing employee time reports and maintaining routine bookkeeping and

payroll records; maintaining time-reporting documentation on Title I-funded employees;

- Performs other related Title I duties as assigned.

Senior Office Technician

- Composes, prepares and edits a variety of routine letters, memos, and forms related to the Title I program, typically using a computer software;
- Compiles, interprets, and codes data from various sources; enters data into a computer database utilizing computer systems and programs for functions such as procurement, finance, student attendance, and personnel; and prepares related Title I reports;
- Initiates and maintains liaison with others to provide and/or request information on the Title I program and responds to school staff/parent inquiries by telephone and in person;
- Researches, compiles, and maintains information and data for statistical and/or financial reports regarding the Title I program; checks and tabulates statistical data; and reviews incoming and outgoing data for accuracy, completeness, and quality;
- Checks Title I program forms and records for completeness, consistency, and accuracy;

- Organizes and maintains files, records, cross-reference systems, and other information as it pertains to the Title I program such as student intervention, professional development, purchase orders, meal applications, and equipment inventory;
- Orders, receives, and distributes supplemental instructional materials and equipment;
- Assesses whether Title I funded computer problems appear to be software or hardware related and promptly reports problem and location to the ITD Helpdesk;
- Operates a variety of office equipment, e.g., computers, printers, copiers, fax machines, etc.;
- May prepare, modify and update simple spreadsheets;
- May prepare employee time reports and maintain routine bookkeeping and payroll records such as maintain time-reporting documentation on Title I funded employees;
- Performs other related Title I duties as assigned.

For further information regarding the funding of the Office Technician/Senior Office Technician for your school site, please contact the Regional Title I Coordinators or Federal and State Education Programs Branch.

K-12 Counseling Services

The Elementary or Secondary Counselor provides counseling services that enhance the learning process for all students, focusing on academic, career, and social/emotional development. Counselors serve a vital role in maximizing student success; they center on the whole child. Counselors remove barriers to academic achievement and wellness. They utilize prevention, interventions, and enrichment strategies to foster student success, and promote equity and access for all. For Secondary Schools, this position may be funded to reduce the student-to-counselor ratio once the base program has been met.

- Participates in various multidisciplinary teams, such as the Student Support and Progress Team (SSPT) to identify necessary support services, e.g., referrals within and outside of the school community, student assessments, interventions and layered continuum of supports;
- Collaborates with school administration and staff in developing student knowledge, skills and attitudes that promote personal, social/emotional and academic growth;
- Provides individual and group counseling to students in the academic, personal/ social, and career domains; connects students with appropriate resources;
- Assists in the collection and analysis of data relative to attendance, behavior and achievement and communicates/ interprets the data to students, parents and teachers;
- Consults and collaborates with the administrative and school support staff on student referrals for supplementary counseling, psychological evaluation, and case conferences, including crisis intervention;
- Participates in the development of the total educational plan of the school to improve school-wide outcomes;
- Assists in the preparation of information for entry on student cumulative records;
- Analyzes data relevant to student needs;
- Assists with the development of transition programs to support successful student articulation and matriculation between grades and school levels;
- Provides professional development and parent education workshops;
- Monitors and case manages student progress for targeted students;
- Develops programs to address student attitudes, understanding of self and others, peer relationships, goal-setting, conflict resolution, career awareness, college preparation and post-secondary planning;
- Consults with parents, school personnel and community agencies as a means of helping students with educational and personal issues/concerns that may interfere with their learning and success in school.

Only a Title I Schoolwide Program (SWP) school can purchase this position.

For additional information, please call (213) 241-6040.

Pupil Services and Attendance (PSA) Counselor

The mission of Pupil Services is to ensure that all LAUSD students are enrolled, attending, engaged, and on-track to graduate.

Pupil Services and Attendance (PSA) Counselors are master's level counselors and social workers who serve as child welfare and attendance experts. PSA Counselors work directly with students and parents to overcome barriers to regular attendance. PSA Counselors also collaborate with school staff and communities to increase student attendance and engagement toward better academic outcomes for all students. PSA Counselors support school sites with the work of the Strategic Plan Pillar 2D: Outstanding Attendance.

The Duties of a School-Site PSA Counselors

The services provided by a Pupil Services and Attendance Counselor should be consistent with activities described and referenced in the School Plan for Student Achievement (SPSA).

With broad knowledge of education code, district policy, data systems and reports, as well as requirements related to special and/or targeted student populations, PSA Counselors:

- create and implement differentiated prevention, intervention and recovery efforts using evidence-based strategies and a Multi-Tiered System of Support (MTSS) approach to improve individual and school-wide outcomes;
- participate in and/or facilitate multidisciplinary teams such as Student Support and Progress Team (SSPT), School Attendance Review Team (SART);
- develop and monitor individual student attendance plans;
- recommend practices to improve school culture, increase attendance, improve the accuracy of enrollment and attendance records, and reduce suspensions;
- address barriers to attendance by implementing strategies and activities to reduce chronic absenteeism and truancy among students and increase student and attendance rates;
- assist with early identification and intervention systems to support at-risk students;
- serve as a liaison between school, home and community, providing direct services to identified at-risk students and families, including assessment, referral, and case management;
- provide individual and/or group counseling, including crisis intervention;
- conduct home visits and/or in-home intervention when necessary;
- conduct parent education groups and workshops;
- provide referrals to in-school and community-based services;
- analyze data trends to inform interventions.

Core Services provided through Pupil Services in the Central Office and Regional PSA Field Offices include:

- Consultation regarding Compulsory Education and attendance intervention;
- Consultation regarding District Policies with respect to enrollment, child welfare and attendance issues;
- Mandated Initial Truancy Notification;
- Resource Panel and the School Attendance Review Board (SARB);
- Resources posted on the Pupil Services website, including guides and toolkits;
- Policy development, including the Attendance Policy and Procedures Manual.

School-site administrators are responsible for ensuring core attendance procedures are followed, including:

- Establishing and monitoring enrollment and attendance procedures in accordance with District policies;
- Ensuring all school-site staff adhere to District policy and procedures with respect to enrollment, attendance records, and student transfers;

- Ensuring accurate enrollment and withdrawal of students;

(School-site administrator responsibilities continued)

- Serving as or designating a Homeless Liaison;
- Serving as or designating a Foster Care Liaison;
- Developing and implementing a comprehensive, school-wide Attendance and Dropout Prevention Plan (Individual Safe School Plan (ISSP), Chapter 5b);
- Establishing student attendance and achievement monitoring and intervention systems, such as SSPT;
- Ensuring accurate daily attendance taking and submittal;
- Ensuring accurate clearing/coding of absences;
- Notifying parents/guardians of absences and trancies;
- Sending attendance compliance letters, including mandated truancy notifications;
- Convening mandated truancy conferences with parents/guardians;
- Establishing interventions to decrease truancy, and prevent dropouts and evaluating the efficacy of these interventions;
- Preparing cases for SARB;
- Processing intra-district permit applications.

For additional information, please contact Elsy Rosado, Director of Pupil Services at (213) 241-3844, or your Regional Pupil Services and Attendance Coordinator

Psychological Services, School Psychologist

District-funded Services

School psychologists provide services to schools by working with students, staff, and parents and guardians to offer the following district-funded services:

Connecting with Students

- Utilize a Multi-tiered System of Support to address and support academic, social-emotional and behavior functioning for all students.
- Observe students in the classroom and other school settings to determine their academic and social-emotional functioning.
- Provide formal and informal assessments of students' abilities, including psychological and social-emotional skills, academic achievement, and communication development.
- Assist students in developing positive behavior intervention strategies (PBIS).
- Assist students in developing appropriate problem-solving skills through individual and small-group counseling.
- Collaborate with community agencies to provide services that support students and families, as needed.
- Provide DIS Counseling and Educationally Related Intensive Counseling Services (ERICS) to students as warranted on their Individualized Education Program (IEP).

Collaborating with Teachers and Staff

- Work with teachers to identify learning and adjustment problems.
- Consult with teachers regarding classroom management and discipline strategies.

- Interpret evaluation results and offer recommendations for instructional modification.
- Serve as a member of the Individualized Education Program (IEP) team.
- Provide professional development training on selected topics.
- Provide emergency mental health and behavioral support and resources.
- Serve as a member of the School Crisis Intervention Team.

Prevention and Intervention:

- Provide information to school staff and parents regarding developmental expectations in language/communication, social skills, behavior and cognitive abilities as they relate to learning.
- Participate as a member of the Student Support and Progress Team (SSPT) and school guidance committees for promoting pre-referral intervention supports.
- Assist the SSPT in developing student supports for maximizing educational success.
- Collaborate with school staff and parents to implement Tier II and targeted Tier III interventions.

Consulting with Parents

- Assist parents in understanding a student's unique needs.
- Facilitate communication between home and school.
- Serve as liaison with community agencies that provide services to support students and families.
- Assist with identifying students with unique needs and monitor their progress.

The Additional Duties of a School Psychologist

School psychologists are highly trained support personnel who can provide a broad range of services to students, staff, and parents. Schools may consider purchasing additional time to focus on one or more of the following areas of service. The services provided by a school psychologist should be consistent with the activities described in the SPSA.

Counseling*

Provide counseling to students individually or in groups for a myriad of issues, including but not limited to the following:

- Social skills
- Anger management
- Bullying
- Increased school engagement
- Acculturation problems
- Grief and loss
- Identity Exploration and Development
- LGBTQ + (Lesbian, Gay, Bisexual, Transgender, Queer/Questioning - Plus)
- Anxiety/school phobia
- Crisis counseling
- Study skills

***Note:** School Psychologists must obtain parent permission prior to providing counseling services to General Education students.

Consultation/Intervention

School psychologists are knowledgeable about a variety of academic, social-emotional and behavioral programs.

- Provide differentiated instruction strategies to enhance access to the core curriculum
- Behavioral intervention strategies and management of progress monitoring
- Identify appropriate evidenced-based interventions and collaborate in their implementation
- Assist with monitoring individual student progress and pre-referral interventions to ensure fidelity in implementation
- Collaborate on the development of school-wide interventions: academic, social-emotional, and behavioral

Professional Development

- Create staff and parent presentations based on needs assessments to develop targeted presentations, such as:
 - Anti-bullying Strategies
 - Modifying curriculum to differentiate learning in the classroom
 - Distinguishing Second Language Acquisition vs. Learning Disabilities
 - Behavior management in the classroom and with individual student challenges
 - Teaching social-emotional skills in the classroom
 - Parent Education Workshops
- Strategies that address Tier II and Tier III levels of support

For further information, please email Mayra Santos, Director, Psychological Services at mayra.santos@lausd.net.

You may also contact the Regional Psychological Services Coordinator in your area.

Psychiatric Social Worker (PSW)

There is growing research and evidence that shows children who receive school-based mental health services demonstrate positive academic outcomes, such as increased rates of high school graduation, increased feelings of school connectedness, higher grade-point average (GPA), decreased absenteeism, and decreased incidences of suspension and expulsion. School Mental Health Psychiatric Social Workers (PSWs) are highly trained clinical social workers that provide a continuum of school-based mental health and school social work services alongside other specialized service providers, teachers, parents, and community partners to coordinate mental health care for students and school communities.

The continuum of services includes prevention, early intervention, and intensive support for students, parents and caregivers, and schools.

These align with the pillars, priorities, and strategies called for in the 2022-26 LAUSD Strategic Plan, specifically Pillar 2: Joy and Wellness. In collaboration with school, District, and community partners, PSW staff implement services in accordance with various District policies and initiatives, including the following:

- Crisis Preparedness, Response and Recovery
- Threat Assessment and Management
- Suicide Prevention, Intervention and Postvention
- Bullying and Hazing Policy (Student-to-Student)
- Integrated Safe School Plan
- Discipline Foundation Policy

In collaboration with school leadership and other key stakeholders, PSW staff assess school community needs. Then, using a multi-tiered framework, mental health and school social work services and interventions are identified for implementation to improve student outcomes. The Service Delivery Plan (SDP) serves as a roadmap to ensure that the services provided align with the needs and priorities of the school community. Examples of services, interventions, and supports are listed in the table on the next page.

The effectiveness of PSW programs and services is dependent on support provided at the school-level, including the following:

- Appropriate workspace that allows for confidential information sharing, sensitive conversations, and facilitation of intensive mental health supports
- Designated time for implementation of universal and targeted interventions, as well as legally compliant documentation and reporting mandated by mental health law and policy
- Clear plan for after-hours crisis support, when applicable

School Based Psychiatric Social Worker (PSW) Services: Multi-Tiered System of Mental Health and School Social Work Support

Universal Strategies & Services

- Implement culturally responsive universal/early intervention strategies aimed at promoting critical wellness and social-emotional well-being
- Work closely with school leaders to transform and create school climates that are affirming and inclusive
- Conduct universal needs assessments to identify students' risk and protective factors using standardized assessment tools
- Collect and analyze data to identify trauma exposure and social-emotional needs to effectively triage to appropriate services
- Provide classroom interventions using the FOCUS Resilience Curriculum, Erika's Lighthouse, More than Sad, and other evidence-based interventions and community defined best practices
- Implement an array of school-wide campaigns and initiatives that promote welcoming learning environments, strong relationships, school connectedness, whole-child well-being, and strong social-emotional skills
- Coordinate graduate level social work intern training programs to maximize mental health support to schools
- Provide professional development and training opportunities for students, parents, caregivers, and staff on topics such as:
 - Mental Health Awareness
 - Psychological First Aid
 - Staff Wellness and Self Care
 - Trauma and Resilience Schools
 - Crisis Preparedness, Response, and Recovery
 - Suicide Prevention, Intervention, and Postvention
 - Self-Injury Education and Awareness
 - Threat Assessment and Management
 - Inclusive and Welcoming Environments

Targeted Strategies & Services

- Engage parents and caregivers through psychoeducation and training (i.e., FOCUS for Parents, Resilience Curriculum, and other trauma informed interventions or workshops)
- Conduct social emotional assessments, triage, and referrals and linkages to school/community health, mental health, and basic needs resources
- Serve as an active member of school-based multidisciplinary teams to provide a mental health and whole-child well-being perspective
- Support District, Regional and School initiatives, such as PBIS/Restorative Practices, conflict mediation, bullying prevention, etc.

Intensive Strategies & Services

- As a member of the School Site Crisis Team, collaboratively provides individual and schoolwide crisis response, intervention, and management
- Provide individual, group, and family counseling
- Assess and manage suicide/threat risk assessments, including the development and implementation of reentry and safety plans, and behavior contracts
- Collaborate with other specialized service providers, teachers, parents, community partners to coordinate care for students with intensive and moderate mental and/or behavioral health needs

For further information about funding Psychiatric Social Worker services for your school site or program, please contact LaKisha Johnson, Interim Director, at (213) 241-3841 lakisha.bridgewater@lausd.net.

School Nurse

A School Nurse provides the following basic services:

- Athletic pre-participation exams (PPE)
- Mandated screenings: vision, scoliosis, audiometric, growth (height and weight), and oral health
- Communicable disease (CD) and illness exclusion and readmission
- Care for injured students, emergency care and transport
- Administration and assistance with medication at school
- Specialized skilled care and supervision of care for students with special health needs, such as: diabetes, severe allergies, spina bifida, asthma, cardiac conditions, respirator dependency, seizures etc.
- Special Education Individualized Education Plan (IEP) and Special Education Related Services
- 504 Plans for Students with Disabilities
- Compliance with immunization state requirement
- Insulin Administration
- Electronic documentation of health records and notifying teachers of students with special needs in their classroom
- CPR/AED/First Aid, medication administration, etc. training and certification for school staff, students and parents (English and Spanish)

Additional Duties of a School Nurse

- Follows-up on health factors identified as potentially contributing to students' poor academic achievement.
- Involvement in the development of the health services components in the School Plan for Student Achievement (SPSA) related to categorically funded services. The School Nurse should have a clear understanding of the individual school's health needs, and these services must be articulated in the SPSA and should list the activities necessary to reach the goals of the school. Furthermore, based on the needs of the school, the school may set priorities
- Provides health-related counseling and education for parents and families, including home visits
- Provides staff development in health-related issues and health-related counseling
- Provides school and community health-related information groups and projects (classroom health presentations, health-information "clubs," resources for administrators and classroom teachers)
- Participates in multidisciplinary teams such as Student Support and Progress Team (SSPT)
- Follows-up on the prevention and control of communicable diseases contributing to students' poor academic achievement
- Provides health counseling for students with health conditions that affect attendance and learning such as childhood obesity, dental health, asthma, diabetes and hypertension
- Assists families with locating and referring to health care resources that provide services such as medical care, therapy, etc.

For further information, call Sosse Bedrossian, Director, District Nursing Services, at (213) 202-7580 or via email at sosse.bedrossian@lausd.net or call your Nursing Coordinator or Specialist.

Instructional Support



Categorical Program Adviser (CPA)/Title I Coordinator

During the school day, the duties performed by the CPA/Title I Coordinator must be direct services to the Title I Program.

Direct services may include*:

- Teaching/In-class intervention
- Providing demonstration lessons
- Conducting professional development activities, including the facilitation of effective instructional programs
- Conducting program/student evaluation activities
- Coordinating and providing parent and family engagement workshop activities
- Ensuring parents receive communication regarding Regional and District parent engagement sessions
- Coordinating the identification of eligible students in a Targeted Assistance School Program
- Monitoring program expenditures
- Distributing program materials
- Providing on-going achievement reports for Title I students to the staff and constituent groups
- Maintaining accurate/updated records of Title I students to share with the staff and constituent groups
- Maintaining accurate/updated records for the Title I student program, including time reporting and equipment inventory

- Assisting with the writing of updates to the School Plan for Student Achievement
- Assisting with the development of the school's Title I Parent and Family Engagement Policy and School-Parent Compact
- Serving as a resource for and providing assistance to the school site leadership teams in conducting ongoing categorical monitoring and planning related to the program
- Performs other duties as assigned in accordance with the District/UTLA agreement and allowable under the federal award

Categorical program advisers (CPAs) are not assistant principals nor are they responsible for testing. The CPAs should support the instructional and program needs of participants.

CPAs must hold a teaching credential based on a bachelor's degree, teacher preparation, and student teaching to develop, direct, implement or coordinate programs of professional development or curricular development at a school site.

*The items listed are based on general direct services that support the program. For a more detailed job description that can be adapted for a full or half-time position, please see the Categorical Program Adviser – Title I Coordinator (0704) HR Job Description.

The job code and Budget Item Numbers are listed below. When budgeting for the job title below, the corresponding differential should be budgeted at the same percentage. A differential paid with this position and based on the UTLA contract Article IX, 3.5b, the coordinator position is to have a daily scheduled obligation of eight hours (exclusive of duty-free lunch).

Job	Job Title	Budget Item Description	Budget Item	PS group	Lv	Subarea
19100704	ADVSR, CTEGORCL PGM	CAT PRG AD CIT	117360	27	11	CSXX
		CRD DIF CAT PRG ADV	11681			

Class-Size Reduction (CSR) Teacher

Schools may purchase the services of a state certificated, register-carrying teacher to reduce class size in English/Language Arts, Mathematics, Science, and History/Social Science classes that is above and not in lieu of the normed teacher allocation provided to the school by the District. The need for this position must be based on data for improving student academic achievement and be included in the school's *School Plan for Student Achievement* (SPSA). The priority for this position is to reduce class size for students at-risk of academic failure.

The CSR teacher(s) must provide direct services for 100 percent of the six-hour work day. The CSR teacher(s) selected should be able to plan and deliver appropriate instruction, provide direct instruction and intervention to address the targeted needs of specific students, and possess knowledge of the multi-tiered approach to instruction/problem-solving model that

differentiates instruction for students not meeting grade-level standards.

