2017-2018 Program and Budget Handbook

✻Title I

✻Title III (English Learners)

Los Angeles Unified School District
Federal and State Education Programs Branch

February, 2017

Los Angeles Unified School District
333 South Beaudry Avenue
Los Angeles, California 90017

Errata

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

Program and Budget Guidelines	
• Page 4 #29	**Out-Of-Classroom Personnel (not CSR Teachers) – Minimum Funding:** (Clarification on funding) The minimum percentage of 50% must be fully funded with one federal fund
• Page 7 #43	**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 Program (13027) for 25% and Targeted Student Population (10183) 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.
• Page 13 #72	**Start and End date of Software Licenses Purchases** 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 school who 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.
Budget At A Glance – Direct Services	
• Page 16	For Targeted Assistance Schools (TAS), curricular trips are a restricted item. Please contact FSEP for prior approval.
• Page 16	Parental Involvement (7E046) – General Supplies, Technology and Non-Capitalized Equipment have been ungrayed.
• Page 16	TAS restrictions have been added.
Budget At A Glance – Indirect Services	
• Page 17	Parental Involvement (7E046) – Non-Capitalized Equipment and Phone Expenses have been ungrayed.
• Page 17	TAS restrictions have been added.
Appendix A	
• Appendix A-6	EL/SEL Instructional Coach (Elementary and Secondary) has been crossed out in the Title III Budget Worksheet.
Appendix D	
• Appendix D-1	Title I Cheat Sheet and Title I Imprest form have been added to the Program and Budget Handbook.

Table of Contents

Federal Programs

Federal and State Mandates

SPSA and the Budget Process

Appendices:

Appendix A: Programs for English Learners Budget Process

Appendix B: Budget Planning for Parental Involvement

Appendix C: Supplemental Instructional Programs

Appendix D: Budget Resources

Introduction

The *Program and Budget Handbook* is provided to assist you in designing an effective instructional program for participating students. The instructional design for participants should **enrich and supplement** the core program provided to all students. The resources from categorical funds should be used to **extend the quality and quantity of instructional time for program participants by using a variety of instructional strategies,** such as early literacy; one-to-one tutoring; in-class intervention; before- and after-school interventions; additional summer or intersession classes; and professional development for all staff. The budget should be designed to provide services that supplement District-provided core services and assist in reducing barriers to student learning. The Local District (LD) must review and recommend budgets to Federal and State Education Programs Branch (FSEP) and Multilingual and Multicultural Education Department (MMED) for approval and implementation.

Program and Budget Guidelines

Program and Budget Guidelines

	Title I *7S046*	Title III *7T197*
Budget Development and Budget Maintenance		
1. **Administrative X-Time:** Administrative salaries for intervention and/or site-based professional development (PD) on unassigned days and/or Saturdays (for additional information please refer to the Human Resources Inter-Office Correspondence titled, "Guidelines and Request for Extra Duty Pay for Certificated Administrators" dated 6/27/13) **can be purchased during budget development.** Schools purchasing Administrative X-time are required to maintain documentation such as approved *Request for Extra Duty Pay for Certificated Administrators* forms (approved by LD Superintendent) along with the intervention flyer and/or PD agenda for auditing purposes. These salaries will be factored into the 10% indirect cost.	X	
2. **Alterations and Improvements:** Alterations and Improvements (A&I) of facilities is not allowed with Title I funds.		
3. **Allocations:** The following applies to allocations for categorical resources: • All new, sending, and reconfigured schools will receive 90% of their estimated Title I • All existing schools will continue to receive 100% of their Title I allocation, adjusted for potential funding variance and mandated set-asides if applicable	X	
4. **Arts:** When funding with Title I resources, the Arts may be utilized to enhance students' academic skills in English/Language Arts and mathematics; however, allowable expenditures for this purpose are limited to the following services: • **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. *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.* **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. 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)	X	
5. **Budget Assistance:** Schools should contact the Local District fiscal specialist for budget development, budget transfers, and the Position with Incumbent (PWI) Request for federal and state funded employees.	X	X
6. **Feeder Schools Allocations:** Feeder schools will receive a percentage of their allocations in Fiscal Year (FY) 2017-2018. 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.**	X	
7. **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 fund categorical resources. See your Local District fiscal staff for details.	X	X
8. **Indirect Services Job Descriptions:** Descriptions of personnel and services funded as indirect services to students should include language that supports academic achievement for the identified subgroup and/or for parental involvement.	X	

Program and Budget Guidelines

		Title I *7S046*	Title III *7T197*
9.	**Maximum Percentage of Indirect Services:** A **maximum of ten percent (10%)** of the school's Title I allocation can be spent on items identified as indirect services to students.	X	
10.	**Mileage:** Reimbursement 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. **Note:** Mileage for itinerants (Nurses, PSW, PSA Counselors, other itinerants) cannot be charged to the school's Title I budget.	X	
11.	**Penalties:** All penalties for non-allowable items must be funded with general funds regular program resources. Per the District's annual carryover memorandum that is issued yearly, any positive ending balance in Program Code 13027 may be used to offset the negative ending balances in non-carryover programs codes (such as Title I and Title III). *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.*	X	X
12.	**Rental of Facilities:** Rental of facilities is not allowable with federal resources.		
13.	**Salary Savings:** A Budget Adjustment is required to capture salary savings for a position that is vacant for a minimum of 20 work days.	X	X
14.	**New Schools or Schools New to Title I:** For schools new to Title I or new schools opening, all Title I funds are placed in pending distribution. Prior to the formation of the SSC and the development and approval of the *Single Plan for Student Achievement*, a reasonable amount of funds can only be transferred to Teacher X-time (Indirect). These expenditures must be approved by the Local District Director.	X	
15.	**Postage:** Stamps and postage fees are **not allowed**.		
16.	**Unallowable Positions:** Program funds **cannot** be used to purchase Administrator positions, TSP Advisor, Campus Aide, School Supervision Aide, Custodian, or Dean positions.		
17.	**Withheld Signatures:** Signatures do not necessarily indicate approval of the spending plan. When a signature is withheld, please attach minutes, agendas, sign-ins, and a signed statement explaining why the Chairperson's signature was withheld from the SSC or applicable advisory committee where the budget-planning process was discussed.	X	X
Certificated (Teachers, Out-of-Classroom, Itinerants, Teaching Assistants), Classified and Unclassified Personnel			
18.	**Certificated Basis:** Certificated positions funded with categorical resources may only be budgeted on "C" basis.	X	
19.	**Counselors:** Title I Schoolwide Program schools may purchase counselors to reduce student-to-counselor ratio.	X	
20.	**CSR Teachers:** Title I Schoolwide Program schools may purchase register-carrying teachers to reduce class size for literacy, mathematics, science, and social studies. The minimum allowable when funding CSR teachers with Title I resources is 0.2 FTE (1day). If funding more time than 0.2 FTE, additional time may be purchased in the following increments, i.e. 0.40, 0.50, 0.60, 0.80, 1.0. The appropriate time reporting documentation is required.	X	
21.	**Day to Day Substitute Benefitted Absence:** A minimum of **four (4)** days of Day-to-Day Substitute Benefitted Absence (Budget Item #10562) must be budgeted to cover the benefitted absence of register carrying/class-size reduction (CSR) teachers	X	