An elementary school should indicate the grade level(s) selected for reduced class size on the Academic Pillar page(s) in the school's SPSA Goal Matrix section.

A secondary school should indicate the subject area(s) selected for reduced class size on the appropriate Academic Pillar page(s) in the school's SPSA Goal Matrix section.

When funding a position with Title I resources, only a Title I Schoolwide Program school can purchase the services of a CSR teacher. **A Title I targeted assistance school cannot use categorical funds to purchase a CSR teacher.**

Per [BUL-2643.13, Documentation for Employees Paid from Federal and State](#), a CSR teacher at a Title I SWP school is a Single Cost Objective; therefore, when funding with Title I resources, a semi-annual certification is required.

The Budget Item Numbers for class-size reduction teachers are listed below by grade/subject area and by school calendar. Please be aware that the budget item numbers may change at any time during the year, please check the most recent [Estimated Rate Sheets](#) published in the [School Fiscal Services Branch](#) website.

Elementary	
Budget Item Number	Description
13249	CSR Teacher, Grade K, 1 TK
13251	CSR Teacher, Grade 1, 1 TK
13253	CSR Teacher, Grade 2, 1 TK
13255	CSR Teacher, Grade 3, 1 TK
13257	CSR Teacher, Grade 4, 1 TK
13259	CSR Teacher, Grade 5, 1 TK
13261	CSR Teacher, Grade 6, 1 TK

Middle School	
Budget Item Number	Description
13640	CSR Teacher, MS, 6 th Grade, 1 TK
Secondary	
13641	CSR Teacher, ELA, 1 TK
13644	CSR Teacher, Math, 1 TK
13643	CSR Teacher, HSS, 1 TK
13579	CSR Teacher, Science, 1 TK
13729	CSR Teacher, ELD HS 1 TK

Intervention/Prevention Support Coordinator

All schools are required to provide the following core intervention services with general funds. These services are supervised by the principal and implemented by the general education teachers:

- Core standards-based instruction
- Differentiated instruction with Core (Tier 1) Intervention in the core program
- Establishment of student learning centers
- Professional development
- State Mandated Intervention
- Maintenance of required data and reports

The District has adopted a multi-tiered approach to teaching and learning. [BUL-6730.1, A Multi-Tiered System of Support Framework for the Student Support](#), describes a Multi-Tiered System of Support (MTSS) Framework for the Student Support and Progress Team. Multi-Tiered Systems of Support address the needs of all student subgroups, including English Learners (EL), Standard English Learners (SEL), students with disabilities (SWD), expelled students, students in foster care and/or experiencing homelessness, socio-economically disadvantaged, and gifted and talented education (GATE) students. MTSS aligns the entire school-wide system of initiatives, supports and resources, and implements continuous improvement processes at all levels of the system (i.e., school-wide, classroom, and individual students). (CA Dept. of Education)

Based on an analysis of student achievement data, a school may choose to use site-based categorical resources to fund an Intervention/Prevention Support Coordinator to enhance its implementation of the multi-tiered framework to teaching and learning.

The Intervention/Prevention Support Coordinator is part of the school staff and works under the direction of the school-site administrator.

Intervention Support Coordinator duties include the following:

- Use of data (multiple measures) to identify areas of strength and need for instruction and behavior
- Implementation of Multi-Tiered System of Support (MTSS) Framework
- Delivery of professional development in the MTSS framework, problem-solving model, analysis of data, differentiated instruction and strategies, and progress monitoring
- Through the data analysis, support leadership team on determining effectiveness and gaps of academic/social emotional interventions
- Trainings and workshops for parents/guardians on the Multi-Tiered System of Support (MTSS) framework and model and how to support students at home
- Development and monitoring of student intervention plan utilizing an integrated data and MTSS data based system for intervention.
- Participation in the leadership on the Student Support Progress Team (SSPT) and support of substantial compliance activities involved in working with students with disabilities. The Intervention/Prevention Support Coordinator is not the Administrator designee for IEPs (Individualized Education Program)
- Support the effective inclusion of students with disabilities by bridging instruction between general and special education
- Serve on Student Support and Progress Team (SSPT) and support interventions resulting from the SSPT

- Support General and Special Education teachers and staff on delivery of effective and researched base instructional strategies

Schools participating in categorically funded programs are subject to process evaluation and audit. The Intervention/Prevention Support Coordinator whose assignment is funded in part by categorical programs is to be involved in that planning and assessment process.

The Intervention Support Coordinator will be involved in the implementation of the School Plan for Student Achievement (SPSA) to assist with the closing of the achievement gap and should have a clear understanding of the individual school's instructional and intervention needs. These needs must be articulated in the SPSA and should list the activities necessary to reach the objectives. Activities in the categorically funded programs are designed to supplement district services.

The job code and Budget Item Numbers are listed below. When budgeting for the job title below, a corresponding differential should be budgeted at the same percentage. A differential paid with this position and based on the UTLA contract Article IX, 3.5b, the coordinator position is to have a daily scheduled obligation of eight hours (exclusive of duty-free lunch).

Job	Job Title	Budget Item Description	Budget Item	PS group	Lv	Subarea
19100706	ASMT, NONCLSRM, PREP	INTRVN/PREV SUP COOR	14496	27	10	CSXX
		INTVN/PREV SUPC DIFF	11759			

For additional information, please contact the Regional Director.

Instructional Coach, Elementary or Secondary

The District's Local Control Accountability Plan (LCAP) identifies coaching as a critical component of a multi-tiered approach to teaching and learning, also known as Multi-Tiered System of Support (MTSS). The role of the Instructional Coach is to build teacher capacity and provide support to both teachers and administrators. Under the direction of the school-site principal, the Instructional Coach will work collaboratively with general and special education teachers and administrators, program coordinators, and other staff to promote standards-based literacy and numeracy across the content areas aligned to CA Content Standards, using a multi-tiered approach to instruction and Universal Design for Learning (UDL), including the problem-solving model and appropriate evidence-based strategies to provide access to core instruction and intervention for all students including English Learners, Standard English Learners, socioeconomically disadvantaged students, students with disabilities, and GATE students. The content area focus of work for the Instructional Coach will be based on student data and the academic goals of the school.

The Instructional Coach is a support position and does not include the evaluation of teachers.

ROLES AND RESPONSIBILITIES

- **Demonstration Teacher/Co-Teacher**

- Collaboratively plan and conduct demonstration focus areas determined by data and school need to address applicable content areas, including Integrated ELD lessons, and Designated ELD lessons as appropriate with the classroom teacher that emphasize good first teaching which includes:

- Standards-based instruction using core curriculum resources
- The use of effective evidence-based instruction in literacy, math, and other content areas
- The use of access strategies (Academic Vocabulary, Constructive Conversation Skills, EL Instructional Approaches, Graphic Organizers, and Cooperative Grouping), Academic Engaged Time, and checking for understanding aligned to grade-level standards and content

- Differentiation of instruction with targeted attention to the identified needs of student groups such as students with disabilities, foster youth, homeless students, English Learners, Standard English Learners, GATE students, etc.
- The multi-tiered approach to support academic achievement and intervention

- Use of pre- and post-conferences for planning and debriefing lessons
- Use of digital/technology tools and supplemental resources

- **Mentor**

- Provide opportunities for teachers to reflect on their teaching practice
- Assist and support teachers in the implementation of district-adopted textbooks and support materials
- Assist and support teachers with instructional strategies that support the delivery of grade-level content to all students, including ELs, SELs, SWDs, socioeconomically disadvantaged students and GATE students

- Promote standards-based literacy and numeracy through:
 - demonstration lessons through modeling collaboration and co-teaching
 - focused observation
- Work with teachers to manage, interpret, use formative assessment data, systematically examine student work, plan and deliver appropriate instruction, intervention and accommodation strategies for all students
- **Facilitator**
 - Support collaborative work that contextualizes teaching and learning on evidence-based practices and identified needs
 - Facilitate the analysis of data and student work that reflects a problem-solving approach
 - Foster improved communication and collaboration among staff by working with teachers to identify and address areas of need
 - Support the academic achievement of all student populations/facilitating on-site/online professional development
 - Meet regularly with site administrators, teachers, and support personnel to analyze data and further communicate and strengthen instructional support to school staff
 - Attend, as needed, central, LD, and school-site professional development related to expanding coaching expertise, pedagogical repertoire, content knowledge, and systematic analysis of student work, data analysis within the multi-tiered framework

REQUIRED QUALIFICATIONS

- Minimum of five years of teaching experience at the elementary school level (elementary coach) or at the secondary level (secondary coach)
- Appropriate certification to teach English Learners (CLAD, BCLAD, SB395 or SB 1969 certificate) or willingness to gain certification within one year
- Possess a valid California elementary teaching credential (elementary coach) OR Possess one of the following required teaching credentials for secondary coach:
 - Middle School** – Secondary Single Subject credential in English/Language Arts, Mathematics, History/Social Science, Science or Multiple Subject Credential
 - High School** – Secondary Single Subject credential in English/Language Arts, Mathematics, History/Social Science, Science
- Required multicultural coursework or willingness to complete this requirement within one year of assignment
- Ability to use technology and access data to inform instruction
- Ability to travel to other sites/locations.

DESIRABLE QUALIFICATIONS

- Experience in collaborative planning, delivery of instruction, and differentiated professional development
- Knowledge of MTSS (Multi-Tiered System of Support) and Universal Design for Learning (UDL)
- Effective oral and written communication skills
- Collaborative team-building skills
- Teaching experience at more than one grade level.

FUNDING OPTIONS

Option One: One full-time equivalent (FTE) coach assigned to one school works a seven-hour day on the teacher preparation Salary Table plus a salary differential of \$150 per pay period for on-basis time.

Option Two: One FTE coach to be shared .5 by two schools works a seven-hour work day paid on the teacher preparation Salary Table plus a salary differential of \$150 per pay period for on-basis time. Each school will fund 50% of the differential.

All school-site instructional coach positions are to be filled following the coordinator selection/confirmation process outlined in Article IX-A, Sections 4.0-10.0 of the LAUSD/UTLA Collective Bargaining Agreement. Please contact the Staff Relations Field Director in your Region if there are questions.

The job codes and Budget Item Numbers are listed below. When budgeting for the job titles below, a corresponding differential must also be allocated.

Job	Job Title	Budget Item Description	Budget Item	PS group	Lv	Subarea
11100843	Instrl Coach, Elem	INSTRL COACH EL CIT	13454	27	10	CSXX
		DIFF, INSTRL COACH EL CIT	10247			
11100846	Instrl Coach, Sec	INSTRL COACH SEC CIT	13297	27	10	CSXX
		DIFF, INSTRL COACH SEC CIT	10246			

English Learner Instructional Coach, Elementary or Secondary

The District's Local Control Accountability Plan (LCAP) identifies coaching as a critical component of a multi-tiered approach to teaching and learning, also known as Multi-Tiered System of Support (MTSS). The role of the EL Instructional Coach is to build educator capacity and work collaboratively with administrators, teachers, and support staff to promote standards-based language and literacy across all content areas via the use of effective designated ELD (dELD) and integrated ELD (iELD) instruction. Moreover, Title III Instructional Coaches may provide monthly professional learning/training opportunities to families of EL students with an emphasis on Potential Long-Term English Learner (PLTEL)/ Long-Term English Learner (LTEL data), policy and on ways to support language and literacy at home. These supplemental positions support English Learners and their families solely, excluding other language classification groups. This position is designed to support the consistent implementation of the District's Title III Initiatives, 2018 Master Plan for English Learners and Standard English Learners, and related professional development and instructional planning for English Learners (International Newcomers, PLTELS and LTELS, ELs with disabilities) and Dual Language Education students (English Only (EO), Reclassified students (RFEPs), and Initially Fluent English Proficient Students (IFEP)).

The EL Instructional Coach is a B-basis 7 hour, supplemental support position (with a salary differential per pay period) and does not include the evaluation of teachers.

ROLES AND RESPONSIBILITIES

- **Demonstration Teacher/Co-Teacher**
 - Collaboratively plan and conduct demonstration lessons with the classroom teacher that emphasize good first teaching which includes:
 - Standards-based instruction
 - The use of effective evidence-based instruction, access strategies (Academic Vocabulary, Instructional Conversations, Graphic Organizers, and Cooperative Grouping), Academic Engaged Time, and checking for understanding aligned to grade- level standards and content
 - Differentiation of instruction with targeted attention to ELs academic and linguistic needs utilizing effective Designated ELD (dELD) and/or Integrated ELD (iELD) strategies
 - The multi-tiered approach to support academic achievement and acceleration.
 - Use of pre- and post-conferences for planning and debriefing lessons
 - Use of technology tools
- **Provide push-in intervention**
 - Provide direct acceleration services to targeted small groups of ELs (minimum of 3 hours/day) during dELD and iELD
 - Hold data chat with students to review progress data and set linguistic/academic goals
- **Mentor**
 - Provide opportunities for teachers to reflect on their teaching practice, including the utilization of Culturally and Linguistically Relevant strategies

- Assist and support teachers in the implementation of district-adopted textbooks and support materials
- Assist and support teachers with instructional strategies that support the delivery of grade-level content to ELs
- Promote standards-based literacy and numeracy through:
 - demonstration lessons through modeling
 - collaboration and co-teaching
 - focused observation
- Work with teachers to manage, interpret, and use formative assessment data, systematically examine student work, plan and deliver appropriate instruction, acceleration and accommodation strategies for ELs
- **Facilitator**
 - Guide, support and ensure implementation of a comprehensive standards-based English Language Development (ELD) program through Designated ELD (dELD) and Integrated ELD (iELD) in academic content areas.
 - Support collaborative work that contextualizes teaching and learning in regard to evidence-based practices and identified needs of ELs
 - Facilitate the analysis of data and student work
 - Foster improved communication and collaboration among staff by working with teachers to identify and address areas of need for ELs
 - Support the academic achievement of EL student populations/facilitating on-site/online professional development
 - Meet regularly with site administrators, teachers, and support personnel to analyze EL data and further communicate and

strengthen instructional support to school staff

- Attend, as needed, central, District, Region, and school-site professional development related to expanding coaching expertise, pedagogical repertoire, content knowledge, and systematic analysis of student work data within the multi-tiered framework

REQUIRED QUALIFICATIONS

- Minimum of five years of teaching experience at the elementary school level (elementary coach) or at the secondary level (secondary coach)
- Appropriate certification to teach English Learners (CLAD, BCLAD, SB395 or SB 1969 certificate) or willingness to gain certification within one year
- Possess a valid California elementary teaching credential (elementary coach) OR
- Possess one of the following required teaching credentials for secondary coach:
 - Middle School** – Secondary Single Subject credential in English/Language Arts, Mathematics, History/Social Science, Science or Multiple Subject Credential
 - High School** – Secondary Single Subject credential in English/Language Arts, Mathematics, History/Social Science, Science
- Required multicultural coursework or willingness to complete this requirement within one year of assignment
- Ability to use technology and access data to inform instruction
- Ability to travel to other sites/locations

DESIRABLE QUALIFICATIONS

- Completion of any relevant professional development

- Experience in collaborative planning, delivery of instruction, and differentiated professional development
- Knowledge of MTSS (Multi-Tiered System of Support)
- Experience working with EL students
- Effective oral and written communication skills
- Collaborative team-building skills
- Teaching experience at more than one grade level

Option One: One full-time equivalent (FTE) coach assigned to one school who works a seven-hour day on the teacher preparation Salary Table plus a salary differential of \$150 per pay period for on-basis time.

Option Two: One FTE coach to be shared .5 by two schools who works a seven-hour work day paid on the teacher preparation Salary Table plus a salary differential of \$150 per pay period for on-basis time. Each school will fund 50% of the differential.

FUNDING OPTIONS

All school-site instructional coach positions are to be filled following the coordinator selection/confirmation process outlined in Article IX-A, Sections 4.0-10.0 of the LAUSD/UTLA Collective Bargaining Agreement. Please contact the Staff Relations Field Director in your Region if there are questions.

The job code and Budget Item Numbers are listed below. When budgeting for the job titles below, a corresponding differential must also be allocated.

Job	Job Title	Budget Item Description	Budget Item	PS group	Lv	Subarea
11100843	Instrl Coach EL	Eng Lrnr Coach-ES	14492	27	10	BSXX
		DIFF, Eng Lrnr Coach	14493			
11100846	Instrl Coach SEC	Eng Lrn Coach-SEC	14494	27	10	BSXX
		DIFF, Eng Lrn Coach	14493			

Standard English Learner Instructional Coach, Elementary or Secondary

The District's Local Control Accountability Plan (LCAP) identifies coaching as a critical component of a multi-tiered approach to teaching and learning, also known as Multi-Tiered System of Support (MTSS). The role of the Standard English Learner (SEL) Instructional Coach is to build teacher capacity around Culturally and Linguistically Responsive Teaching (CLR) and Mainstream English Language Development (MELD) to increase academic English proficiency while promoting standards-based literacy across the content areas. Under the direction of the school-site principal, the SEL Instructional Coach will work collaboratively with general and special education teachers and administrators, program coordinators, and other staff to promote standards-based literacy and numeracy across the content areas aligned to CA Content Standards, using a multi-tiered approach to instruction, including the problem-solving model and appropriate evidence-based strategies to provide access to core instruction and acceleration for all students including Standard English Learners, socioeconomically disadvantaged students, students with disabilities, and GATE students. This position is designed to support the consistent implementation of the Strategic Plan and 2018 Master Plan for English Learners and Standard English Learners and related professional development and instructional planning for Standard English Learners (African-American, Mexican-American, Hawaiian-American, and Native-American).

The content area focus of work for the SEL Instructional Coach will be based on student data and the academic goals of the school.

The SEL Instructional Coach is a support position and does not include the evaluation of teachers.

ROLES AND RESPONSIBILITIES

- **Demonstration Teacher/Co-Teacher**

- Collaboratively plan and conduct demonstration lessons with the classroom teacher that emphasize good first teaching which includes:
 - Standards-based instruction
 - The use of effective evidence-based instruction, access strategies (Academic Vocabulary, Instructional Conversations, Graphic Organizers, and Cooperative Grouping), Academic Engaged Time, and checking for understanding aligned to grade-level standards and content

- Differentiation of instruction with targeted attention to SELs academic and linguistic needs utilizing effective MELD strategies
- The multi-tiered approach to support academic achievement in Tiers 1 & 2
- Use of pre-and post-conferences for planning and debriefing lessons
- Use of technology tools

- **Provide push-in intervention**

- Provide direct acceleration services to targeted small groups of ELs (minimum of 3 hours/day) during dELD and iELD
- Hold data chat with students to review progress data and set linguistic/academic goals

- **Mentor**

- Provide opportunities for teachers to reflect on their teaching practice, including the utilization of Culturally and Linguistically Relevant strategies
- Assist and support teachers in the implementation of district-adopted textbooks and support materials
- Assist and support teachers with instructional strategies that support the delivery of grade-level content to all students, including ELs, SELs, SWDs, socioeconomically disadvantaged students and GATE students
- Promote standards-based literacy and numeracy through:
 - demonstration lessons through modeling collaboration and co-teaching
 - focused observation
- Work with teachers to manage, interpret, use formative assessment data, systematically examine student work, plan and deliver appropriate instruction, acceleration and accommodation strategies for SELs

- **Facilitator**

- Support collaborative work that contextualizes teaching and learning on evidence-based practices and identified needs of SELs
- Facilitate the analysis of data and student work that reflects a problem-solving approach.
- Foster improved communication and collaboration among staff by working with teachers to identify and address areas of need for SELs

- Support the academic achievement of SEL student populations/facilitating on-site professional development
- Meet regularly with site administrators, teachers, and support personnel to analyze SEL data and further communicate and strengthen instructional support to school staff
- Participates in central, Region, and school site professional development, including the Master Plan Instructional Institute, to support and expand coaching expertise, pedagogical strategies, content knowledge, and systematic analysis of student work data within the multi-tiered framework.

REQUIRED QUALIFICATIONS

- Minimum of five years of teaching experience at the elementary school level (elementary coach) or at the secondary level (secondary coach)
- Appropriate certification to teach Standard English Learners (CLAD, SB395 or SB 1969 certificate) or willingness to gain certification within one year
- Possess a valid California elementary teaching credential (elementary coach) OR Possess one of the following required teaching credentials for secondary coach:

Middle School – Secondary Single Subject credential in English/Language Arts, Mathematics, History/Social Science, Science or Multiple Subject Credential

High School – Secondary Single Subject credential in English/Language Arts, Mathematics, History/Social Science, Science

- Required multicultural coursework or willingness to complete this requirement within one year of assignment
- Ability to use technology and access data to inform instruction
- Ability to travel to other sites/locations.

- Collaborative team-building skills
- Teaching experience at more than one grade level.

FUNDING OPTIONS

Option One: One full-time equivalent (FTE) coach assigned to one school works a seven-hour day on the teacher preparation Salary Table plus a salary differential of \$150 per pay period for on-basis time.

Option Two: One FTE coach to be shared .5 by two schools works a seven-hour work day paid on the teacher preparation Salary Table plus a salary differential of \$150 per pay period for on-basis time. Each school will fund 50% of the differential.

DESIRABLE QUALIFICATIONS

- Completion of any relevant professional development
- Experience in collaborative planning, delivery of instruction, and differentiated professional development
- Knowledge of MTSS (Multi-Tiered System of Support)
- Strong curricula knowledge and experience teaching MELD
- Effective oral and written communication skills

All school-site instructional coach positions are to be filled following the coordinator selection/confirmation process outlined in Article IX-A, Sections 4.0-10.0 of the LAUSD/UTLA Collective Bargaining Agreement. Please contact the Staff Relations Field Director in your Region if there are questions.

The job code and Budget Item Numbers are listed below. When budgeting for the job titles below, a corresponding differential must also be allocated.

Job	Job Title	Budget Item Description	Budget Item	PS group	Lv	Subarea
11100843	Instrl Coach EL	SEL Inst Coach EL	13981	27	14	BSXX
		DIFF, SEL Inst Coach EL	13294			
11100846	Instrl Coach SEC	SEL Inst Coach Sec	13982	27	14	BSXX
		DIFF, SEL Inst Coach Sec	13303			

English Learner/Standard English Learner Instructional Coach, Elementary or Secondary

The District's Local Control Accountability Plan (LCAP) identifies coaching as a critical component of a multi-tiered approach to teaching and learning, also known as Multi-Tiered System of Support (MTSS). The role of the English Learner (EL)/ Standard English Learner (SEL) Instructional Coach is to build teacher capacity and provide support to both teachers and administrators. Under the direction of the school-site principal, the EL/SEL Instructional Coach will work collaboratively with general and special education teachers and administrators, program coordinators, and other staff to promote standards-based literacy and numeracy across the content areas aligned to CA Content Standards, using a multi-tiered approach to instruction, including the problem-solving model and appropriate evidence-based strategies to provide access to core instruction and acceleration for all students including English Learners, Standard English Learners, socioeconomically disadvantaged students, students with disabilities, and GATE students. The content area focus of work for the EL/SEL Instructional Coach will be based on student data and the academic goals of the school.

The EL/SEL Instructional Coach is a seven-hour support position and does not include the evaluation of teachers.

ROLES AND RESPONSIBILITIES

- **Demonstration Teacher/Co-Teacher**
 - Collaboratively plan and conduct demonstration lessons with the classroom teacher that emphasize good first teaching which includes:
 - Standards-based instruction
 - The use of effective evidence-based instruction, access strategies (Academic Vocabulary, Instructional Conversations, Graphic Organizers, and Cooperative Grouping), Academic Engaged Time, and checking for understanding aligned to grade-level standards and content
 - Differentiation of instruction with targeted attention to ELs/SELs academic and linguistic needs utilizing effective Designated ELD (dELD) and/or Integrated ELD (iELD) and/or MELD strategies
 - The multi-tiered approach to support academic achievement and intervention
 - Use of pre-and post-conferences for planning and debriefing lessons
 - Use of technology tools
- **Provide push-in intervention**
 - Provide direct acceleration services to targeted small groups of ELs (minimum of 3 hours/day) during dELD and iELD
 - Hold data chat with students to review progress data and set linguistic/academic goals
- **Mentor**
 - Provide opportunities for teachers to reflect on their teaching practice, including the utilization of Culturally and Linguistically Relevant strategies
 - Assist and support teachers in the implementation of district-adopted textbooks and support materials

- Assist and support teachers with instructional strategies that support the delivery of grade-level content to all students, including ELs, SELs, SWDs, socioeconomically disadvantaged students and GATE students
- Promote standards-based literacy and numeracy through:
 - demonstration lessons through modeling collaboration and co-teaching
 - focused observation
- Work with teachers to manage, interpret, use formative assessment data, systematically examine student work, plan and deliver appropriate instruction, intervention and accommodation strategies for ELs/SELs
- **Facilitator**
 - Support collaborative work that contextualizes teaching and learning on evidence-based practices and identified needs of ELs/SELs
 - Facilitate the analysis of data and student work that reflects a problem-solving approach.
 - Foster improved communication and collaboration among staff by working with teachers to identify and address areas of need for ELs/SELs
 - Support the academic achievement of EL/SEL student populations/facilitating on-site professional development
 - Meet regularly with site administrators, teachers, and support personnel to analyze EL/SEL data and further communicate and strengthen instructional support to school staff
 - Attend, as needed, central, LD, and school-site professional development related to

expanding coaching expertise, pedagogical repertoire, content knowledge, and systematic analysis of student work data within the multi-tiered framework

REQUIRED QUALIFICATIONS

- Minimum of five years of teaching experience at the elementary school level (elementary coach) or at the secondary level (secondary coach)
- Appropriate certification to teach English Learners (CLAD, BCLAD, SB395 or SB 1969 certificate) or willingness to gain certification within one year
- Possess a valid California elementary teaching credential (elementary coach) OR Possess one of the following required teaching credentials for secondary coach:
 - Middle School** – Secondary Single Subject credential in English/Language Arts, Mathematics, History/Social Science, Science or Multiple Subject Credential
 - High School** – Secondary Single Subject credential in English/Language Arts, Mathematics, History/Social Science, Science
- Required multicultural coursework or willingness to complete this requirement within one year of assignment
- Ability to use technology and access data to inform instruction
- Ability to travel to other sites/locations.

DESIRABLE QUALIFICATIONS

- Completion of any relevant professional development
- Experience in collaborative planning, delivery of instruction, and differentiated professional development
- Knowledge of MTSS (Multi-Tiered System of Support)

- Experience in working with EL/SEL students
- Effective oral and written communication skills
- Collaborative team-building skills
- Teaching experience at more than one grade level.

on the teacher preparation Salary Table plus a salary differential of \$150 per pay period for on-basis time.

Option Two: One FTE coach to be shared .5 by two schools works a seven-hour work day paid on the teacher preparation Salary Table plus a salary differential of \$150 per pay period for on-basis time. Each school will fund 50% of the differential.

FUNDING OPTIONS

Option One: One full-time equivalent (FTE) coach assigned to one school works a seven-hour day

All school-site instructional coach positions are to be filled following the coordinator selection/confirmation process outlined in Article IX-A, Sections 4.0-10.0 of the LAUSD/UTLA Collective Bargaining Agreement. Please contact the Staff Relations Field Director in your Region if there are questions.

The job code and Budget Item Numbers are listed below. When budgeting for the job titles below, a corresponding differential must also be allocated.

Job	Job Title	Budget Item Description	Budget Item	PS group	Lv	Subarea
11100843	Instrl Coach EL	EL/SEL Inst Coach EL	18007	27	10	BSXX
		DIFF, EL/SEL Inst Coach EL	13294			
11100846	Instrl Coach SEC	EL/SEL Inst Coach Sec	18006	27	10	BSXX
		DIFF, EL/SEL Inst Coach Sec	13303			

Middle School-College and Career Coach

Non-classroom Assignment, Preparation Salary Table

This position is to ensure at-promise students in middle school are prepared for A-G course sequence requirements and will be successful in transitioning to high school and graduating college and career ready in accordance with District goals. These coaches will collaborate and partner with the Region and school site instructional staff, school personnel, families, parents, and the community to ensure that data-driven, results-based support services and programs are provided for our diverse students. The College and Career coach will support schools in identifying achievement gaps, informing intervention and support, assisting the implantation of English Language Arts (ELA)/English Language Development (ELD), accessing instructional technology resources accompanying the ELA/ELD materials being utilized and providing a bridge of support for at-promise middle school students in transitioning into high school.

The Middle School-College and Career Coach is a support position and does not include the evaluation of teachers.

ROLES AND RESPONSIBILITIES

- Provides demonstration lessons and supports that involve the direct instruction of pupils in ELA/ELD.
- Supports principals, school teams, and teachers on intervention strategies, accessing district-approved technological resources accompanying the adopted ELA/ELD 3 & 4 instructional material, and differentiated instruction utilizing the new ELA/ELD 3 & 4 adoption.
- Provides targeted and differentiated support and coaching on academic intervention, research-based instructional strategies, and accessing technological resources accompanying the adopted ELA/ELD instructional material.
- Prepares students for the transition into high school through supporting articulation, and by providing supports to help mitigate challenges and address the social-emotional, organizational, and/or academic needs of at-promise students (e.g., English Learners, Standard English Learners, students with disabilities, and socioeconomically disadvantaged students).
- Provides training to school staff on accessing and utilizing data to inform instruction and address achievement gaps in an effort to enhance learning and engage at-promise students.
- Analyzes various data sources to identify early alerts and collaborates on the design of intervention to meet needs of at-promise students.
- Accesses and utilizes data on grades, attendance and behavior to inform and guide dropout prevention and intervention efforts.
- Implements a multi-tiered behavior and academic support system to close the achievement gap, maintain and increase student engagement, and provide equity and access for at-promise students.
- Provides direct feedback to students throughout the learning cycle in order to ensure learner agency, academic rigor, and grade-level proficiency.

- Uses early alert system to identify at-promise students, especially during transitional stages between elementary, middle and high school
- Works collaboratively with Region, CoS teams, and school staff to plan for and implement literacy/English Language Arts instruction, access strategies and multi-tiered systems of support for all at-promise students, including foster youth and other targeted student populations.
- Provides actionable feedback and engages in collaborative discussion with academic counseling and other support service staff to monitor/support the completion of Individual Graduation Plans. Also supports the use of district-approved online platforms that support students' college and career awareness and planning.
- Models, teaches and guides educators and students in differentiated instructional practices utilizing adopted ELA/ELD materials.

REQUIRED QUALIFICATIONS

- Five (5) years of successful full-time public school certificated service as a teacher
- One of the following valid California teaching credentials or authorizations which permits teaching in the subject area of English:
 - Single Subject Teaching Credential in English/Language Arts or Multiple Subject Credential
 - Supplementary Authorization in English (requires 20 semester units of eligible coursework)
 - Introductory Subject Matter Authorization in English (requires 32 semester units of eligible coursework)
 - Middle School Authorization in English (requires 12 semester units of eligible

- coursework)
 - Limited Assignment Permit in English
- English Learner Authorization
- English Language Development Authorization
 - Full English Learner Authorization (BCLAD, BCC, CLAD, LDS)
 - Embedded English Learner Authorization (ELA, CLAD, BCLAD)
 - Supplementary Authorization in English as a Second Language
 - Emergency CLAD Permit
- A valid driver license and the ability to travel to various sites throughout the District

DESIRABLE QUALIFICATIONS

- Knowledge of and ability to conduct peer coaching or mentoring for instructional staff.
- Knowledge of and ability to conduct plan, design and implement professional development to stakeholders.
- Knowledge of instructional methodologies and effective research-based strategies to promote achievement and engagement for diverse learners.
- Knowledge of and experience with data systems including, MiSIS, Whole Child, Renaissance Star Reading and other District reporting and tracking systems.
- Ability to compose and comprehend written communication.
- Ability to work collaboratively with administrators, teachers, staff, families, and community members.
- Ability to work effectively with all racial, ethnic, linguistic, socioeconomic, and targeted populations.
- Poise, tact, and good judgement and commitment to the education of all students.

FUNDING OPTION – The Middle School College & Career Coach is a coordinator position (Class Code 0706) that is 6-hour, C-Basis with an optional differential. If a differential is offered, the position will be an 8-hour position. A school that is only allocated a 0.5 FTE position and offers a differential will need to purchase the other ½ of the differential with their own school site funds if the other half of the position is purchased.

All school-site positions are to be filled following the coordinator selection/confirmation process outlined in Article IX-A, Sections 4.0-10.0 of the LAUSD/UTLA Collective Bargaining Agreement. Please contact the Staff Relations Field Director in your Region if there are questions.

The job code and Budget Item Numbers are listed below. When budgeting for the job titles below, a corresponding differential may also be allocated. If a differential is paid with this position and based on the UTLA contract Article IX, 3.4b, the coordinator position is to have a daily scheduled obligation of eight hours (exclusive of duty-free lunch).

Job	Job Title	Budget Item Description	Budget Item	PS group	Lv	Subarea
19100706	MS COL & CAREER COACH	MS COL & CAREER COACH	14188	27	10	CSXX
		COL&CAREER DIFFERENTIAL	14190			

Problem-Solving/Data Coordinator

The role of the Problem-Solving/Data Coordinator is to provide support in using a process that utilizes all resources within the school and District in a collaborative manner to create a single, well-integrated system of instruction and intervention informed by student outcome data. The Problem-Solving/Data Coordinator builds capacity in a support position that serves teachers, students, and administrators. Under the direction of the school-site principal, the Problem-Solving/Data Coordinator will work closely with the Regional Leadership Team using a multi-tiered approach to high-quality instruction and evidence-based intervention. The focus will be on California's Core Components for Response to Instruction and Intervention (RtI²) that include evidence-based instruction/intervention, universal screening, continuous classroom progress monitoring, staff development and collaboration, and parent and family engagement. Key to the Problem-Solving/Data Coordinator's role will be the use of data based problem-solving models in the delivery of professional development, and appropriate evidence-based strategies to provide access to core instruction and intervention.

The Problem-Solving/Data Coordinator is a support position and does not include the evaluation of teachers.

ROLES AND RESPONSIBILITIES

- The Problem-Solving/Data Coordinator has three primary job responsibilities:
 - Staff Training:
 - Facilitate training for problem-solving model (PS) and Response to Instruction and Intervention (RtI²)
 - Work collaboratively with the school-based leadership team to develop and implement the PS/RtI² training agenda for the school year
 - Technical Assistance
 - Provide technical assistance to building administrators, teachers, parents and the school leadership team to facilitate implementation of the problem-solving and RtI² activities
 - Provide non-evaluative classroom observation and feedback, modeling and other supportive assistance necessary to implement the PS/RtI² process
 - Data Collection and Management

- Serve as the site Data Coordinator
- Facilitate the management and interpretation of data necessary to develop, implement and evaluate Tiers 1, 2 and 3 interventions
- Serve as the primary source of school data to support the evaluation of intervention services

REQUIRED QUALIFICATIONS

- Minimum of five years of teaching experience at the elementary (K-6) or secondary (6-12) level
- Appropriate certification to teach English Learners (CLAD, BCLAD, SB395 or SBI969 certificate) or willingness to gain certification within one year
- Possess or qualify for a valid California elementary or secondary teaching credential
- Required multicultural coursework or willingness to complete this requirement within one year of assignment
- Ability to use technology and access data to inform instruction

- Ability to travel to other sites/locations

DESIRABLE QUALIFICATIONS

- Experience in collaborative planning, delivery of instruction, and differentiated professional development
- Knowledge of RtI²/problem-solving model
- Excellent interpersonal communication, listening, facilitation and adult education teaching skills
- Collaborative team-building skills
- Teaching experience at more than one grade level

- Skills in analyzing and using data to make instructional and behavior decisions
- Familiarity with various District and other databases (i.e., MyData, Decision Support System, MiSiS and DataQuest etc.)
- Ability to conduct research and data gathering activities that support staff training

FUNDING OPTIONS

Option One: One full-time equivalent (FTE) coordinator assigned to one school

Option Two: One FTE coordinator to be shared .5 by two schools

The job code and Budget Item Numbers are listed below. When budgeting for the job title below, a corresponding differential should be budgeted at the same percentage. A differential paid with this position and based on the UTLA contract Article IX, 3.5b, the coordinator position is to have a daily scheduled obligation of eight hours (exclusive of duty-free lunch).

Job	Job Title	Budget Item Description	Budget Item	PS group	Lv	Subarea
19100706	ASMT, NONCLSRM, PREP	PROB SOLV DT COOR C1	13205	27	10	CSXX
		PROB SOLV DT CRD DIFF	11760			

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 - Budget Guideline is applicable to the program  -Not Allowed			
Budget General Guidelines			
1.	<p>Administrative X-Time: Administrative salaries for intervention and/or site-based professional development (PD) on unassigned days and/or Saturdays can be purchased during budget development (for additional information please refer to BUI-101500.0, Extra Duty Pay for Certificated Administrators Policy, dated November 9, 2020). Schools purchasing Administrative X-time are required to maintain documentation such as approved Request for Extra Duty Pay for Certificated Administrators forms (approved by Regional Superintendent) along with the intervention flyer and/or PD agenda for auditing purposes. For a Budget Adjustment Request (BAR) after budget development, this documentation will need to be submitted with the SPSA modification and BAR.</p> <p>For an administrator who is supervising intervention or facilitating a PD, up to one additional hour beyond the instructional program day or PD may be paid to the administrator for in-person events, and up to 30 minutes for remote/virtual events. For example, if the in-person intervention instructional program is scheduled for 8:00 a.m. to 12:00 p.m. (4-hour student intervention), the most that a supervising administrator can be paid for the day with Title I funds is 5 hours. If the remote/virtual intervention instructional program is scheduled for 8:00 a.m. to 12:00 p.m. (4-hour student intervention), the most that a supervising administrator can be paid for the day with Title I funds is 4.5 hours.</p> <p>Note: If budgeting X-Time for Assistant Principal, Secondary Counseling Services (APSCS), use Counselor X-Time Budget Item #11087.</p>	✓	✗
2.	Alterations and Improvements: Alterations and Improvements (A&I) of facilities is not allowed with Title I funds.	✗	✗
3.	<p>Allocations: The following applies to allocations for categorical resources:</p> <ul style="list-style-type: none"> All new, sending, and reconfigured schools will receive 90% of their estimated Title I allocation. All existing schools will continue to receive 100% of their Title I allocation, adjusted for mandated set-asides if applicable 	✓	✗
4.	Arts: When funding with Title I resources, the Arts may be utilized to enhance students' academic skills that support proficiency in English/Language Arts and Mathematics; however, allowable expenditures for this purpose are limited to the following services:	✓	✗