	Title I *7S046*	Title III *7T197*
purchased from federal programs. When funding less than 1.0 FTE, the number of days should be equivalent to the percentage/number of the position that is purchased. 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 benefitted absence, i.e. illness, personal necessity, kincare. If absences have been properly time-reported, unused days may be budgeted in the second semester for use during the current fiscal year. A budget adjustment request, complete with school site council and Local District signatures, must be submitted. Absence for the fifth day forward should be time reported from program 13027.		
22. *New* **EL Coach:** This is a new supplemental position created to address the linguistic and academic needs of English Learners. This position can be multi-funded with Title I funds. See job description in the 2017-2018 Instructional Support section.	**X**	**X**
23. **EL/SEL Instructional Coach**: This position is created to address the needs of English Learners and Standard English Learners. See job description in the 2017-2018 Instructional Support section.	**X**	
24. **Intervention/Prevention Support Coordinator:** This position replaces the Intervention Support Coordinator. This new position now includes responsibilities that support students with disabilities. The new Budget Item Numbers for this position are Budget Item #14496 and Budget Item #13301 (shared sites). The Budget Item Numbers for the Intervention Support Coordinator (Budget Item #'s 13193, 13195, 13100) are now closed.	**X**	
25. **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 federal and state resources is **0.1 FTE (1/2 day).** This change is due to requirements resulting from Federal Program Monitoring (FPM) and the annual federal single audit.	**X**	
26. **Limited Contract Teachers and Off-Norm Auxiliaries:** 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 <u>is not</u> an allowable expenditure.**	**X**	
27. **Multi-funded CPA and Differential:** Multi-funded Categorical Program Advisor positions and differentials should be budgeted at the same percentage.	**X**	
Note: Personnel must perform duties only from the program for which they are paid.		
Note: Differentials only apply if posted prior to the election of the personnel.	**X**	
28. **Other Federally Funded Personnel Who Covers Classes:** Charge the appropriate District account when a federally funded person substitutes for a District-funded teacher.	**X**	**X**
Note: Day-to-day Substitute 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.	**X**	
29. **Out-Of-Classroom Personnel (not CSR Teachers) – Minimum Funding:** If the position is not 100% funded, the <u>minimum</u> allowable Full-Time Equivalent (FTE) is 0.5 FTE (2-1/2 days) when funding out-of-classroom personnel positions with federal funds (Title I and/or Title III). The minimum percentage of 50% must be fully funded with one federal fund. If purchasing more than 0.5 FTE, additional time may only be purchased in increments of 0.1 FTE (1/2 day). **The federal allowed FTEs are 0.50, 0.60, 0.70, 0.80, and 0.90 for multi-funded positions.** The only exception to the 50% minimum FTE is an EL Coach. SWP schools that receive Title III funds can combine their Title I and Title III funds to make up the 50%	**X**	

	Title I *7S046*	Title III *7T197*
with the minimum FTE being 0.2. (e.g., to pay the minimum of 0.5 of a position, Title III contributes 20% and Title I contributes 30%) When using federal funding sources (Title I and/or Title III) consolidated in the Single Plan for Student Achievement (SPSA), a **maximum** of two positions (if allowed in both programs) that support the instructional program may be combined to comprise one FTE (5 days) (e.g., Instructional Coach and an EL Coordinator, etc.). Title I must fund a minimum of .50 FTE (with increments as referenced above) and the remaining 0.50 FTE must be funded with no more than two General Fund unrestricted programs. For example, a school may fund a Problem-Solving/ Data Coordinator using Title I (7S046) for 50% and General Fund School Program (13027) for 25% and Targeted Student Population (10183) for the other 25%. The changes noted above are due to requirements resulting from Federal Program Monitoring and the annual federal single audit. An out-of-classroom personnel position funded with federal resources (including A-G Diploma Counselor and Middle School College and Career Coach) consolidated in the SPSA must complete a Semi-Annual Certification (SAC). A Multi-Funded Time Report (MFTR) is required when the position is multi-funded with federal resources and other sources not consolidated in the SPSA. The requirement for MFTR will include a Categorical Program Advisor (direct services funded with Title I 7S046) and a Magnet Coordinator (administrative services funded with General Funds 13027) or a CPA (funded with Title I funds) and a TSP Advisor (funded with TSP funds). For the differential associated with the position (e.g., CPA), a SAC will also be required.		
30. **Prof Expert:** Professional expert assignments cannot be processed until the request has been approved by the Office of the Superintendent (See Bulletin BUL-4305: Professional Expert Assignments). The approval should occur prior to the BAR process.	**X** **(restricted)**	
31. **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.	**X**	
32. *New* **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: • 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%	**X**	
33. **Teacher Auxiliaries:** Auxiliary teacher time for class size reduction or intervention may be budgeted during budget development. The SPSA/SPSA Modification page(s) description of the teacher auxiliary must include the subject area to be taught and the grade level.	**X**	
34. **Teacher Librarian:** 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).	**X**	