Program and Budget Guidelines		Title I & CSI 7S046 - 7T691	Title III 7T197
<p>✓ - Budget Guideline is applicable to the program ✗ -Not Allowed</p>			
	<ul style="list-style-type: none"> • Contracted Instructional Services may be funded. These services must incorporate the Arts in supporting Tier II intervention in English/Language Arts and Mathematics for students not meeting grade-level standards. • Professional Development that ensures teachers are skilled in delivering Tier II intervention that integrates Arts strategies designed to enhance students' academic skills in English/Language Arts and Mathematics. <p>Based on the Education Department General Administrative Regulations (EDGAR), 2CFR Part 200 Section 200.438, costs of entertainment including amusement, diversion, and social activities and any associated costs are unallowable with federal funds (including Title I).</p>		
5.	<p>Budget Assistance: Schools should contact the Regional fiscal specialist for budget development, budget transfers, and the Position with Incumbent (PWI) Report for federal and state funded employees.</p>	✓	✓
6.	<p>Expenditures and SPSA, and Repayments: The use of all federal funds allocated to school sites (i.e., Title I and Title III) must be adequately described in the School Plan for Student Achievement (SPSA). The SPSA is an auditable document during Federal Program Monitoring (FPM) reviews and other audits. All expenditures must be allowable in accordance with program regulations and meet federal cost principles such as "necessary" and "reasonable". The FSEP office routinely monitors all Title I expenditures throughout the year. For expenditures that are questionable, FSEP may require additional information and/or documentation (i.e., lesson plan, purpose and intent, who will be attending, how the expenditure will benefit students academically, how the expenditure supports your academic program, what data was used to determine the need, how will the effectiveness of this strategy be monitored). In instances where expenditures are deemed unallowable, schools will be required to use general funds to pay back the Title I/Title III program.</p>	✓	✓
7.	<p>Feeder Schools Allocations: Feeder schools will receive a percentage of their allocations in Fiscal Year (FY) 2023-2024. These allocations are based on E-cast enrollment figures as of February. Please note that if actual norm day enrollment is lower than projected, the feeder school is responsible for that difference and will be required to return the overage and to fund positions from other school site resources.</p>	✓	✗

Program and Budget Guidelines  - Budget Guideline is applicable to the program  -Not Allowed		Title I & CSI 7S046 - 7T691	Title III 7T197
8.	Funds in Pending Distribution (Commitment Item #430009): Schools should address all Title I funds that are in the Pending Distribution commitment item no later than Ground Hog Day (February 2nd). Schools will need to submit a SPSA Modification on or before February 2nd to the Region for approval. If the funds remain in Pending Distribution after February 2nd and no modification has been submitted, the funds may be “swept up.” All unused fund will be used as part of the reallocation process for all Title I schools.	✓	✗
9.	Negative Budget Amount (Commitment Item #430077): Any negative budget amount under Commitment item #430077 must be zeroed out. If funds are available at commitment item # 430009, schools are advised to use this first to offset the negative budget in 430077.	✓	✗
10.	Prior Year Credit: If issued a credit from the prior year, the funds will be returned to the central office categorical program, as a prior year credit would affect the school’s current allocation and violate Title I ranking and serving rules.	✓	✗
11.	Gift of Public Funds Prohibition: Article XVI, Section 6 of the California Constitution prohibits the gifting of public funds including federal funds. Therefore, the use of federal grant funds for purchasing prepaid store cards—i.e. retail/grocery stores, Amazon, iTunes, convenience stores, gas cards, etc. is not allowable. Because prepaid cards are considered “cash equivalents,” their use cannot be controlled, and does not meet the necessary and reasonable standard required by federal regulations.	✓	✓
12.	Health and Welfare Benefits: Health and welfare benefit calculations for both classified and certificated staff have been updated to better align with positions funded with general funds or categorical resources. Contact your Fiscal Specialist for details.	✓	✓
13.	Mileage: Reimbursement only for school employees who participate in Title I program activities such as Title I funded workshops and Title I meetings. The purpose and need for mileage must be specifically described in the SPSA. Mileage reimbursement for parents attending workshops should follow the guidelines in BUL-6748.2, Parent Conference Attendance . Note: Mileage for itinerants (Nurses, PSW, PSA Counselors, other itinerants) cannot be charged to the school’s Title I budget.	✓	✗
14.	Penalties and Payback to the Title I Program: All penalties for non-allowable items must be funded with general funds regular program	✓	✓

Program and Budget Guidelines		Title I & CSI 7S046 - 7T691	Title III 7T197
 - Budget Guideline is applicable to the program  -Not Allowed			
	<p>resources. Per the District’s annual carryover memorandum that is issued yearly, any positive ending balance in Program Code 13027 (or comparable general fund program) may be used to offset the negative ending balances in non-carryover programs codes (such as Title I and Title III).</p> <p><i>As part of the monitoring process during the school year, FSEP will periodically conduct reviews of schools’ Title I payroll and nonpayroll expenditures for overdrafts, unfunded expenditures and unallowable items.</i></p>		
15.	Rental of Facilities: Rental of facilities is <u>not allowable</u> with federal resources by school sites.	X	X
16.	Salary Savings: A Budget Adjustment is required to capture salary savings for a position that is vacant for a minimum of 20 work days .	✓	✓
17.	New Schools or Schools New to Title I: For schools new to Title I or new schools <u>opening</u> , all Title I funds are placed in Pending Distribution. Prior to the formation of the SSC and the development and approval of the SPSA, a reasonable amount of funds can only be transferred to Teacher X-time. These expenditures must be approved by the Regional Director or Community of Schools Administrator.	✓	X
18.	Postage: Stamps and postage fees are <u>not allowed</u> .	X	X
19.	Unallowable Positions: Program funds <u>cannot</u> be used to purchase Administrator positions, TSP Advisor, Campus Aide, School Supervision Aide, Custodian, or Dean positions. The Estimated Rate Sheets list positions that may be allowable to support the program	X	X
Certificated (Teachers, Out-of-Classroom Personnel, Itinerants, Teaching Assistants), Classified and Unclassified Personnel			
20.	Certificated Basis: The majority of certificated positions funded with categorical resources may only be budgeted on “C” basis. However, there are “B” basis options for specifically identified coach positions. Refer to the instructional support descriptions.	✓	X
21.	Counselors: Only Title I Schoolwide Program schools may purchase counselors to reduce student-to-counselor ratio.	✓	X
22.	CSR Teachers and District Norming: Only Title I Schoolwide Program schools may purchase register-carrying teachers to reduce class size for Literacy, Mathematics, Science, and Social Studies. Title I funds are supplemental and therefore cannot supplant the core program (normed teacher allocation). Since the purpose of a CSR teacher is to reduce class	✓	X

Program and Budget Guidelines		Title I & CSI 7S046 - 7T691	Title III 7T197
<p>✓ - Budget Guideline is applicable to the program ✗ -Not Allowed</p>			
	<p>size, schools must maintain the number of norm teachers that was allocated to the school in order to purchase a CSR teacher with Title I funds.</p> <p>The minimum allowable when funding CSR teachers with Title I resources is 0.2 FTE (1 day). If funding more time than 0.2 FTE, additional time may be purchased in the following recommended increments: 0.40, 0.50, 0.60, 0.80, 1.0. These increments are recommended to facilitate allocation of substitute days. Although 0.5 is not an increment of 0.2, it is allowed because it is considered one half of a position. The appropriate time reporting documentation is required.</p>		
23.	<p>Day to Day Substitute Benefited Absence: A maximum of four (4) days of Day-to-Day Substitute Benefited Absence (Budget Item #10562) must be budgeted in Title I to cover the benefited absence of register carrying/class-size reduction (CSR) teachers purchased from Title I. Per the General Fund Manual, "if the register-carrying teacher is fully funded with specially-funded programs (e.g., Title I), the District allocates 6 substitute days after norm day". This means that Title I will pay for 4 of the 10 substitute days of a register-carrying teacher and the District will pay for the other 6 days.</p> <p>When funding less than 1.0 FTE, the number of days should be equivalent to the percentage/number of the position that is purchased (prorated based on the full-time equivalency). This means that if the school is only using Title I funds to pay for ½ of the position, then 2 days will need to be budgeted from Title I for the benefited absences.</p> <p>Reporting Illness/Non-Illness time for Title I CSR teachers: Time Reporters must use the respective program code when time reporting the day-to-day substitute replacing the funded register-carrying/CSR teacher for a benefited absence, i.e., illness, personal necessity, kin-care. Unused days may be repurposed in the second semester for use during the current fiscal year if the position is unfilled and will continue to be unfilled for the rest of the year. A budget adjustment request, complete with School Site Council date of approval and Regional reviewer signatures, must be submitted. Absence for the fifth day forward should be time reported from program 13027 (see General Fund School Programs Manual).</p>	✓	✗
24.	<p>English Learner (EL) Instructional Coach: This position is created to address the linguistic and academic needs of English Learners. This</p>	✓	✓



Program and Budget Guidelines			Title I & CSI 7S046 - 7T691	Title III 7T197																																																											
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	position can be multi-funded with Title I funds. See job description in the Instructional Support section.																																																														
25.	English Learner/Standard English Learner (EL/SEL) Instructional Coach: This position is created to address the needs of English Learners and Standard English Learners. See job description in the Instructional Support section.		✓	✗																																																											
26.	Percentage Options for Most Commonly Funded Title I Personnel:		✓	✗																																																											
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Program and Budget Guidelines				Title I & CSI 7S046 - 7T691	Title III 7T197
 - Budget Guideline is applicable to the program  -Not Allowed					
		Paraprofessionals (TA, Ed Aide III, Instructional Aide I, Ed Resource Aide)	1-hour and 2-hour positions must be 100% funded (cannot multi-fund); 3-hour and above positions can be multi-funded 50% or 100%		
	PRNT RSR ASST CIT	Parent Resource Assistant	20, 40, 50, 60, 80, 100		
	PRNT RSR AST ARMC IT	Parent Resource Assistant (Armenian)	20, 40, 50, 60, 80, 100		
	PRNT RSR AST KORCIT	Parent Resource Assistant (Korean)	20, 40, 50, 60, 80, 100		
	PRNT RSR AST SPNCIT	Parent Resource Assistant (Spanish)	20, 40, 50, 60, 80, 100		
	PRNT RSR LIASN CIT	Parent Resource Liaison	20, 40, 50, 60, 80, 100		
	PROB SOLV DT CORD C1	Problem Solving-Data Coordinator	50, 60, 70, 80, 90, 100		
	COUNS SEC CIT	Secondary Counselor	20, 40, 50, 60, 80, 100		
	TCHR E LIB CIT C	Teacher Librarian, Elementary	50, 100		
	TCHR S LIB CIT	Teacher Librarian, Secondary	50, 100		
For positions not specifically listed, the funding options are 50% and 100%.					
27.	Intervention/Prevention Support Coordinator: The Budget Item Numbers for this position are Budget Item #14496 and Budget Item #13301 (shared sites).			✓	✗
28.	Itinerant Support Personnel – School Nurse, School Psychologist, PSW, PSA Counselor (Minimum Funding for Supplemental Time): The minimum for funding <u>supplemental itinerant support</u> personnel when purchased with Title I funds is 0.1 FTE (1/2 day) . In determining cost, please ensure that the Estimated Rate Sheets are used. Multi-funding the FTE for Itinerant Support Personnel can be done either 100% or 50% when using both CSI funds and Title I (7S046).			✓	✗
29.	Limited Contract Teachers and Off-Norm Auxiliaries for Intervention: Schools can purchase limited contract teachers and off-norm auxiliary in secondary schools for intervention during the school day. The use of substitutes for intervention is not an allowable expenditure.			✓	✗
30.	Multi-funded CPA and Differential: Multi-funded Categorical Program Advisor positions and the corresponding differentials should be budgeted at the same percentage.			✓	✗
	<i>Note: Personnel must perform duties only from the program for which they are paid.</i>			✓	✗



Program and Budget Guidelines		Title I & CSI 7S046 - 7T691	Title III 7T197
<p>✓ - Budget Guideline is applicable to the program ✗ -Not Allowed</p> <p><i>Note: Differentials may vary based on position (i.e., coordinator, coach, teacher)</i></p>		✓	✗
31.	<p>Other Federally Funded Personnel Who Cover Classes: Charge the appropriate District account when a federally funded person substitutes for a District-funded teacher.</p> <p><i>Note: Day-to-day Substitute Benefited Absence should be budgeted for register carrying/class-size reduction teachers and must be budgeted using the same funding source from which the CSR teacher is purchased.</i></p>	✓	✓
32.	<p>Out-Of-Classroom Personnel – Program Funding Guidelines: If the position is not considered a Single Cost Objective and not 100% funded with Title I funds, see Program and Budget Guideline #26 for the allowable percentages. The remaining percentage of the position, not funded with Title I, must be funded with no more than two unrestricted programs (General Fund). For example, a school could fund a Problem-Solving/Data Coordinator with the following percentages:</p> <ul style="list-style-type: none"> • Restricted Fund: 50% from Title I (7S046) • Unrestricted Funds: 25% with General Fund School Program (13027) and 25% from Student Equity Needs Index (SENI) (10552) <p>The only exceptions where two federal funds/programs can be combined are:</p> <ul style="list-style-type: none"> • English Learner (EL) Coach in a SWP school. Schools that receive Title III funds can combine their Title I and Title III funds to make up the allowed percentages for an EL Coach. Since the minimum percentage to fund an EL Coach on the SPSA is 10% and if the school's Title III funds are less than 10% of the position, the school can: use Title III to pay 5% (whole percentage) and use Title I to pay 5%, 10%, 15% etc. (this is an example) • Parent Resource Liaison/Parent Resource Assistant in a SWP school. Schools can combine 7S046 and 7E046 to make up the allowed percentages. <p>For Time-Reporting documentation requirements for Title I funded positions (multi-funded or fully-funded), please see Title I Time and Effort Reporting.</p>	✓	✗
33.	<p>Prof Expert: Professional expert assignments cannot be processed until the request has been approved by the Office of the Superintendent (a</p>	✓ (restricted)	✗



Program and Budget Guidelines		Title I & CSI 7S046 - 7T691	Title III 7T197
<p>✓ - Budget Guideline is applicable to the program ✗ -Not Allowed</p>			
	completed Freeze Form is required). The approval should occur prior to the Budget Adjustment Request (BAR) process.		
34.	<p>Support Services and Instructional Support Job Descriptions: The established need and description of supplemental services for applicable personnel must be addressed in the SPSA. The person occupying the position should be familiar with the written description in the Supplemental Services section/applicable Policy Guide and should perform only these duties. For multi-funded positions (funded from more than one program), indicate the proportion of the time provided to students from each funding source. Multi-funded personnel must document actual time, and that time must support cost distribution to each program, including District services.</p> <p>Note: Out-of-the classroom positions funded with categorical programs are not assistant principals nor are they responsible for testing.</p>	✓	✗
35.	<p>Teacher Assistants: provides services under the direct supervision of a credentialed classroom teacher. The TA is budgeted per the number of hours, the number of days and the percent funded. If a school needs to multi-fund the position, please see the restrictions below:</p> <ul style="list-style-type: none"> • 1-hour and 2-hour positions must be 100% funded (cannot multi-fund) • 3-hour and above positions can be multi-funded 50% or 100% <p>With regard to health and medical benefits for Teacher Assistants, please refer to the General Fund School Programs Manual, located on the School Fiscal Services Branch website, for directions on how to allocate funds for these expenditures.</p>	✓	✗
36.	<p>Teacher Assistants Paid Non-Working Days (PNWD): Teacher Assistants Paid Non-Working Days (PNWD): Teacher Assistant employees do not receive vacation and illness benefits like other employees. Instead, they accrue generic days off called "Paid Non-Working Days" or PNWD. It is recommended that schools allocate separately for PNWDs under budget item #14895. While the vast majority of Title I-funded teacher assistants have a "Degree Track" status which accrue .0445 credit hour for each hour of paid service, there are still some Non-degree Track Teacher Assistants that may accrue .0167 hour instead. Please be mindful of these charges as each individual school's PNWD usage may vary. Should there be an overdraft in the Title I program because of these charges, the school's general funds will be affected through payback. For additional</p>	✓	✗



Program and Budget Guidelines		Title I & CSI 7S046 - 7T691	Title III 7T197
<p>✓ - Budget Guideline is applicable to the program ✗ -Not Allowed</p>			
	<p>information, please refer to Payroll Concepts Manual, February 2021 and 2014-2017 Collective Bargaining Agreement Unit F (Teacher Assistants). In addition to PNWDs, schools should allocate for their Teacher Assistants that have bilingual differentials under Budget Item #11728. Title I payroll overdraft caused by unallocated teacher differentials may result in general fund payback.</p> <p>Source: Payroll Concepts Manual, February 2021</p>		
37.	<p>Teacher Auxiliaries: Only Title I Schoolwide Program schools may purchase auxiliary teacher time for class size reduction in the core academic areas or intervention. The SPSA page description of the teacher auxiliary must include the subject area to be taught and the grade level.</p>	✓	✗
38.	<p>Teacher Librarian: Only a Title I Schoolwide Program school may purchase a Teacher Librarian to support supplemental literacy activities. A minimum of four (4) days of Day-to-Day Substitute, Benefited Absence (Budget Item #13984) must be budgeted to cover the benefited absence of the Teacher Librarian purchased from federal programs. When budgeting for this position, a differential for Teacher Librarian must be also budgeted (Budget Item #14112).</p>	✓	
39.	<p>Time Reporting for Teacher Release Day/Hrs: For teachers not funded from Title I who attend any Title I or Title III funded activity (PD, grade level planning, student data analysis, classroom observations), their time reporters will pay the teachers who attended/participated in the activity for the day with Title I or Title III funds and pay the substitute who covered the class with the respective program code of the teacher they replaced.</p> <p>If a CSR teacher who is already funded from Title I attends a Title I funded activity, the school will not need to allocate Teacher Release Day/Hrs for him/her but will require the school to allocate funds to pay for the substitute. For the payment of a substitute who covers for a Title I-funded (7S046) teacher, the Budget Item # is 10378, Teacher Release Day – Day to Day Substitute for Categorically-Funded teacher (TCH REL DTD SUB CAT)</p> <p>Substitutes may not be purchased for the purpose of releasing teachers for curricular trips or for providing intervention.</p> <p>Since the Teacher Release Day/Hrs. is budgeted per hour, if a teacher is attending a Title I/Title III funded activity, the school can choose to pay for part of the day (by hours).</p>	✓	✓

Program and Budget Guidelines		Title I & CSI 7S046 - 7T691	Title III 7T197
 - Budget Guideline is applicable to the program  -Not Allowed			
40.	Title I-Funded CSR Teachers Who Cover Classes: Secondary class-size reduction teachers who cover classes during their conference period must be paid with the same funding source as the teacher of record (the teacher that is being replaced).	✓	✗
41.	Tutoring: When a regular status teacher/coach/coordinator/librarian/counsel or tutors or provides intervention to students outside of the basic assignment, i.e., afterschool, Saturdays, the following descriptions and Budget Item Numbers must be used: <ul style="list-style-type: none"> • Tutor Teacher X-Time – Budget Item #10376 (classroom teacher/coach*) • Coordinator X-Time (Tutor)* - Budget Item #14691 • Librarian X-Time (Tutor)* - Budget Item #14699 • Counselor X-Time (Tutor) – Budget Item #14687 <p>When describing the expenditure, please indicate the number of hours budgeted</p> <p>*For positions with differentials, the person cannot be paid until after their regular assigned day.</p> <p>Note: <i>When using Title III funds, schools must form classes solely comprised of EL students.</i></p>	✓	✓
42.	Clerical Positions: A school may purchase positions from the combination of office technician/senior office technician positions, and the office(s) in need of support must be included in the SPSA with a detailed description of how this position will support the Title I program.	✓	✗
43.	Clerical Relief/X/Z-Time: Custodial Overtime (OT)/Relief and Clerical OT/Relief are unallowable expenditure in the Title I Program (7S046, 70S46, 7T691, 7E046). Schools may still budget Clerical X/Z-Time in Title I (7S046, 70S46, 7E046). Refer to the Classified Employee Handbook or Payroll Services for the correct usage of Clerical X/Z-Time. Please be aware that Clerical X/Z-time is not paid at time and a half. <p>Clerical X/Z-time is generally paid for clerical staff on unassigned days or if the person is not an 8-hour/day employee. If a clerical employee works a regular work week (40 hours per week) and works on a Saturday, it is considered Clerical OT (which is not allowed in the Title I program). Schools that have payroll charges in Clerical/Custodial OT will be required to pay back with general funds.</p>	✓	✗



Program and Budget Guidelines  - Budget Guideline is applicable to the program  -Not Allowed		Title I & CSI 7S046 - 7T691	Title III 7T197												
44.	<p>Custodial Supplies: Custodial Supplies can only be purchased for a Title I funded Intervention Program. The types of supplies that are allowed are the following consumable items: paper towels, toilet seat covers, toilet paper, trash bags, and soap. The allocation is \$1.25 per student per Title I Intervention session. Once the funds are in the correct commitment item, schools will need to submit into the Shopping Cart the SPSA page, quote, and flyer or notification to parents describing the intervention. The description must include:</p> <ul style="list-style-type: none"> • The date and time • Number of sessions and total number of days • Approximate number of students <p>Instead of a flyer, schools may submit a signed copy of the Intent To Offer attachment from the <i>Locally Designed and Funded Intervention Programs</i> reference guide issued by Beyond the Bell. Use Maintenance/Operations Supplies Budget Item 40183, Commitment Item 430003.</p> <ul style="list-style-type: none"> • REF-6570.5, Locally Designed and Funded Intervention Programs for Grades K-8 • REF-6587.2, High School Locally Designed and Funded Credit Recovery and Intervention Programs 	✓	✗												
45.	<p>Ed Aide II: A school may budget a total of four Education Aide II positions. New positions will not be approved, and only existing positions can be funded. For more information, review the Superintendent’s Interoffice Correspondence entitled “Immediate Freeze on the Hiring of Education Aide II’s- Clarification of Duties,” dated December 8, 2011.</p>	✓	✗												
46.	<p>Multiple sites Classified Assignments: Schools attempting to combine classified assignments for one individual are limited to the following combinations:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>Location A</th> <th>Location B</th> </tr> </thead> <tbody> <tr> <td>6-Hour Position</td> <td>3-Hour</td> <td>3-Hour</td> </tr> <tr> <td>8-Hour Position</td> <td>3-Hour</td> <td>5-Hour</td> </tr> <tr> <td>8-Hour Position</td> <td>4-Hour</td> <td>4-Hour</td> </tr> </tbody> </table>		Location A	Location B	6-Hour Position	3-Hour	3-Hour	8-Hour Position	3-Hour	5-Hour	8-Hour Position	4-Hour	4-Hour	✓	✗
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8-Hour Position	4-Hour	4-Hour													
47.	<p>Multi-Funding Classified and Unclassified Positions: If using Title I funds (7S046), the only two percentage options available for funding are 50% or 100%. If the 50% option is chosen, 0.50 FTE must be charged to Title I (7S046) and the remaining 0.50 FTE must be funded with no more than two General Fund unrestricted programs. For example, a school may fund an Office Technician using Title I (7S046) for 50% and General Fund School</p>	✓	✗												

Program and Budget Guidelines		Title I & CSI 7S046 - 7T691	Title III 7T197
 - Budget Guideline is applicable to the program  -Not Allowed			
	Program (13027) for 25% and SENI (10552) for the other 25%. Please be reminded that all multi-funded positions will require time-reporting documentation to be completed for each Title I funded position.		
48.	CalPERS cost and Other Miscellaneous Payroll Issues: Schools with any classified positions such as Community Reps, Counseling Assistants, etc. that complete 1,000 hours of service in one year are covered by CalPERS and the school is required to budget for these expenses. Schools with certificated employees that are currently covered with CalPERS must also allocate for these costs in accordance with the the respective hours of service completed and corresponding position. In addition, schools are also responsible for allocating differential, degree, longevity costs, and other incidental cost to any Title I funded positions. Contact your fiscal specialist for more information on the additional expenses.	✓	✗
49.	Z Holiday Pay: For positions funded out of Title I, costs related to holiday pay for employees will be triggered proportionate to the position funding percentage and as such, school must allocate for the employee z time if there's an intent to have employee work a day before or after the holiday. If not, this will cause an overdraft in supplemental salary line for that position. Please contact your fiscal specialist for questions.	✓	✗
Conferences/Professional Development			
50.	Training Rate: Training Rate is to pay a regular status personnel who attends a non-mandated training outside of the basic assignment, i.e., afterschool or on Saturdays. Please refer to the Superintendent's Inter-Office Correspondence titled " <i>Update: Professional Development Pay Rates and Criteria for Mandated Professional Development for Certificated Staff</i> " dated August 24, 2015 and any updated bargaining agreements and additional information or guidance on the use of training rate.	✓	✓
51.	Teacher X-Time (Non-Tutor): Can be used to pay teachers and coaches for activities outside of their regular assignment (e.g., after school, Saturdays) related to the Title I Program. Examples of activities are: attending mandated PD, analyzing data, planning, conducting evaluation, etc.) See Budget Terms section for a more complete list of allowed activities. When describing the expenditure, please indicate the number of hours budgeted.	✓	✓

Program and Budget Guidelines  - Budget Guideline is applicable to the program  -Not Allowed		Title I & CSI 7S046 - 7T691	Title III 7T197
	<p>For professional development payment, please refer to the Superintendent's Inter-Office Correspondence titled "<i>Update: Professional Development Pay Rates and Criteria for Mandated Professional Development for Certificated Staff</i>" dated August 24, 2015 for additional information.</p>		
52.	<p>Staff Conference Attendance: Identify titles/names of conferences specifically in the SPSA and the need for attending that particular conference and how it will benefit at-risk students. Schools may use the P-Card, Imprest, or Shopping Cart for this expenditure.</p> <p>This commitment item number can also be used to pay for registration cost associated with a professional development webinar for staff members.</p> <p>There is no limit for Staff Conference Attendance as long as the cost is reasonable and allowable. Staff Conference Attendance includes reimbursement for conference registration fees, hotel, mileage, airfare, per diem, etc.</p> <p>Schools are required to follow District policy as it pertains to conference attendance. Schools who are requesting the use of Title I or Title III funds to pay for a conference, whether it is in city or outside of the city, must submit a 10.12.2 travel form to the Travel Desk along with a copy of the approved SPSA page(s) that names the specific conference prior to attending the conference. The failure to get pre-approval from the Travel Desk will cause a delay or a denial of the use of Title I or Title III funds for reimbursement. Due to requirements for "reasonableness", Title I/Title III funds cannot be used to pay for hotel and per diem fees for attendees who attend a conference within 45 miles of the school. For virtual conferences, the ATRN (for staff) and the 10.12.2 form (for parents) may not be needed. Please consult with procurement for the most up-to-date information.</p> <p>For conferences that might be interpreted as "entertainment" or not benefiting the at-risk Title I students but that the school considers instructional and is requesting to be funded with Title I, the FSEP office may require additional documentation and/or information (i.e., purpose and intent, who will be attending, how the expenditure will benefit students academically, how the expenditure supports your academic program, the data used to determine the need, how the information will be shared with</p>	✓	✓

<p style="text-align: center;">Program and Budget Guidelines</p> <p style="text-align: center;">  - Budget Guideline is applicable to the program  -Not Allowed </p>		<p style="text-align: center;">Title I & CSI</p> <p style="text-align: center;">7S046 - 7T691</p>	<p style="text-align: center;">Title III</p> <p style="text-align: center;">7T197</p>
	<p>other teachers not attending, how the effectiveness of this strategy will be monitored) prior to approval.*</p> <p><i>In addition, there will be a review process for conference attendances purchased with Title I funds. The review process will require schools to upload the required Title I documentation [SPSA page, conference flyer, quote/invoice and Approved Travel Request Notification (ATRN)] for staff in the Shopping Cart or through P-Card/Imprest reconciliation. For Shopping Cart and P-Card/Imprest Reconciliation for parents attending a conference, the school will need to submit SPSA page, conference flyer, quote/invoice and approved 10.12.2 Travel Claim form.</i></p> <p>*When the burden of proof of the benefit to the Title I program is high, schools may want to consider funding these conferences with general funds.</p>		
53.	<p>Restrictions on June Staff Conference Attendance: The restrictions to June Staff Conference Attendance using federal funds (Title I and Title III) have been lifted with certain caveats. Please be aware that Title I and Title III funds do not carryover and therefore all travel expenses must be expended by June 30. In addition, regardless of the federal funds expended date, schools need to be aware of Procurement closing deadlines that may affect when travel documents (Travel Requests entries and Travel Claim Reimbursement Requests) need to be submitted. These earlier deadlines are posted in the Procurement Year-End Closing Timelines memorandum that is published annually in February/March of the current school year. If travel charges or claim reimbursements are submitted after the Procurement deadlines and the charges are posted to next year's Title I or Title III funds, schools will be required to reimburse the federal program with school site general funds. Also, schools are required to include a general fund program along with the Title I fund program on their travel conference forms when submitting to attend a June conference. For guidance on June conferences using federal funds, please contact FSEP at 213-241-6990 and ask to speak to a compliance specialist.</p>	✓	✓
54.	<p>Teacher Release Day/Hrs*: Teacher Release Day/Hrs. is to pay a regular status teacher who attends a training/planning/data analysis/classroom observation <u>during</u> the basic assignment with federal or state categorical funds. When describing the expenditure, please indicate the number of days/hours budgeted not just a lump sum.</p>	✓	✓

Program and Budget Guidelines		Title I & CSI 7S046 - 7T691	Title III 7T197
<p>✓ - Budget Guideline is applicable to the program ✗ -Not Allowed</p>			
	<p>*For teachers funded from Title I funds, the substitute that covers that teacher must be compensated with Teacher Release Day – Day to Day Subs for Categorically Funded Teacher (TCH REL DTD SUB CAT). The budget item# is 10378.</p>		
55.	<p>Teachers Attending a Federally Funded Professional Development: A teacher who attends a training paid for by federal resources must complete time and effort reporting documentation (see BUL-2643.13, Documentation for Employees Paid from Federal and State Categorical Programs) and be charged to the federal funding source.</p>	✓	✓
Contracts			
56.	<p>Contracted Instructional Services: This is for instructional services provided by a contractor and schools must follow Procurement procedures. A description of how the services provided by the contractor supplement the instructional program to improve academic achievement for participating students and the established need must be included in the SPSA page.</p> <p>If a school needs to purchase a contract to a single vendor beyond \$25,000, allocate the first \$25,000 under Commitment Item # 580030 at Budget Item # 50002. The amount beyond \$25,000 needs to be allocated under Commitment Item # 510010 at Budget Item # 50255. Essentially, up to \$25,000 in a contract expenditure will be subject to indirect cost rate calculation and any amount beyond that is considered a subagreement and will be exempt from such (California School Accounting Manual, 2019 Edition, Procedure 915).</p> <p>In addition, there will be a review process for contracts purchased with Title I funds. The review process will require schools to upload the required Title I documentation in the Shopping Cart.</p> <p>Note: Contracted personnel may not perform the duties of any classified, unclassified, or certificated employee. Questions should be referred to the Contract Administration Branch at (213) 241-3039.</p>	✓	✗
Non-Instructional Contracts, Copiers, and Maintenance of Equipment			
57.	<p>Non-Instructional Contracts (Toshiba Unified Print Program) – Commitment Item #580002: This is for funding the Toshiba Unified Print Program. Title I schools wanting to budget duplication (copying) costs using Title I funds must budget this as a multi-funded cost attributing no more than 50% to Title I.</p>	✓	✗

Program and Budget Guidelines  - Budget Guideline is applicable to the program  -Not Allowed		Title I & CSI 7S046 - 7T691	Title III 7T197
	<p>An unrestricted general fund accounting line should be identified as the default account when funding the Toshiba UnifiedPrint-Toshiba Imaging Project contract. When supplementing with federal funds, the contract should be funded as "Other Non-Instructional Contracted Services" under, Commitment Item #580002. When reconciling the Ghost Card, the funding must be split into two separate lines with no more than half of the total dollar amount being charged to Title I funds, and the other half charged to any appropriate non-Title I fund. Please reconcile the Ghost Card expenditure using the Title I Program first to ensure that the system will direct you to the maximum 50-50 split.</p> <p>The 50% rule also applies to the purchasing of copiers using Title I funds. Please review BUL-134710.0, Restricted Use of P-Card, Ghost Card and Travel Card (T-Card) for Title I Program Purchases for the procedures for charging the Ghost Card.</p>		
58.	Non-Instructional Contracts – Other Services (Personal Services Contracts – Non-Instructional Services) – Commitment Item #580001: This item is used to purchase Information Technology (IT) service contracts for schools or central offices. Use Budget Item #50161 (Personal Service Contracts- Non-Instructional Services).	✓	✗
59.	Maintenance of Equipment (Commitment Item #560006) and Rental of Equipment (Commitment Item #560011): Title I schools wanting to budget Maintenance of Equipment and Rental of Equipment contracts must budget 50/50 for each piece of equipment, i.e., duplicating machines, poster makers, and laminating machines, attributing no more than 50% of the cost to Title I.	✓	✗
60.	Duplo Machines: For schools purchasing copiers such as Duplo machines from Title I, additional information may be requested to ensure that Title I is not paying the majority of the copying charges at the school.	✓	✗
61.	Commitment Items for Copying/Duplication Charges: <ul style="list-style-type: none"> • Other Non-Instructional Contracts (Toshiba Contracts) – Commitment Item #580002 • Maintenance of Equipment (Other than Toshiba) – Commitment Item #560006 • Rental of Equipment (Other than Toshiba) – Commitment Item #560011 <p>Using the incorrect commitment item may result in payback with general funds or denial of the expenditure.</p>	✓	✗

Program and Budget Guidelines

✔ - Budget Guideline is applicable to the program
 ✘ -Not Allowed

Title I & CSI
 7S046 - 7T691

Title III
 7T197

Curricular Trips/Admission Fees

62. **Admission Fees:** Admission tickets for approved academic field trips may be purchased by using unrestricted funds or federal funds (Title I). Title I funds for the purchase of admission fees may be used to provide services for eligible students (TAS) or all students (SWP) as long as it is described in the SPSA, allowable under Title I regulations and is one of the approved District sites (see [District's Approved Field Trip Site List](#)) Admission tickets should be funded as follows:

Description	Budget Item Number	Commitment Item
Admission Tickets	50058	580005

Based on the Education Department General Administrative Regulations (EDGAR), 2CFR Part 200 Section 200.438, costs of **entertainment** including amusement, diversion, and social activities and any associated costs are **unallowable** with federal funds (Title I).

For admission fees that might be interpreted as “entertainment” but that the school considers instructional and is requesting to be funded with Title I, the FSEP office may require additional documentation and/or information (i.e., lesson plan, purpose and intent, who will be attending, how the expenditure will benefit students academically, how the expenditure supports your academic program, the data used to determine the need, how the effectiveness of this strategy will be monitored) prior to approval.

In addition, there will be a review process for admission fees purchased with Title I funds. The review process will require schools to upload the required Title I documentation in the Shopping Cart and/or P-Card/Imprest Reconciliation.

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63. **Requirements for Curricular Trips:** Curricular trips (in-person or virtual) are to **supplement** the core instructional program and to improve academic achievement for participating students. The **established need and description for such services and activities** must be addressed in the SPSA including the specific names of field trip sites (with number of trips per site).

Based on the Education Department General Administrative Regulations (EDGAR), 2CFR Part 200 Section 200.438, costs of **entertainment** including

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<p style="text-align: center;">Program and Budget Guidelines</p> <p style="text-align: center;">  - Budget Guideline is applicable to the program  -Not Allowed </p>		<p style="text-align: center;">Title I & CSI</p> <p style="text-align: center;">7S046 - 7T691</p>	<p style="text-align: center;">Title III</p> <p style="text-align: center;">7T197</p>
	<p>amusement, diversion, and social activities and any associated costs are unallowable with federal funds (Title I).</p> <p>For curricular trips that might be interpreted as “entertainment” or not benefiting the at-risk Title I students but that the school considers instructional and is requesting to be funded with Title I, the FSEP office may require additional documentation and/or information (i.e., lesson plan, purpose and intent, who will be attending, how the expenditure will benefit students academically, how the expenditure supports your academic program, the data used to determine the need, how the effectiveness of this strategy will be monitored) prior to approval.</p> <p><i>In addition, there will be a review process for curricular trips purchased with Title I funds. The review process will require schools to upload the required Title I documentation in the Shopping Cart and/or T-Card/Imprest reconciliation.</i></p>		
64.	<p>Curricular Trips Booked through the Transportation Services Division: As with all Title I curricular trips, the destination must be specifically described in the SPSA for the determination of allowability. The Title I Office will be an additional reviewer of curricular trips that are booked through the online field trip system (ifieldtrip.lausd.net). Please plan accordingly for the additional approval process to ensure that there is enough time for booking your trip. Title I curricular trips must be booked only through the online field trip system (ifieldtrip.lausd.net) at least 15 days before the trip and must include the SPSA page that describes the destination.</p> <p>In addition, because of audit findings, schools will not be allowed to book Title I curricular trips for the months of May and June if using the District’s Transportation Services Division. Schools can still utilize the P-Card, Imprest or Shopping Cart to book trips through approved charter bus companies for May and June. The Title I Office will reject any request for curricular trips booked through the District’s Transportation Services Division that are scheduled for May 1 to June 30.</p> <p>Please be aware that the actual transportation costs, including fringe benefits and overhead charges, may be more or less than the curricular trip rate quoted in the Estimated Rate Sheets. Therefore, schools need to be mindful of overdrafts in their budget for the curricular trip expenditure line. For more information, on how the District Transportation Service</p>	✓	✗

Program and Budget Guidelines		Title I & CSI 7S046 - 7T691	Title III 7T197
 - Budget Guideline is applicable to the program  -Not Allowed			
	<p>Division charges for field trips, please see https://achieve.lausd.net/Page/17177.</p> <p>Schools will not be able to submit "Expenditure Transfer Requests" for transactions involving bus trips that are processed via transportation job cost unit. This means that the FSEP Office cannot process a request from a school to reverse the charges of a Transportation Services Division bus from general fund to Title I funds.</p>		
65.	<p>Curricular Trips with Travel/P-Card: Schools will be able to use their Travel Card (if they have applied for one) to pay for Title I allowed curricular trips with the appropriate documentation attached. Per Procurement Manual, 9th Edition, if a school does not have a Travel Card, a P-Card may only be used if a school has obtained prior approval from the P-Card Unit.</p>	✓	✗
Equipment and Technology			
66.	<p>Capitalized Equipment - Single Equipment Item costing \$5,000 or more (Restricted Item): Purchase, lease, or rental of a single equipment item costing over \$5,000 requires central-office approval. Since federal law states that Capitalized Equipment purchased with Title I funds requires prior written approval from the California Department of Education (CDE), schools should contact their Regional Title I Coordinators regarding additional required forms and procedures that need to be completed along with the Budget Adjustment Request. Schools must enter the budgeted amount into the manual Budget Adjustment Request form, attach the appropriate required documentation (vendor's quote and CDE form) and submit to the Region for approval. Once Regional reviewers have approved the request, the Region will forward the manual Budget Adjustment Request form with the vendor's quote to the FSEP office.</p> <p>Once FSEP receives the approval from CDE, the Regional Title I Coordinator will inform the school that the capitalized equipment request was approved and the school can proceed to finalize the process with their fiscal specialist.</p>	✓ (restricted)	✗
67.	<p>Categorical Equipment Inventory (CEI): Equipment inventories must be completed for all categorically funded equipment costing \$500 or more. The historical inventory must be kept on file at school sites and offices. The equipment inventory must be sent electronically to FSEP. Prior to approval of any shopping cart for equipment (Capitalized, Non-Capitalized and General Supplies-Technology), the school's CEI will be reviewed again by FSEP.</p>	✓	✗