	Title I 7S046	Title III 7T197
35. **Teacher Release Day/Hrs.:** For teachers who attend any Title I or Title III funded activity (PD, grade level planning, student data analysis, classroom observations), 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 (13027, 7S046). 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) Substitutes 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.	X	X
36. **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).	X	
37. **Tutoring:** When a regular status teacher tutors or provides intervention to students outside of the basic assignment, i.e., afterschool, Saturdays, off-track at year-round schools, the following descriptions and Budget Item Numbers must be used: • Tutor Teacher X-Time (10376) *Note: When using Title III funds, schools must form classes solely comprised of EL students.*	X	X
38. **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/SPSA Modification with detailed description of how this position will support the Title I program. Please note that these purchases are subject to the indirect cost limits (Program and Budget Guideline #9).	X	
39. **Clerical Relief/X-Time:** Custodial Overtime (OT)/Relief and Clerical OT are **no longer** allowed expenditures in the Title I Program (7S046, 70S46, 7E046). Schools may still budget Clerical Relief/X-Time in Title I (7S046, 70S46, 7E046). Refer to the *Classified Employee Handbook* or Payroll Services for the correct usage of Clerical Relief/X-Time. Please be aware that Clerical Relief/X-time is not time and a half.		
40. **Custodial Supplies:** Custodial Supplies can only be purchased for a Title I funded Intervention Program. The allocation is $1 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/SPSA Plan Modification page, quote, and 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.	X **(restricted)**	
41. **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 Interoffice Correspondence from Superintendent Cortines	X	

	Title I *7S046*	Title III *7T197*
entitled "Immediate Freeze on the Hiring of Education Aide II's- Clarification of Duties," dated December 8, 2011.		
42. **Multiple sites Classified Assignments:** Schools attempting to combine classified assignments for one individual are limited to the following combinations: |	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		**X**	
43. **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 Program (13027) for 25% and Targeted Student Population (10183) 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.	**X**	
Conferences/Professional Development		
44. **Certificated Training Rate:** Certificated Training Rate is to pay a regular status teacher 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 "*Update: Professional Development Pay Rates and Criteria for Mandated Professional Development for Certificated Staff*" dated August 24, 2015 for additional information.	**X**	**X**
45. **PD Teacher X-Time:** Professional Development Teacher X Time is to pay a regular status teacher who attends a mandated Title I or Title III allowable training <u>outside</u> of the basic assignment, i.e., afterschool, on Saturdays, or off-track at year-round schools. When describing the expenditure, please indicate the number of hours budgeted. 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.	**X**	**X**
46. **Staff Conference Attendance:** Identify conferences specifically in the SPSA or SPSA Modification and the need for attending the conference and how it will benefit at-risk students. Schools may use the P-Card, Imprest, or Shopping Cart for this expenditure. There is no limit for Staff Conference Attendance. Staff Conference Attendance includes reimbursement for conference registration fees, hotel, mileage, airfare, per diem, etc. *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 in the Shopping Cart or through P-Card/Imprest reconciliation.*	**X**	**X**
47. **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 budgeted not just a lump sum. The teacher will receive a training certification form (see BUL-2643.6, *Documentation for Employees Paid from Federal and State Categorical Programs*, Attachment H) to indicate participation so that the appropriate categorical funding source is charged. *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.	**X**	**X**

	Title I 7S046	Title III 7T197
48. **Teachers Attending a Federally Funded Professional Development:** A teacher who attends a training paid for by federal resources must complete a training certification form (See BUL-2643.6, *Documentation for Employees Paid from Federal and State Categorical Programs*, Attachment H) and be charged to the federal funding source.	X	X