Program and Budget Guidelines		Title I & CSI 7S046 - 7T691	Title III 7T197
<p>✓ - Budget Guideline is applicable to the program ✗ -Not Allowed</p> <p>Note: Schools and offices must place a red label on all equipment purchased with categorical funds.</p>			
68.	<p>Commitment Codes for Equipment: The following Commitment Items should be used when purchasing equipment:</p> <p>430001- General Supplies-Technology is equipment with a total final below \$500. The Budget Item # is 40127.</p> <p>440001- Non-Capitalized Equipment with a total final cost of between \$500 and \$4,999.</p> <ul style="list-style-type: none"> ▪ For classroom equipment – Non-Capitalized Equipment, Classroom – use Budget Item #40124. The purchase of Duplo machines, laminator, and poster maker may be purchased as Classroom equipment. ▪ For non-classroom equipment – Non-Capitalized Equipment, Other – use Budget Item #40125 (i.e. equipment for out-of-classroom Title I-funded staff or for the Parent Center) <p>640001- Capitalized equipment with a total final cost of \$5,000 and above. (for Capitalized Equipment, Classroom use Budget Item #60033)</p> <p>Commitment items must not be used interchangeably to pay for ancillary fees. Failure to adhere to this guideline can result in an audit finding that requires corrective action by the school.</p>	<p>✓ (restricted for Capitalized Equipment only)</p>	<p>✗</p>
69.	<p>Cost of Equipment: There may be instances when the total cost of equipment at the time of the submission of an order is different from the actual invoice (e.g., incorrect tax calculation, missing shipping costs, etc.). This may cause the expenditure line to be overdrawn. Therefore, it is highly recommended that a school add an additional 10% (not to exceed \$1,000) to the budget to cover any unforeseen overages. If a school decides not to add the additional 10%, it will be the responsibility of the school to remedy the overage by completing a Title I budget adjustment with a modification to the SPSA. A payback to the Title I Program will occur if the school is not able to complete this process prior to the school year ending (check Procurement deadlines).</p>	<p>✓</p>	<p>✗</p>
70.	<p>Deadline for Title I Equipment Purchases (General Supplies-Technology and/or Capitalized/Non-Capitalized Equipment): All Title I General Supplies-Technology and/or Capitalized/Non-Capitalized Equipment Shopping Carts must be submitted in SAP by January 30th so that equipment is received by May 5th of the current school year. Otherwise,</p>	<p>✓</p>	<p>✗</p>



Program and Budget Guidelines		Title I & CSI 7S046 - 7T691	Title III 7T197
<p>✓ - Budget Guideline is applicable to the program ✗ -Not Allowed</p> <p>per the California Department of Education fiscal auditors, the school may be required to pay back with general funds for Title I equipment that is received after the May 5th deadline. Per District's MEM-2464.18, Carryover Policies For School Account Balances as of June 30, 2020, "instructional materials and other school allocations are intended to provide services and resources for a school's population in the year of allocation." This memorandum is issued annually. Shopping Cart orders for Title I Equipment submitted after January 30th and using the current year's Title I funds may not be approved.</p> <p>Schools can use Title I funds to purchase certain General Supplies-Technology in the General Stores Catalog. For a list of these items, please go to the FSEP or General Stores Distribution website. These items from the General Stores catalog must be specifically described in the SPSA and the equipment deadline dates are still applicable for Warehouse purchases.</p> <p><i>In addition, there will be a review process for Non-Capitalized Equipment and General Supplies-Technology purchased with Title I funds. The review process will require schools to upload the required Title I documentation in the Shopping Cart.</i></p>			
71.	<p>Description Requirement for Equipment Including General Supplies-Technology in the SPSA: Capital Outlay - When purchasing equipment and/or General Supplies-Technology, a description of what is being purchased and how the equipment supports the supplemental instructional program to improve academic achievement for participating students along with the established need must be included in the SPSA.</p>	✓	✗
72.	<p>Disposal of Equipment (Stolen/Salvaged): A Disposal of Equipment form for any categorical equipment listed on the school's CEI that is reported as stolen or salvaged must be completed within 30 days of knowledge of theft or 30 days of being salvaged.</p>	✓	✗
73.	<p>Rental/Lease Equipment, Instructional: Schools that are leasing instructional equipment such as Apple computers or smart boards (excluding copiers) must budget using Rental/Lease Equipment. Rental/Lease Equipment Shopping Carts must be submitted in SAP by January 30th so that equipment is received by May 5th of the current school year. The Commitment Item is #560011 and the Budget Item is #50256.</p>	✓	✗



Program and Budget Guidelines		Title I & CSI 7S046 - 7T691	Title III 7T197
 - Budget Guideline is applicable to the program  -Not Allowed			
74.	<p>Separation of Non-Capitalized Equipment from Capitalized Equipment and Ancillary Charges: Non-Capitalized Equipment purchases with a total cost of \$500 to \$4,999 (including tax, shipping, and other ancillary charges) and Capitalized equipment purchases of \$5,000 or higher should be budgeted separately. Ancillary charges include the following: taxes, freight/shipping costs, warranty, E-waste fees, MDM License fees, LAUSD software bundle charges, Computrace Tracking Software, and technology equipment set-up fees.</p> <p>Additional technology accessories not included with the equipment (case, tablet keyboard, etc.) should not be included in the ancillary charges when determining the total cost of Non-Capitalized and Capitalized Equipment. These technology accessories may be purchased as General Supplies-Technology if allowable under Title I.</p>	 (restricted for Capitalized Equipment)	
	<p><i>Note: Equipment purchased with categorical funds at Title I targeted assistance schools must be for identified student use only.</i></p>		
75.	<p>Physical Check of Categorically Funded Equipment: A physical check of the equipment inventory must be conducted every two years, and the results must reconcile with the school's Categorical Equipment Inventory (CEI). If a categorical equipment physical check was not performed during the 2022-2023 school year, it must be completed during the 2023-2024 school year.</p>		
76.	<p>Purchasing of General Supplies-Technology: Expenditures for General Supplies are restricted to items of equipment with a total final cost of less than \$500 (including tax, shipping, and other ancillary charges) when funded with Title I resources. Examples include laptops, iPads, netbooks, projectors, document cameras, e-readers, graphing calculators, classroom printers, Fire sticks, Apple TV, flash drives/memory cards, speakers, headphones, etc. Although these items are not required to be listed on the categorical equipment inventory, it is highly recommended that a red label should be placed on them, and the school should have a system in place for tracking and safeguarding these attractive items.</p> <p>Additional technology accessories include the following: tablet keyboard, computer mouse, case and computer bags. These items may be purchased as General Supplies-Technology if the cost of the individual item is less than \$500. The use of these items should be described in the SPSA/SPSA Modification.</p>		



Program and Budget Guidelines  - Budget Guideline is applicable to the program  -Not Allowed		Title I & CSI 7S046 - 7T691	Title III 7T197
	<p>The following items are now allowable out of General Supplies Technology: toner, ink cartridges, toner for Title I copiers, projector bulbs, laptop/chromebook batteries, laptop/chromebook chargers. The use of these items should be described in the SPSA/ SPSA Modification.</p> <p>Schools can purchase computer protection software such as <i>Deep Freeze</i>. For the first time purchase of the software, schools must use the <i>General Supplies-Technology</i> commitment item #. For renewals of the software, schools must budget under <i>Software License Maintenance</i> (Commitment Item #580020, Budget Item #50243)</p> <p>All other general supplies expenditures (e.g., bond paper, pencils, pen, folders, coloring pencils, crayons, paint, etc.) remain unallowable when funded with Title I resources.</p>		
77.	<p>Restrictions on the Purchasing of Title I Equipment (second approver and multi-funding of equipment):</p> <ul style="list-style-type: none"> The verification of the allowability of the equipment purchases will be monitored through the additional approver process in Shopping Cart. A manual Budget Adjustment Request (BAR) process will be required for Capitalized Equipment. Schools are not allowed to multi-fund equipment (including GST - General Supplies Technology) with Title I programs and general fund (i.e., 13027, TSP, etc.) and general fund. The only exception is if the equipment is being multi-funded with all federal Title I funds (7S046, 7E046, and 7T691). The installation and mounting of equipment is considered Alterations and Improvement (A&I) and should not be charged to Title I funds. Schools are advised to use a general fund source to cover these costs. If there are not enough Title I funds to cover the cost of the equipment, the school has the following options: <ol style="list-style-type: none"> Reduce the number of equipment to be purchased Submit two separate purchase orders – one for the equipment purchased with Title I funds and one for the equipment purchased with general funds. <p>Excluding new schools, if the school has not submitted a completed 2022-2023 Attachment B from BUL-3508.8 (Categorical Equipment Inventory including police report numbers [iSTAR or ITD Ticket number when police report is not applicable], salvage forms, date of the most current physical</p>	<p> (restricted for Capitalized Equipment)</p>	<p></p>



Program and Budget Guidelines		Title I & CSI 7S046 - 7T691	Title III 7T197
<p>✓ - Budget Guideline is applicable to the program ✗ -Not Allowed</p>			
<p>inventory check), the equipment purchase will not be approved. Contact your Regional Title I Coordinator(s) if you have any questions.</p>			
Instructional Materials			
78.	<p>First Time Purchase of Software License: For initial (first time) purchases of software licenses, use Commitment Item #430010, Budget Item #40269 (Supplemental Instructional Materials). See Program and Budget Guideline #85 for start dates of software licenses. Licenses purchases in the previous year, regardless of the funding (General or federal), are considered a renewal for the new school year.</p> <p>If a school is using the current year's Title I funds, all Title I Software Licenses must be ordered in a timely manner so that software <u>is received by</u> May 5th of the current school year. Otherwise, per the California Department of Education fiscal auditors, the school may be required to pay back with general funds for Title I software license that is received after the May 5th deadline.</p> <p>If a school is using the current year's Title I funds, the subscription period for Software Licenses is a maximum of one year and should begin in the current school year and not extend past June 30 of the same school year. Orders with subscription periods that go beyond the June 30 deadline will be rejected. Invoices and quotes need to reflect the subscription period.</p> <p><i>In addition, there will be a review process for software licenses purchased with Title I funds. The review process will require schools to upload the required Title I documentation in the Shopping Cart.</i></p>	✓	✗
79.	<p>General Supplies: The purchase of general supplies is limited to technology costing less than \$500. Because of previous audit findings, general supplies such as bond paper, pencils, pen, folders, coloring pencils, crayons, paint, etc. are not allowable Title I purchases. <i>What is allowable?</i>-Small ticket items such as the purchase of e-readers, graphing calculators, classroom printers, Fire sticks, Apple TV, flash drives/memory cards, speakers, and headphones can be purchased under the General Supplies-Technology Commitment Item #430001, Budget Item #40127.</p> <p>Although general supplies is not allowed, schools can use Title I funds to purchase certain supplemental instructional materials in the General Stores Catalog in SIM. For a list of these items, please go to the FSEP or</p>	✓	✗



Program and Budget Guidelines		Title I & CSI 7S046 - 7T691	Title III 7T197
 - Budget Guideline is applicable to the program  -Not Allowed			
	General Stores Distribution website. These items from the General Stores catalog must be specifically described in the SPSA		
80.	<p>Other Books: Commitment Item #420010 – Other Books.</p> <ul style="list-style-type: none"> For Title I Schoolwide Program Schools, reference books (dictionaries, encyclopedia sets) for the school library are allowable expenditures Targeted Assistance Schools are excluded from purchasing Other Books for the school library <p><i>In addition, there will be a review process for Other Books purchased with Title I funds. The review process will require schools to upload the required Title I documentation in the Shopping Cart.</i></p>	✓	✗
81.	<p>P-Card Restrictions Utilizing Title I Funds: Title I resources (Program Codes 7S046, 70S46, 7T691, 7E046) may not be used to reconcile Procurement Card (P-Card) expenditures except for admission fees, conference registration fees, curricular trips, software license renewal, Other Books and Supplemental Instructional Materials (SIM). For these six exceptions, schools are required to submit Title I documentation when reconciling. Please review BUL-134710.0, Restricted Use of P-Card, Ghost Card and Travel Card (T-Card) for Title I Program Purchases for the procedures for charging the P-Card.</p> <p>Note: Although Title I policy allows a school to use the P-Card for purchasing new and renewals of software licenses, schools must still follow Procurement policy with regards to the use of P-Card for purchasing software licenses (submission of Credit Card Exception Request form). Also, District policy requires that any vendor selling software licenses that requires student login must be in compliance with the Unified Digital Instructional Procurement Plan (UDIPP). Procurement Services Division has information online regarding vendors who meet this requirement.</p>	✓	✗
82.	<p>Renewal of Software License: When budgeting for <u>renewal</u> of software licenses use <i>Software License Maintenance</i> (Commitment Item #580020, Budget Item #50243). Examples include online services for improving literacy, annual site licenses for Mathematics and Literacy skills, subscription fees for online resources for teachers and students, and other interactive learning simulations. See Program and Budget Guideline #85 for start dates of software licenses. Licenses purchased in the previous year, regardless of the funding, are considered a renewal for the new school year.</p>	✓	



Program and Budget Guidelines  - Budget Guideline is applicable to the program  -Not Allowed		Title I & CSI 7S046 - 7T691	Title III 7T197
	<p>If a school is using the current year's Title I funds, the subscription period for Software Licenses is a maximum of one year and should begin in the current school year and not extend past June 30 of the same school year. Orders with subscription periods that go beyond the June 30 deadline will be rejected. Invoices and quotes need to reflect the subscription period.</p> <p>Schools may use the P-Card to purchase Software License Maintenance (renewals) with Title I funds. Please follow P-Card procedures regarding usage restrictions.</p> <p><i>In addition, there will be a review process software for licenses purchased with Title I funds. The review process will require schools to upload the required Title I documentation in the Shopping Cart.</i></p>		
83.	<p>SIM: A reasonable amount of a school's allocation can be budgeted in SIM. The <u>specific</u> item(s) or supplemental program <u>must</u> be described in the SPSA.</p> <p>In addition, there is a review process for SIM items purchased with Title I funds and will require schools to upload the required Title I documentation in the Shopping Cart. Please see BUL-134711.0, Additional Review Process for Title I Expenditures for more information.</p> <p>Schools can use Title I funds to purchase certain supplemental instructional materials in the General Stores Catalog in SIM. For a list of these items, please go to the FSEP or General Stores Distribution website.</p>	✓	✓
84.	<p>Software Licenses with Professional Development (PD):</p> <ul style="list-style-type: none"> • If a quote has a separate cost for PD services, schools will need to budget the PD contract under commitment item 580030 (Contracted Instructional Services) in addition to the software license budget item (Renewal – Commitment Item 580020 or New License – Commitment Item 430010). • If the quote does not have a separate charge for the PD, the entire cost can be charged to the Software License commitment item. 	✓	
85.	<p>Start and End date of Software Licenses Purchases: The latest start and end date for a new or a renewal of a software license contract must occur by May 5th and end by June 30th of the current school year when using the current year's Title I funds*. Per District's MEM-2464.18, Carryover Policies For School Account Balances as of June 30, "instructional materials and other school allocations are intended to provide services and resources for a school's population in the year of allocation." This</p>	✓	

Program and Budget Guidelines		Title I & CSI 7S046 - 7T69I	Title III 7T197
 - Budget Guideline is applicable to the program  -Not Allowed			
	<p>memorandum is issued annually. To avoid any delays in processing, please ensure that invoices and quotes for software licenses reflect the subscription period.</p> <p><i>*The end date for software licenses regardless of when the licenses were purchased/ renewed must be June 30 of the current school year. An exception will be made for schools that need access to the licenses through the month of July. With that exception, the end date must be July 31 of the new school year. As a reminder, the goods receipt must be processed in SAP by June 30 of the current school year.</i></p>		
86.	<p>Test Preparation Materials: Title I funds may not be used to purchase test preparation materials. The intent of these funds is for intervention, including materials that are used for academic preparation and are embedded in the standards-based instructional program.</p>	X	X
87.	<p>Visual & Performing Arts and PE Materials: Categorical funds may not be used for Supplemental Instructional Materials (SIM) to support A-G required Visual and Performing arts and Physical Education in secondary schools.</p>	X	X
Parent and Family Engagement			
88.	<p>Community Representatives: Because of the passage of Assembly Bill (AB) 670 (Chapter 582/2017), Community Representatives were placed into classified service. Schools can purchase 1, 2, 3, 4, 5, and 6-hour positions. A school will not be allowed to fund any new 8-hour Community Representative; however, existing 8-hour position may continue. Review the job description for Community Reps as this position is designed to assist, support and guide families through the Parent and Family Center and workshops. The description is available here.</p> <p>Schools can now multi-fund this position with federal and unrestricted funds. Please contact your Regional Title I Coordinator for applicable programs approved as a Single Cost Objective. Please note per BUL-4814.2, Multiple Assignments: "Classified employees who work 1000 hours or more in a fiscal year are permanently enrolled into the California Public Employees' Retirement System (CalPERS), thereby causing both the District and the individual to contribute to the retirement system". The school is required to budget for these expenses. Contact your fiscal specialist for more information on the additional cost.</p> <p>Note: Community Representative Z-Time is not allowable in Title I.</p>	✓	X

Program and Budget Guidelines		Title I & CSI 7S046 - 7T691	Title III 7T197
 - Budget Guideline is applicable to the program  -Not Allowed			
89.	<p>New Parent Resource Liaison and Parent Resource Assistant: If you currently fund a Community Rep which is organizing family engagement calendars, workshops and programs consider promoting them to a Parent Resource Assistant or Parent Resource Liaison. You may also consider continuing with a Community Rep and funding one of these positions which are assigned in the job description. The job descriptions are available for review by clicking here.</p> <p>Schools can only multi-fund these positions with 7E046 and 7S046 in 5% increments. No multi-funding with General Funds will be allowed. Please note per BUL-4814.2, Multiple Assignments: "Classified employees who work 1000 hours or more in a fiscal year are permanently enrolled into the California Public Employees' Retirement System (CalPERS), thereby causing both the District and the individual to contribute to the retirement system". The school is required to budget for these expenses. Contact your fiscal specialist for more information on the additional cost.</p> <p>Note: Parent Resource Liaison and Parent Resource Assistant Z-Time is not allowable in Title I.</p>	✓	✗
90.	<p>Parent Conference: There is no longer a \$1,500 limit on parent conference attendance.</p> <p><i>In addition, there will be a review process for conferences purchased with Title I funds. The review process will require schools to upload the required Title I documentation (SPSA page, conference flyer, quote/invoice and approved ATRN) in the Shopping Carts and/or P-Card/Imprest reconciliations).</i></p>	✓	✓
91.	<p>Parent Training Allowance: Parent Training Allowance is allowable in 7E046 only. Parent Training Allowance to pay for childcare is allowable through general and Title I parent funds with the attachment of a birth certificate for school records. Please see BUL-6748.2, Parent Conference Attendance.</p>	✗	✗
Procurement End of Year Deadlines			
92.	<p>Title I Other Expenditures: In order for students to benefit from the Title I funds in the year that the funds were allocated, the deadline for Title I program expenditures will be fixed earlier than general Procurement, P-Cards and Imprest cut-off dates. All Title I Shopping Carts (except for equipment which must be ordered by January 30th) and Imprest Claims must be received by 5 pm on May 5th to be considered for processing. All</p>	✓	✗