Contracts

	Title I 7S046	Title III 7T197
49. **Instructional 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/SPSA Modification page(s). *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.* *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.*	X	

Copiers

	Title I 7S046	Title III 7T197
50. **Other Non-Instructional Contracted Services (Toshiba copiers) – Commitment Item #580002**: Title I schools wanting to budget duplication costs using Title I funds must budget this as a multi-funded cost attributing no more than 50% to Title I. 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 IFS Object Code 5802, 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. The above-mentioned also applies to the purchasing of copiers using Title I funds. Please review BUL-6517.0, *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.	X	
51. **New 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 costs using Title I funds must budget this as a multi-funded cost attributing no more than 50% to Title I. *New: In addition, there will be a review process for items purchased with Title I funds. The review process will require schools to upload the required Title I documentation in the Shopping Cart.*	X	
52. **New Commitment Items for Copying Charges:** The following are the commitment items for copying charges: • 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 Using the incorrect commitment item may result in payback with general funds or denial of the expenditure.	X	

Curricular Trips/Admission Fees

	Title I 7S046	Title III 7T197
53. **Admission Fees:** Admission tickets for approved academic field trips may be purchased by using unrestricted funds or federal funds (Title I). Federal funds may only be used to	X	

	Title I 7S046	Title III 7T197
provide services for eligible students (TAS) or all students (SWP). Admission tickets should be funded as follows: | Description	Budget Item Number	Commitment Item | |---|---|---| | Admission Tickets | 50058 | 580005 | Admission ticket purchases are no longer a restricted item but can only be purchased for approved District sites (see District's Approved Field Trip Site List) that are described in the SPSA. 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) *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.*		
54. **Requirements for Conferences, Curricular Trips:** Identify conferences, professional development or curricular trips destinations. Curricular trips 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 conferences and field trips 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 amusement, diversion, and social activities and any associated costs are unallowable with federal funds (including Title I) *In addition, there will be a review process for conferences/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 P-Card/Imprest reconciliation.*	X	
55. ^{New} **Curricular Trips Booked through the Transportation Service Division:** The Title I Office will be an additional reviewer of curricular trips that are booked through the Transportation Branch. As with all Title I curricular trips, the destination must be specifically described in the SPSA for the determination of allowability. Please plan accordingly for the additional approval process to ensure that there is enough time for booking your trip. **In addition, because of audit findings, schools cannot book Title I curricular trips in the month of June if using the District's Transportation Branch.**	X	
56. ^{New} **Curricular Trips with P-Card:** Beginning in 2017-2018, schools will be able to use their P-Card to pay for Title I allowed curricular trips with the appropriate documentation attached.	X	
Equipment		
57. **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. Local District fiscal personnel should forward to FSEP for approval prior to input during budget development and budget maintenance.	X **(restricted)**	
58. **Categorical Equipment Inventories (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	X	

	Title I *7S046*	Title III *7T197*
electronically to Federal and State Education Programs Branch. Prior to approval of a shopping cart for equipment (Capitalized, Non-Capitalized and General Supplies, Technology), the school's CEI will also be reviewed by FSEP.		
Note: Schools and offices must place a red label on all equipment purchased with categorical funds.		

59. **Commitment Codes for Equipment:** The following Commitment Items should be used when purchasing equipment:
 	
440001- Non-Capitalized Equipment with a total final cost of between $500 and $4,999.
   - For classroom equipment – Non-Capitalized Equipment, Classroom (Direct) – use Budget Item #40124
   - For non-classroom equipment – Non-Capitalized Equipment, Other (Indirect) – use Budget Item #40125
 	
640001- Capitalized equipment with a total final cost of $5,000 and above.
   (for Capitalized Equipment, Direct use Budget Item #60033)
   (for Capitalized Equipment, Indirect use Budget Item #60034)
 	
Failure to adhere to this guideline can result in an audit finding that requires corrective action by the school.
	X (restricted for Capitalized Equipment)	