Program and Budget Guidelines  - Budget Guideline is applicable to the program  -Not Allowed		Title I & CSI 7S046 - 7T691	Title III 7T197
	<p>Title I P-Card purchases must be made by May 5th to be considered for processing (verified by the invoice date). Please plan accordingly.</p> <p>To assist in the process of using Title I funds to purchase goods and services, please review the following documents regarding the procedures and documentation required:</p> <ul style="list-style-type: none"> • BUL-134711.0, Additional Review Process for Title I Expenditures (Shopping Carts, Imprest Reconciliations, P-Card Reconciliations and Payroll Overdrafts) • BUL-134710.0, Restricted use of P-Card, Ghost Card and Travel Card (T-Card) for Title I Program Purchases • REF-1706.4, Imprest Funds • Title I Cheat Sheet 		
93.	<p>Goods Receipt: Goods receipt for all expenditures including Title I must be processed in SAP on or by June 30th of the current school year otherwise, it will be considered a disallowed expenditure for the following fiscal year and schools will be required to pay back with general funds.</p>	✓	✗
Submission of Required Documents			
94.	<p>Prompt Submission of Title I Related Documents: Title I regulations require that a school has a completed SPSA and a SPSA Evaluation as well as a School Site Council (SSC) that meets state composition requirements in order for the current year's Title I funds to be expended. Therefore, if a school has not provided the required documentation by the specific deadlines, the school's Title I budget will be frozen until the required documentation (completed SPSA, SPSA Evaluation, SSC Certification) has been submitted. The freezing of a school's Title I budget will also pertain to missing Categorical Equipment Inventory (CEI) and unpaid paybacks.</p>	✓	✗
Time and Effort Reporting			
95.	<p>Time and Effort Reporting Requirement for Employees Funded 100% from Title I and Title III: If employees are funded solely by the Title I Schoolwide Program, they should complete a periodic certification semi-annually of such employment and not a Multi-Funded Time Report each pay period (BUL-2643.13, Documentation for Employees Paid from Federal and State Categorical Programs).</p> <p>In addition, the FSEP website has a link to access all the Title I Time and Effort reporting documents and a FAQ section.</p>	✓	✓

Program and Budget Guidelines  - Budget Guideline is applicable to the program  -Not Allowed		Title I & CSI 7S046 - 7T691	Title III 7T197
96.	Time and Effort Reporting Requirement for Employees Multi-funded with Federal Funds and Other General Funds: Please refer to BUL-2643.13, Documentation for Employees Paid from Federal and State Categorical Programs for guidance. In addition, the FSEP website has a link to access all the Title I Time and Effort reporting documents and a FAQ section .	✓	✓
97.	Time and Effort Reporting Certification Deadline: Please follow the time reporting payroll certification deadline as issued by Payroll Services Branch for the fiscal year to avoid disallowed payroll expenditures that may hit the following fiscal year. Schools will be required to pay back disallowed payroll expenditures with the school's general fund account.	✓	✗
98.	Swapping Position Control Numbers: Because of Time & Effort reporting requirements, the swapping of a position that has been funded at the beginning of a school year with general funds to one that is funded with Title I requires approval from the Title I Office. Any requests for swapping will require the Regional Title I Coordinators' approval.	✓	✗
99.	Retroactive Payroll Using Title I Funds: Because Time & Effort certification forms are required to be completed "in a timely manner," schools will not be able to use Title I to retroactively pay staff who were either funded from general fund and/or attended a training paid from general funds. The only exception is for those instances where the employees are able to complete a periodic certification or a monthly multi-funded time report that is due at a future date and even this exception has to meet special conditions. Please contact your Regional Title I Coordinators for guidance.	✓	✗
Using Title I Funds to Purchase Items			
100.	Approved SPSA and SPSA Modification: In order to spend Title I or Title III funds, schools must have an approved SPSA/SPSA Modification for the current school year. To verify if the school's plan has been approved, the following phrase appears on the School Identification page: "Approved by Federal and State Education Programs with authority as delegated by the Board". For an approved SPSA Modification, all applicable signatures must be on the modification.	✓	✓
101.	Review Process: There is a review process for all Title I non-payroll expenditures (Conference Attendance, Contracts, Curricular Trips, Equipment, General supplies Technology, Other Books, Software licenses, Supplemental Instructional Materials) purchased through the Shopping	✓	✗

Program and Budget Guidelines		Title I & CSI 7S046 - 7T691	Title III 7T197
 - Budget Guideline is applicable to the program  -Not Allowed			
	Cart, Imprest, or P-Card. Schools are required to upload the required Title I documentation. Please refer to the Title I Cheat Sheet for the specific documents required for each expenditure. Failure to provide documentation will result in a delay of the processing of the order or reconciliation. Please plan accordingly.		
102.	Title I Deadline Dates That Fall on a Weekend or a Non-Work Day: the new deadline will be on the next workday.	✓	✗
103.	Miscellaneous Bill Payments: This form of payment is not an allowable payment option for schools when using Title I funds.	✓	✓
104.	Potential Funding Variance (PFV): A 5% potential funding variance will be set aside automatically for programs 7S046, 70S46, 7E046, and 7T691. Schools will not need to manually add additional PFV amounts for budgeted positions.	✓	✗

* – Budget item numbers listed throughout the handbook may change due to various reasons. Please check the current year’s [Estimated Rate Sheets](#) to verify the budget item number.

Budget at a Glance

The following charts illustrate the pre-approved resources used to implement the **supplemental instructional** and supportive program components aligned with District priorities. These charts will also show schools, at a glance, the allowable expenditure in each categorical program. The selection of resources to support student achievement is entirely up to the school, but should reflect student needs through the analysis of achievement data, the *School Plan for Student Achievement* (SPSA) and District priorities.

Reference: Compensatory Education Program Instrument Section III, Funding

Budget at a Glance - Frequently Purchased Items in Title I and Title III

✓ - Allowable
 ✗ - Not Allowed

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Frequently Purchased Items in Title I & Title III <small>For a more extensive list, please refer to the Estimated Rate Sheets posted on the School Fiscal Services Branch website.</small>	7S046 & 7T691 <small>Title I SWP & CSI</small>	70S46 <small>Title I TAS</small>	7E046 <small>Title I Parent and Family Engagement</small>	7T197 <small>Title III</small>
Administrative X-Time	✓	✓	✗	✗
Admission Fees	✓	✗	✗	✗
Categorical Program Advisor	✓	✓	✗	✗
Certificated Training Rate	✓	✓	✗	✓
Classified Training Rate	✓	✗	✗	✗
Clerical X/Z Time	✓	✓	✓	✗
Community Representative	✓	✗	✓	✗
Coordinator X-Time (Non-Tutoring) <small>(for Commitment Item # 190001 staff)</small>	✓	✓	✗	✗
Coordinator X-Time (Tutoring) <small>(for Commitment Item # 190001 staff)</small>	✓	✓	✗	✗
Counselor Aide	✓	✗	✗	✗
Counselor Assistant	✓	✗	✗	✗
Counselor, PSA	✓	✓	✗	✗
Counselor, School	✓	✗	✗	✗
Counselor X-Time (Non-Tutor) <small>(for positions under Commitment Item # 120021)</small>	✓	✓	✗	✗
Counselor X-Time (Tutor) <small>(for positions under Commitment Item # 120021)</small>	✓	✓	✗	✗
Curricular Trips	✓	✗	✗	✗
Custodial Supplies <small>(Consumables for Intervention activities - \$125 per intervention student)</small>	✓	✓	✗	✗
Day-to-Day Subs, Benefitted Absence ² <small>(Budget Item #10562 for teachers) (Budget Item # 13984 for Librarian)</small>	✓	✗	✗	✗
Day-to-Day Subs (also known as TCH REL DTD SUB CAT) <small>for Title I funded personnel who attend a Title I-funded activity (Budget Item #10378)</small>	✓	✓	✗	✗
Differential, Coordinating	✓	✗	✗	✗
Education Aide II	✓	✗	✗	✗
Education Aide X-Time	✓	✓	✓	✗
Educ. Aide III X-Time	✓	✓	✗	✗
Education Aide III (AVID)	✓	✓	✗	✗
Educational Resource Aide	✓	✗	✗	✗
Ed Resource Aide X-Time	✓	✗	✗	✗
EL Instructional Coach, Elementary/Secondary – B Basis	✓	✓	✗	✓
EL/SEL Instructional Coach	✓	✓	✗	✗
General Supplies-Technology	✓	✓	✓	✗
Information Technology Support Assistant (ITSA) <small>(formerly known as Information System Support Assistant)</small>	✓	✓	✗	✗
Instructional Contracts, individual and/or firms (up to \$25,000 of a contract/purchase order, use Budget Item # 50002) ⁴	✓	✓	✓	✗
Instructional Contracts, individual and/or firms (amount beyond \$25,000 of a contract or purchase order, use Budget Item # 50255) ⁴	✓	✓	✓	✗
IT Support Technician (ITST) <small>(formerly known as Microcomputer Support Assistant)</small>	✓	✓	✗	✗
Instructional Aide	✓	✓	✗	✗
Instructional Coach	✓	✓	✗	✗
Intervention/Prevention Support Coordinator	✓	✓	✗	✗
Library Aide	✓	✗	✗	✗

Budget at a Glance - Frequently Purchased Items in Title I and Title III

✓ - Allowable
 ✗ - Not Allowed

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Frequently Purchased Items in Title I & Title III	7S046 – 7T691	70S46	7E046	7T197
For a more extensive list, please refer to the Estimated Rate Sheets posted on the School Fiscal Services Branch website.	Title I SWP – CSI	Title I TAS	Title I Parent and Family Engagement	Title III
Librarian X-Time (Non-Tutor) <small>(for positions under Commitment Item # 120001)</small>	✓	✓	✗	✗
Librarian X-Time (Tutor) <small>(for positions under Commitment Item # 120001)</small>	✓	✓	✗	✗
Limited Contract Teacher (Intervention or Coordinating)	✓	✓	✗	✗
Maintenance of Equipment ⁵ (Non-instructional)	✓	✓	✗	✗
Middle School College and Career Coach	✓	✓	✗	✗
Mileage	✓	✓	✓	✓
Non-Capitalized Equipment (Classroom & Parent Center)	✓	✓	✓	✗
Non-Capitalized Equipment (Non-classroom)	✓	✓	✓	✗
Nurse	✓	✗	✗	✗
Other Books	✓	✗	✗	✗
Other Non-Instructional Contracts ⁵	✓	✗	✗	✗
Parent Conference Attendance	✓	✓	✓	✓
Parent Resource Assistant	✓	✗	✓	✗
Parent Resource Liaison	✓	✗	✓	✗
Parent Training Allowances	✗	✗	✓	✗
Phone Expense – Title I Office	✓	✓	✗	✗
Phone Expense – Parent Center	✗	✗	✓	✗
Problem Solving-Data Coordinator	✓	✓	✗	✗
Professional Expert ¹	✗	✗	✗	✗
Psychiatric Social Worker	✓	✓	✗	✗
Psychologist, School	✓	✓	✗	✗
Rental/Lease Equipment, Instructional	✓	✓	✗	✗
Rental of Equipment ⁵	✓	✓	✗	✗
Senior Office Technician/Office Technician	✓	✗	✗	✗
Software License Maintenance	✓	✓	✗	✗
Staff Conference Attendance	✓	✓	✗	✗
Supplemental Instructional Materials (SIM)	✓	✓	✓	✓
Teacher Assistant	✓	✓	✗	✗
Teacher Assistant Relief	✓	✓	✗	✓
Teacher Librarian	✓	✗	✗	✗
Teacher Parent Activity Differential	✗	✗	✓	✗
Teacher Release Day/Hrs.	✓	✓	✗	✓
Teacher/Instructional Coach X-Time (Non-Tutor) <small>(for positions under Commitment Item # 110001)</small>	✓	✓	✗	✓
Tutor Teacher/Instructional Coach X-Time <small>(for positions under Commitment Item # 110001)</small>	✓	✗	✗	✓
Teacher, Auxiliary	✓	✗	✗	✗
Teacher, Class Size Reduction (CSR) ²	✓	✗	✗	✗
Teacher, Non-Register Carrying	✓	✓	✗	✗

1 - Needs prior approval from the Office of the Superintendent

2 - Day to Day Sub. Benefitted Absence (Budget Item #10562) must be budgeted with this position (maximum of 4 days)

3 - Needs prior approval for Title I from FSEP

4 - Needs prior approval for 7E046 from Parent and Community Engagement Administrator, PACE Unit

5 - For TAS, this item is only to make copies for intervention materials and program correspondences for identified Title I students. The amount allocated needs to be reasonable.

Appendices



Appendix A: Programs for English Learners Budget Process



Master Plan Budget Development Process

Supplemental expenditures for the English Learner program must be based on the identified needs of participating ELs and program requirements, such as professional development for teachers or acceleration services for ELs. In addition, schools are to use multiple funding sources to meet the requirements of the 2018 Master Plan.

To develop budgets that meet EL program requirements, the school, in conjunction with the English Learner Advisory Committee (ELAC), must conduct an annual Needs Assessment to: (1) evaluate EL program implementation, (2) improve instruction for ELs, and (3) analyze EL student performance data to ensure that the needs of ELs are being met and have sufficient opportunities to meet or exceed the State's performance targets.

Approval of Title III activities must be: (1) based on the identified linguistic and academic needs of ELs after an analysis of data has taken place, (2) accurately and explicitly documented in the *School Plan for Student Achievement* (SPSA) and (3) must be aligned with the Title III achievement accountabilities.

Title III, Section 3115(g), requires that funds be used "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 limited English proficient children and immigrant children and youth and in no case to supplant such Federal, State, and local public funds."

"For example, if a particular activity last year was paid with nonfederal funds, the same activity this year cannot be funded with federal funds. State-mandated activities must be paid with state funds first. In this section, "supplement" means "in addition," and "supplant" means "to take the place of."

The school's budgets and SPSA must respond to the identified linguistic and academic needs of EL students and the EL program. Budget allocations must be restructured when (1) the needs of ELs are not met, (2) ELs do not demonstrate adequate progress in ELD and the District's expected benchmarks for English Learners or (3) ELs do not meet grade-level content standards, and the District's expected benchmarks for English Learners. The identified needs of ELs, school budgets, and the SPSA must be realigned on an annual basis.

EL Program Budget Priorities

The District receives Title III funds to develop, implement, and monitor effective language instruction for the academic and linguistic achievement of ELs. All EL program budget expenditures must be explicitly described in the SPSA. The SPSA must address the performance targets and include the following: (1) training on analyzing EL data, (2) differentiated instruction for ELs based on proficiency levels, (3) best practices, (4) teaching language throughout all content

areas, and (5) collaborative planning time to improve standards-based lesson design and delivery in the areas of Integrated ELD (iELD) and Designated ELD (dELD).

The SPSA must demonstrate how the proposed expenditures will directly support the linguistic and academic achievement of English Learners.

Title III Budget Priorities (7T197)

Title III provides supplemental funding to enhance ELD programs and access to core in order to assist ELs in attaining English proficiency and academic achievement. These funds are to be used for direct services only. Schools receiving Title III funds are to develop their EL budget in accordance with the following Master Plan fiscal priorities:

1. **Professional Development:** Provide EL-related professional development (PD) for teachers, administrators, and other school support staff to improve and implement high-quality Integrated and Designated ELD.
Note: The school must develop and implement an ongoing professional development plan that aligns with the identified needs of ELs and defined within the school's SPSA.
2. **Targeted Acceleration:** To address and remedy the linguistic and academic deficits of identified ELs, Title III funds are to be used to support acceleration activities for ELs
Note: Non-EL students, including RFEP students, are not eligible to receive Title III funded acceleration or other instructional services.
3. **English Learner (EL) Instructional Coach:** To support the consistent implementation of the District's Title III initiatives, including standards-based Designated and Integrated ELD instruction. (For more information, see the [Instructional Support](#) section of this handbook.)
4. **Parent Outreach and Training:** To support training activities related to the instructional program for ELs and designed to assist parents and families to become active participants in the education of their

children. (Title III must not be used to support ELAC activities.)

Note: Parents of non-EL students, including RFEP students, are not eligible to receive Title III funded services.

5. **Supplemental Instructional Materials (SIM):** To supplement the instructional program for ELs (ELA, Mathematics, History/Social Science, Science, ELD) with materials not required by the core curriculum. SIM are specific to the classroom, delivery of instruction, and acceleration. In addition, the materials must be targeted to the linguistic and academic needs of ELs.

Examples include:

- Classroom library books in the students' primary language and/or Culturally and Linguistically Relevant
- Realia such as visuals
- Manipulatives
- Instructional CDs, Videos, DVDs (not blank)
- Periodicals
- Initial Software License fees
- Educational Apps
- Leveled Readers
- Classroom sets of novels not on the District required reading list

Note: SIM will be subject to ongoing monitoring to ensure the appropriate use of Title III funds.

For Title III expenditures that do not fall into the priority categories listed above, schools must adhere to the following criteria:

1. The expenditure addresses the linguistic and academic needs of ELs and is identified and explicitly described in the school's SPSA or SPSA Modification.
2. Expenditures support the increased

academic achievement of ELs and are based upon a thorough analysis of EL data.

Professional Development for Teachers of ELs

Professional development services/resources may include:

1. **Teacher Release Day/Teacher X-Time (Non-Tutor):** To pay regular status teachers to attend supplemental professional development related to the EL program. Teacher X-Time (Non-Tutor) is to be used to pay teachers to engage in EL program related professional development, including dELD and/or iELD planning or analyzing EL program data outside the regular assignment.
This budget item can be used to pay teachers for planning or analyzing data.
 - a. **Teacher Release Day:** During the regular assignment
 - b. **X-Time:** Outside of the regular assignment; fewer than ten (10) consecutive days
2. **Contracted Instructional Services:** Funds for contracts with organizations providing services to improve and supplement the EL instructional program to increase the academic achievement of ELs. The

organization must have extensive knowledge of second language acquisition. The name of the company and services to be provided must be included in the SPSA with explicit details of the services to be provided. The Regional EL Programs Coordinator and the Multilingual and Multicultural Education Department must review and approve the proposed contracted instructional services.

3. **Conference Attendance:** To pay for teachers to attend conferences directly related to improving the academic achievement of ELs. Specific conferences/institutes must be identified in the SPSA.
4. **Staff Training Rate:** To compensate teachers who attend Master Plan-related professional development outside of the regular assignment.
5. **Mileage:** To compensate staff for miles traveled to and from Master Plan-related training/conferences.
6. **Teacher Assistant (TA) Relief...**Funds are for hours worked beyond the regular assignment.

Note: TA Relief time may **not** be used for translation purposes as this is a core district function.

School Plan for Student Achievement – Assurances Page

The signature of the ELAC Chairperson on the School Plan Assurances page indicates that the committee had the opportunity to participate in the budget planning process and provide written recommendations regarding the SPSA and EL Programs.

Note: An ELAC signature does not necessarily indicate approval of the school's spending plan. If the ELAC signature is withheld, a signed statement from the ELAC Chairperson that explains why s/he refused to sign the school's budget assurances page must be attached to the SPSA.

EL Program Budget Adjustment Request

Budget adjustments are initiated with the assistance of the Regional fiscal staff using a Budget Adjustment Request (BAR) or through the School Front End (SFE) utilizing the School Budget Signature Form.

Schools must scan the signed original copy of the *School Budget Signature Form* or BAR and upload the scanned copy to the completed modified online SPSA for review and approval by the Regional EL Program/Compliance Coordinator.

The Regional EL Programs Coordinator is responsible for reviewing budget transfer requests to ensure compliance with EL program requirements.

In addition, the SPSA should describe (a) key findings based on EL data, (b) strategies and actions to be implemented, (c) how progress toward proficiency will be evaluated, and (d) the system for monitoring effectiveness.

Budget adjustment requests are denied when:

1. They lack a clear and specific description of how the transfer will contribute to meeting the identified needs of ELs
and/or
2. The intent is to transfer funds out of high priority budget categories for other authorized EL uses
and/or
3. The request is inappropriate and does not meet EL program requirements

Notes:

If the District determines that a school has spent Title III funds inappropriately, the District has the right to require the return of these funds.

Any unused Title III funds will not carry over to the following year's budget.

Certificated (1000)

Support staff personnel are required to keep a log of services provided to ELs. Support staff must complete a *Periodic Certification Form* if funded from one source or a *Multi-Funded Time Report Log* form when funded from more than one source (see [BUL-2643.13, Documentation for Employees Paid from Federal and State Categorical Programs](#)).

Instructional Coach (Tutoring), X-Time: To pay an Instructional coach to provide targeted acceleration services to ELs outside of the basic assignment (i.e., only Saturdays or during off-basis time). Instructional Coaches budgeted to provide acceleration services must be listed as the teacher of record and must provide 100 percent

direct acceleration services to ELs for the full amount of time budgeted.

Supplemental Services of Certificated Staff

The following services may be provided by a credentialed certificated teacher:

Teacher X-Time (Tutor): To pay a regular status teacher to tutor or provide targeted acceleration services to ELs outside of the basic assignment (i.e., after school, Saturdays or off-track time). Acceleration services for ELs must be provided based on the following:

1. Identified linguistic and academic needs
2. ELs identified as not meeting the minimum progress expectation for ELs indicated in the

2018 Master Plan for English Learners and Standard English Learners.

Note: Information regarding the acceleration provided must be entered into MISIS for all participating students. If the acceleration is recommended by Student Support and Progress Team (SSPT) the information must be entered in the SSPT section of MiSiS.

Note: Acceleration classes will be subject to ongoing monitoring to ensure the classroom composition and program requirements are met.

Coordinator X-Time (Tutoring): To pay a coordinator to tutor or provide targeted acceleration services to ELs outside of the basic

assignment (i.e., only Saturdays or off-basis time).

Coordinators budgeted to provide intervention services must be listed as the teacher of record and must provide 100 percent direct acceleration services to ELs for the full amount of time budgeted.

Note: Coordinators are not allowed to perform the regular duties during the time they are compensated with Coordinator Tutor X-Time pay.

Teacher Release Day: To pay a regular status teacher who attends a training/planning/data analysis/classroom observation related to English Learner Programs during the basic assignment with federal or state categorical funds.

Unclassified

District-Sponsored Training Rate: This payment may be allocated to certificated or classified staff for participating in Master Plan-related

professional development activities outside the regular six-hour workday using Title III funds.

Appendix B: Budget Planning for Parent and Family Engagement



INTER-OFFICE CORRESPONDENCE

Los Angeles Unified School District

TO: School Principals **DATE:** February 1, 2023

FROM: Antonio Plascencia, Jr., Director
Office of Parent and Community Services

SUBJECT: **Parent and Family Engagement Activities Supported by Categorical Programs**

All parent and family engagement programs and activities funded through Title I programs must be developed with meaningful involvement, consultation, and advice of parents of participating children. To address this requirement, and specifically the role of engaging families in developing equity-centered school plans, the Office of Parent and Community Services (PCS) has provided a series of modules for use by each school community to support parent outreach and input. The modules assist schools with facilitating conversations about assets and needs, use of data to inform practice, and to develop budgets which invest equitably in the highest opportunity for students and families. Beginning in the 2021-22 school year, school sites are to bring together their school communities to show how all funding streams develop a coherent strategic plan for the school campus. These modules are titled “Budget Development Module Series for School Community” and are located under the Tools For Schools tab on the [PCS website](#). According to [MEM-6750.5, Notification of Federal Title I Parent Involvement Mandates](#), completion of this requirement must be verified in the Principal’s Portal under a new heading called the Annual School Goals and Budget Consultation Meeting. In addition to engaging the broader school community and verifying this engagement within the Principal’s Portal, schools must ensure the English Learner Advisory Committee (ELAC) submits recommendations to the School Site Council (SSC) and the SSC members are fully involved in 1) planning the program using data, 2) making modifications to the School Plan for Student Achievement (SPSA), 3) monitoring implementation of the SPSA, and 4) assessing the impact of funded programs and activities on student achievement.

Strategic Plan 2022-26 Ready for the World

The following Title I strategies for family engagement are integrated into the Strategic Plan entitled *Ready for World*. Review pages 40-48 and specifically focus on priorities *3A: Strong Relationships* and *3D: Honoring Perspectives*. While each priority is essential to building strong home-to-school communication, engagement and partnership, these are mostly aligned to Title I family engagement.

Title I Funds

Schools receiving Title I funds will receive a separate allocation to implement programs and activities to support their schools’ Title I Parent and Family Engagement Policy and plan for parent and family engagement, including programs and activities that strengthen parent capacity to support student learning at home and at school. Such programs and activities must be planned and implemented with the meaningful involvement of parents and families. We also ask school leaders to organize parent and family engagement that provides Title I families with ongoing opportunities to support the academic and socioemotional needs of students at each grade level. Think of these funds as being used to provide additional opportunities to extend services for families beyond the core activities provided to all families at the school site. The School Plan for Student Achievement (SPSA) describes the details of the school’s plan for parent and family engagement and is developed by the SSC, which has the authority to make decisions on Title I funds. Please ensure to organize a robust summary under the section for family engagement which shows how instructional, social emotional, and overall family engagement investments are linked to serving families. Plans often list positions and do not detail Title I specific family engagement strategies leveraged to accelerate student achievement, and ensure families are provided with a welcoming environment and capacity building opportunities. Formation and verification of SSC and ELAC in the Principal Portal prior to Fall SSC training and ELAC convening is required each year. If the SSC and ELAC are not formed by the end of the first week in November, the school campus may not be able to expend their Title I funding.

Budget Planning Process

1. The school plan for parent and family engagement outlined in the SPSA must be aligned to the District's Strategic Plan, the Parents as Equal Partners Resolution and Task Force Recommendations, the School Goals for Parent Engagement (Attachment B), and all appropriate federal and state mandates regarding parent engagement. It should include activities, programs, a timeline and resources to support student academic goals and be aligned with the school Title I Parent and Family Engagement Policy. Please refer to School Goals for Parent Engagement (Attachment B) for suggested activities.
2. Funds allocated for parent and family engagement activities must not be used for other purposes. When used inappropriately, the categorical program from which the non-allowable item was expended must be repaid with the general funds' regular program resources.
3. The Budget Planning Sheet for 2023-2024, Attachment A, must be developed with parent recommendations for the projected expenditures. The Budget Planning Sheet for 2023-2024 is submitted to the appropriate Regional Fiscal Specialist and copies provided to Chairpersons of the SSC and ELAC.
4. Personnel expenditures, including Community Representatives, Parent Resource Assistants, and Parent Resource Liaisons budgeted from parent and family engagement funds must perform duties and responsibilities that **directly** support the school's plan for parent engagement, as identified in the SPSA. They are not to perform other clerical duties that are not in line with the job classification.
5. Categorical funds are to supplement, not supplant, educational services for parents. These funds may not be used for rental of facilities or for purchasing equipment, other than for translation equipment or technology for the Parent and Family Center when approved by the Regional Parent and Community Engagement (PACE) Administrator. Funds should be allocated to support parent activities that help meet the School Goals for Parent Engagement, including:
 - Training to strengthen parent and family capacity to support their children's learning at home and achievement at school
 - Development of the School-Parent Compact and the school Title I Parent and Family Engagement Policy
 - Translation or phone services, translation equipment and/or Parent and Family Center computer equipment
 - Parent conference attendance
 - Parent and Family Center programs, activities, and staff
6. A differential may be provided to a register-carrying teacher **only** for purposes of coordinating parent engagement activities. Specific duties of the teacher must be above and beyond the duties of the Targeted Student Population Advisor and/or Title I Coordinator. District schools often use the differential to assist the school site administration with organizing Family Action Teams whose purpose is to establish family engagement goals, coordinated programming and outreach to participants.

For further information, please contact the appropriate Regional Parent and Community Engagement (PACE) Administrator or the Office of Parent and Community Services (PCS):

<u>Regions</u>	<u>Name</u>	<u>Phone Number</u>
Region North	Yela Dirlam Patrizia Puccio	818-654-3600
Region South	Leticia Estrada de Carreon	310-354-3400
Region West	Robin Willis	310-914-2100
Region East	Elsa Tinoco Megan Guerrero	323-224-3100
Office of Parent and Community Services		213-481-3350

Office of Parent and Community Services
BUDGET PLANNING SHEET FOR 2023-2024

SCHOOL NAME: _____ LOCATION CODE: _____

ITEM NO.	RESOURCES	TITLE I (7E046)		Other	
		<i>QTY</i>	<i>Amount</i>	<i>QTY</i>	<i>Amount</i>
21468	Clerical X/Z Time				
50073	Parent Conference Attendance				
50163	Parent Training Allowance				
50059	Mileage				
11275	Professional Expert (Certificated) (For Parent Engagement Activities)				
10365	Teacher Parent Activity Differential (For Register-Carrying Teacher Only)				
27784	Community Representative Pay (Class A) Rate \$ _____				
27785	Community Representative Pay (Class C) Rate \$ _____				
26594	Parent Resource Liaison (This position is subject to seniority rights.)				
26957	Parent Resource Assistant (This position is subject to seniority rights.)				
27144	Itinerant SS Parent Resource Liaison				
40269	Supplemental Instructional Materials (SIM) (No office supplies; for parent activities only)				
40127	General Supplies-Technology				
40125	Non-Capitalized Equipment for Parent Center				
40110	Non-Capitalized Equipment-Audio Visual/for translation only				
50002	Contracted Instructional Services				
50035	Independent Contract (Professional Services): LAUSD-approved contracted individuals defined in school plan for parent engagement.				
50254	Phone Expenses (For Parent Center; No postage allowed).				
60018	Capitalized Equipment-Audio Visual (for translation only; need prior approval from PCS)				
TOTAL BUDGET			\$		\$

**This planning sheet is intended to allow for parent and family engagement budgeting at a glance.
Please present this page for programmatic and fiscal review.**

OFICINA DE SERVICIOS PARA PADRES Y COMUNIDAD
HOJA PARA LA PLANIFICACIÓN DEL PRESUPUESTO 2023-2024

NOMBRE DE LA ESCUELA: _____

CÓDIGO DE LA ESCUELA: _____

Núm. de Punto	RECURSOS	TÍTULO I (7E046)		Other	
		<i>Cantidad</i>	<i>Suma</i>	<i>Cantidad</i>	<i>Suma</i>
21468	Horas extras para los oficinistas				
50073	Asistencia de los Padres a Seminarios				
50163	Fondo por Cuidado de Niños Durante Capacitación de Padres				
50059	Millas Recorridas				
11275	Experto Profesional (Titulado) (Para actividades de inclusión de los padres)				
10365	Maestro Padre Actividades Pago Diferencial (Para maestros de clase a cargo de alumno y sus registros)				
27784	Salario del Representante Comunitario (Class A) Tarifa:\$				
27785	Salario del Representante Comunitario (Class C) Tarifa:\$				
26594	Mediadores de Recursos para Padres (Este puesto se sujeta a derechos de empleo.)				
26957	Asistente de Recursos para Padres (Este puesto se sujeta a derechos de empleo.)				
27144	Mediadores de Recursos para Padres Itinerante				
40269	Materiales de Instrucción Suplementarios (SIM, Solamente para apoyar las actividades de padres, no para material de oficina)				
40127	Útiles Generales-Tecnología				
40125	Equipo no capitalizado para el centro de padres				
40110	Equipo Audiovisual / Solamente para interpretación				
50002	Servicios de Instrucción Contratados				
50035	Contratos Independientes (Servicios Profesionales) Personas aprobadas para contratarse, según lo definido en el plan escolar para la inclusión de los padres.				
50254	Gastos por servicios de teléfono (Para el Centro de Padres, no se permiten costos de envío)				
60018	Equipo capitalizado— Audio y video (solamente para traducción; se necesita previa aprobación por parte de PCS)				
TOTAL DEL PRESUPUESTO			\$		\$

Esta hoja de planificación se realiza con el propósito de permitir la inclusión de los padres en la planificación del presupuesto a primera vista. Presente esta hoja para programación y revisión fiscal.



The Los Angeles Unified School District's parent and family engagement policies, including Title I Parent & Family Engagement Policy and the Federal Addendum have in place responsibilities for our schools and district to assist all students to graduate from the District ready for college, careers and life. The *Parents as Equal Partners in the Education of their Children* Resolution, adopted by the Los Angeles Unified School District's Board of Education in December of 2010, led to a series of recommendations for implementation at school sites. The Task Force on *Parents as Equal Partners* stated that "meaningful parent engagement is when schools see parents as equal partners in promoting student achievement and recognize parents' talents and skills as resources to promote children's educational development." A review of decades of research also indicates that when parents are involved, students have the following:

- ✓ Higher grades, test scores, and graduation rates
- ✓ Better school attendance
- ✓ Increased motivation and better self-esteem
- ✓ Healthier social emotional behaviors and habits

In addition, through authentic partnerships with parents, schools gain the following:

- ✓ Improved teacher morale
- ✓ Higher ratings of teachers by parents
- ✓ More support from families
- ✓ Higher student achievement
- ✓ A better reputation in the community

Goals for parent and family engagement are aligned to the mandates of the Every Student Succeeds Act (2015), the Parent as Equal Partners Task Force Recommendations (2011), and the California Department of Education Family Engagement Framework (2014). These goals and indicators provide guidance to schools in developing and implementing effective parent and family engagement policies and practices that yield higher levels of student academic success.

School Goals for Parent and Family Engagement

1. Provide a welcoming environment for families and invite them to participate as equal partners in the education of their children.
2. Provide parents opportunities to acquire necessary information, knowledge, and skills to support their children's education at home and at school.
3. Engage parents in the school's volunteer program so they can participate in supporting school-wide, classroom, and parent involvement activities.
4. Respond to parent concerns and/or inquiries to ensure child's educational needs are met.
5. Comply with all LAUSD, State, and Federal requirements regarding parent involvement.

Visit the following site to download a detailed explanation of the Goals for Parent & Family Engagement:
<https://achieve.lausd.net/pcss>.

The following is a task list of responsibilities and deadlines we are required to fulfil in the area of parent and family engagement. Our funding and home-to-school ties are dependent on these foundational responsibilities:

Activity/Task	Description	Deadline REF-6749.5
School Site Council Verification and Training	Principal or designee upload membership information and documentation to the Principal Portal serving as evidence council is fulfilling its responsibilities. Required training modules for the SSC are available at the Tools for Schools tab found at achieve.lausd.net/pcss . Training modules are also available to train members on topics like parliamentary procedures, understanding data, and writing SMART comments.	End of September
English Learner Advisory Committee Verification	Principal or designee upload membership information and documentation to the Principal Portal serving as evidence committee is fulfilling its responsibilities.	End of September
School Site Professional Development for Parent & Family Engagement	School sites are to host at least two professional development sessions in the area of parent and family engagement for school staff.	End of January
Title I Parent & Family Engagement Policy	Each year, Title I schools are to develop a policy with families and staff. For the 2022-23 school year, and due to the pandemic, the policy is to be posted on a website visible to the public.	End of January
Title I School Parent Compact	Each year, Title I schools are to develop a School Parent Compact with families and staff. For the 2022-23 school year, and due to the pandemic, the policy is to be posted on a website visible to the public.	End of January
Monthly Workshops for Families	Schools are tasked to upload workshop dates and topics for each month from August-May covering academic, social emotional, and attendance related topics. Title I course modules are available for school sites to engage families as cohorts. To download the course modules, visit Tools for School tab at achieve.lausd.net/pcss .	End of Academic Year
English Learner Advisory Committee Required Training	There are 4 required training topics that need to be presented to the English Learner Advisory Committee. Required training modules for the SSC are available at the Tools for Schools tab found at achieve.lausd.net/pcss . Training modules are also available to train members on topics like parliamentary procedures, understanding data, and writing SMART comments.	End of Academic Year
Annual Title I Parent and Family Meeting	This meeting must be held at the start of the school year where school sites guide families to learn about the specific Title I investments and strategies the school site is leading to accelerate student achievement and the engagement for families to support their child's development. It is recommended for this meeting to inform families and to also facilitate exercises such as a side-by-side lessons between families and students focused on school strategies, and classroom learning walks to name a few. These help families use their senses to see how Title I supports the school community.	End of January
Annual School Goals and Budget Consultation Meeting	This meeting must be held with the school community in the winter/early spring before budget development sessions begin.	End of Academic Year

Appendix C: Supplemental Instructional Programs



LOS ANGELES UNIFIED SCHOOL DISTRICT
Division of Instruction

Supplemental Instruction/Intervention Resources Guidelines

The purpose of these guidelines is to define the process for purchasing supplemental standards-based instructional materials with Federal funds. Supplemental resources support core instruction, not replace it.

These guidelines include only supplemental resources that have been pre-approved by Central Office.

Multi-tiered instruction and interventions are not dependent on programs, but are grounded in the increased use of *academic engaged time* and effective, evidence-based instructional strategies targeted to student need.

Procedures for Selecting Supplemental Instructional Resources

Schools are to follow the procedures below prior to placing an order for supplemental materials.

1. Review the district approved supplemental instructional resources at the following websites:
 - [English Language Arts](#)
 - [Mathematics](#)

Materials found listed on these sites are research and/or evidence-based and have been recommended to support Tier 1, Tier 2, and Tier 3 instruction and intervention. These materials are already approved for purchase. **Schools may purchase the materials on the list as needed without obtaining additional approvals.** For questions regarding the materials listed, please contact Carlen Powell, Administrator, Elementary Instruction or Pedro Garcia, Senior Executive Director of Instruction.

2. Materials not found on the list may be purchased if they are research and/or evidence-based, aligned to the school data, and outlined in the School Plan for School Achievement.

Learning About How English Works & Reading Foundational Skills

- a) Language and Literacy in English Acceleration Program (L²EAP)
- b) Newcomer Program with Primary Language Instruction
- c) Accelerated Program for Long Term English Learners (6-12)

For questions, please contact your Regional Director

Guidance on Selecting Supplemental Instructional Resources for Tier 1, Tier 2, and Tier 3

Schools are responsible for ensuring that any purchase of supplemental resources to support Tier 1, effective first instruction, Tier 2, strategic instruction and intervention, and Tier 3 intensive instruction and intervention are evidence-based. Selection of these supplemental resources must be based on data and evidenced-based for the population served. Schools need to use a two-pronged approach to determine the appropriateness of any supplemental resource before purchasing. First, ensure the resource is research-based. Second, ensure it meets the guidelines for the provision of effective academic intervention.

Step 1: Validating Research-Based Resources

The following criteria were designed to support schools in making purchasing decisions that reflect student needs and are evidence-based.

Criteria for Selecting Supplemental Resources:

1. Is there evidence/research regarding the effectiveness of the supplemental resource being considered? (A website for identifying evidence: — *What Works Clearinghouse, Evidence for ESSA*)
2. Does the evidence align with the LAUSD demographics and instructional setting? (i.e., student-teacher ratio, minutes of instruction)
3. Is the resource aligned to California content standards?
4. Does the program have evidence of accelerating student growth?
5. What professional development and coaching support are available for effective implementation of the resource?

Step 2: Guidelines for Effective Academic Intervention Resources

The following questions are designed to guide decisions about purchasing supplemental instructional resources. All resources considered should accelerate student growth.

- How will training for the program be implemented?
- How much time needs to be allocated to use this program – 30 minutes, 1 hour, more?
- What specific skills/standards does it address?
- Does it include explicit instruction?
- How does it provide for *academic engaged time* including high levels of student engagement?
- How is student performance feedback provided?
- What supports are available for teacher understanding and support?
- How is student growth documented?
- Is technology required and how will the technology be purchased?