60. **Description Requirement for Equipment:** Capital Outlay - When purchasing equipment and/or General Supplies, Technology, a description of 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/SPSA Modification.	**X**	
61. **New 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.	**X**	
62. **Non-Capitalized Equipment and Capitalized Equipment:** Non-Capitalized Equipment purchases with a total final cost of or over $500 (including tax, shipping and other ancillary charges) and capitalized equipment purchases over $4,999 should be budgeted separately. Although Non-Capitalized Equipment is now unrestricted, Capitalized Equipment (purchases over $4,999) will remain restricted and will require a manual budget adjustment request with the quote and SPSA/SPSA Modification.	**X** (restricted for Capitalized Equipment)	
Note: Equipment purchased with categorical funds at Title I targeted assistance schools must be for identified student use only.	**X**	
63. **Physical Check of Equipment:** A physical check of the equipment inventory must be conducted every two years, and the results must reconcile with the school's inventory records. If a categorical equipment inventory physical check was not performed during the 2016-2017 school year, it must be completed during the 2017-2018 school year. Prior to approval of a shopping cart for equipment (Capitalized, Non-Capitalized and General Supplies, Technology), the school's CEI will also be reviewed by FSEP.	**X**	
64. **Purchasing of General Supplies, Technology:** Expenditures for General Supplies are restricted to items of equipment with a total final cost of less than $500 per item (including tax, shipping and other ancillary charges) when funded with Title I resources. Examples include laptops, iPads, netbooks, projectors, document cameras, e-readers, etc. Although these items are not required to be listed on the categorical equipment inventory, a red label should be placed on them. **All other general supplies expenditures** (e.g., bond paper, pencils, pen, folders,	**X**	

	Title I *7S046*	Title III *7T197*
coloring pencils, crayons, paint, etc.) **remain unallowable when funded with Title I resources.** A budget adjustment, with the appropriate documentation, is required when funding General Supplies, Technology, and **Commitment Item #430001, Budget Item #40127 must be used** when purchasing the equipment. The following completed documents must be send to your Local District Title I Coordinator: • Single Plan for Student Achievement (SPSA)/SPSA Modification page • Legacy Replacement Program (LRP) Requisition Form from the *LRP Interim Ordering Process* and/or quote Adherence to these guidelines will be monitored by the program and fiscal staff.		
65. **Restrictions on the Purchasing of Title I Equipment:** 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 still be required for Capitalized Equipment. Excluding new schools, if the school has not submitted a completed 2016-2017 Attachment B from Bulletin 3508.7, the equipment purchase will not be approved. Contact your Local District Title I Coordinator(s) if you have any questions.	**X** **(restricted for Capitalized Equipment)**	
66. **Deadline for Title I Equipment Purchases (General Supplies, Technology and/or Non-Capitalized Equipment)**: All Title I General Supplies, Technology and/or Non-Capitalized Equipment must be ordered in a timely manner so that equipment is received by 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 equipment that is received after the May 5th deadline. Per District's MEM-2464.12 *Carryover Policies for School Account Balances as of June 30, 2016*, "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 May 5th and using the current year's Title I funds may not be approved. Capitalized Equipment (single equipment item costing $5,000 or more) purchases – Because Capitalized Equipment must be approved by both the California Department of Education and FSEP prior to purchasing, the deadline for submission of a budget adjustment for the restricted item is the end of March with assurances that the equipment will be received by the school on or before May 5th. *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.*	**X**	
Instructional Materials		
67. **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 #72 for start dates of software licenses. 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 is received by May 5th of the current school year. Otherwise, per the California Department of Education fiscal auditors, the school	**X**	

	Title I *7S046*	Title III *7T197*
may be required to pay back with general funds for Title I equipment that is received after the May 5th deadline. *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.*		
68. **General Supplies: The funding of general supplies is limited to technology.** 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.	**X**	
69. **Other Books:** Schools may now develop budgets with Commitment Item #420010 – Other Books. - For Title I Schoolwide Program Schools, reference books (dictionaries, encyclopedia sets) for the school library are now allowable expenditures - Targeted Assistance Schools are excluded from purchasing **Other Books** for the school library *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.*	**X**	
70. **P-Card Restrictions Utilizing Title I Funds:** Title I resources (Program Codes 7S046, 70S46, 7E046) **may not** be used to reconcile Procurement Card (P-Card) expenditures except for admission fees, conference registration fees, curricular trips, software license renewal and Supplemental Instructional Materials (SIM). For the three exceptions, schools are required to submit Title I documentation when reconciling. If the school is found to not have adhered to the procedures three times in the same school year, the school will no longer be allowed to use Title I resources to reconcile P-Card expenditures for that year. Please review BUL-6517.0, *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. *In addition, there will be a review process for Title I P-Card claims during the reconciliation process. The review process will require schools to upload the required Title I documentation.*	**X**	
71. **Renewal of Software License:** When budgeting for <u>renewal</u> of software licenses use **Software License Maintenance** (Commitment Item #580020, Budget Item #50243). Examples include online services for improving literacy, annual site licenses for mathematics and literacy skills, and other interactive learning simulations. See Item #44 for start dates of software licenses. If a school is using the current year's Title I funds, all Title I Software Licenses must be renewed 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 equipment that is received after the May 5th deadline. Beginning in 2017-2018, schools may use the P-Card to purchase Software License Maintenance (renewals) with Title I funds. Please follow P-Card procedures regarding usage restrictions. *In addition, there will be a review process software licenses purchased with Title I funds. The review process will require schools to upload the required Title I documentation in the Shopping Cart.*	**X**	
72. **SIM:** A reasonable amount of a school's allocation can now be budgeted in SIM for FY 2017-2018. The <u>specific</u> item(s) or supplemental program <u>must</u> be described in the	**X**	**X**

	Title I *7S046*	Title III *7T197*
SPSA/SPSA Modification. 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-6518.0 *Additional Review Process for Supplemental Instructional Materials (SIM) Purchased with Title I Funds* for more information. Although the general category of 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 website (http://fsep.lausd.net) or Procurement Services Division website (http://achieve.lausd.net/procurement).		
73. **Start and End date of Software Licenses Purchases**: 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 when using the current year's Title I funds. Per District's MEM-2464.13 *Carryover Policies for School Account Balances as of June 30, 2017*, "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. 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 school who 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. **Note:** 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 equipment that is received after the May 5th deadline.	**X**	
74. **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.		
75. **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.		
Parent Involvement		
76. **Community Representatives:** Community Representative is limited to 720 hours per fiscal year.	**X**	
77. **Parent Conference:** There is no longer a $1,500 limit on parent conference attendance. *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 in the Shopping Cart and/or P-Card/Imprest reconciliation.*	**X**	**X**
78. **Parent Training Allowance:** Parent Training Allowance is **not allowable** in 7S046, 70S46 or 7E046. Parent Training Allowance to pay for childcare is allowable through general funds with the attachment of a birth certificate for school records. Please see current policy guidelines.		
Procurement End of Year Deadlines		
79. **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	**X**	

	Title I *7S046*	Title III *7T197*
be fixed earlier than general Procurement, P-Cards and Imprest cut-off dates. For the 2016-2017 school year, all Title I Shopping Carts, P-Cards, and Imprest Claims must be received by 5 pm on **May 5th, 2017**, to be considered for processing. Please plan accordingly.		
80. ^New **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.	X	
Time Reporting		
81. **Time 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 semiannual certification of such employment **and not a Multi-funded Time Report** each pay period (BUL-2643.6, *Documentation for Employees Paid from Federal and State Categorical Programs,* Attachment B/C).	X	X
82. **Time Reporting Requirement for Employees Multifunded with Federal Funds and Other General Funds**: Please refer to BUL-2643.6, *Documentation for Employees Paid from Federal and State Categorical Programs* for guidance.	X	X
83. ^New **Time 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.	X	

X – Budget Guideline is applicable to the program

Grey – Not allowed

Direct and Indirect Services to Students

The Education Code Section 63000 requires public educational agencies to spend no less than 85 percent of funds received from specific categorical programs at school sites for direct services to students. The maximum allowable for administrative costs, including indirect costs, is 15 percent.

Direct services are those supplementary services that when delivered at the school site, the student is the direct recipient or beneficiary of the services. Expenditures for personnel and services are justified as direct services and for inclusion in the 85 percent if:

- The personnel are providing direct, hands-on instruction to students;

- The services being provided are so integral to the instructional program that not to provide the services would affect the quality of the instruction itself and the academic success of the students. Examples of these types of services are professional development for teachers and parent involvement activities;

- The funds are used to purchase instructional materials and equipment to be used by eligible students;

- The funds support the analysis and use of student performance data that are then used to inform instruction for eligible students

Indirect services are the costs of personnel and supplies which are administrative in nature and do not have a direct relationship to instruction.

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 *Single Plan for Student Achievement* (SPSA) and District priorities.

A **maximum of ten percent** (10%) of a school's Title I allocation may be spent on items listed on the **indirect services** chart.

Reference: Federal Program Monitoring, III-CE12

Direct Services to Students Resources	7S046 Title I SWP	70S46 Title I TAS	7E046 Title I Parent Involvement	7T197 Title III
Allocation				
Admission Fees[5]		▓	▓	▓
Categorical Program Advisor			▓	▓
Categorical Program Advisor X Time (Direct)			▓	▓
Capitalized Equipment[3]	▓	▓	▓	▓
Certificated Training Rate		▓	▓	
Classified Training Rate		▓	▓	
Clerical OT	▓	▓	▓	▓
Community Representative		▓		▓
Contracted Instructional Services[4]		▓	▓	▓
Counselor Aide		▓	▓	▓
Counselor Assistant		▓	▓	▓
Counselor, PSA		▓	▓	▓
Counselor, School		▓	▓	▓
Curricular Trips[5]		▓	▓	▓
Custodial OT	▓	▓	▓	▓
Day-to-Day Subs, Benefitted Absence [2]		▓	▓	▓
Education Aide III		▓	▓	▓
Educational Resource Aide		▓	▓	▓
EL Instructional Coach, Elementary/Secondary			▓	
EL/SEL Instructional Coach			▓	▓
General Supplies, Technology				▓
Independent Contracts				
Information System Support Assistant			▓	
Instructional Aide			▓	
Instructional Coach				
Intervention/Prevention Support Coordinator				
Library Aide		▓		
Limited Contract Teacher (Intervention)				
Microcomputer Support Assistant				
Mileage				
Non-Capitalized Equipment (Classroom & Parent Center)				▓
Nurse		▓	▓	▓
Other Books		▓	▓	▓
Parent Conference Attendance				
Parent Resource Assistant		▓		▓
Parent Resource Liaison		▓		▓
Parent Training Allowances	▓		▓	
PD Teacher X Time			▓	
Problem Solving/Data Coordinator			▓	▓
Psychiatric Social Worker			▓	▓
Psychologist, School			▓	▓
Social Services Aide		▓	▓	▓
Software License Maintenance				
Staff Conference Attendance				
Supplemental Instructional Materials				▓
Teacher Assistant			▓	
Teacher Assistant Relief			▓	
Teacher Librarian		▓	▓	▓
Teacher Parent Activity Differential	▓	▓		▓
Teacher Release Day/Hrs.			▓	
Teacher X Time (Direct)			▓	
Teacher X Time (Tutoring)			▓	
Teacher, Auxiliary		▓	▓	▓
Teacher, Class Size Reduction (CSR) [2]		▓	▓	▓
Teacher, Non-Register Carrying			▓	▓

Indirect Services to Students Resources	7S046 Title I SWP	70S46 Title I TAS	7E046 Title I Parent Involvement	7T197 Title III
Allocation				
Maximum of 10% of allocation for Indirect Services			▓	▓
Administrative Supervision			▓	▓
Categorical Program Advisor X Time (Indirect)			▓	▓
Clerical Relief/X-Time				▓
Custodial Supplies (Maintenance/Operational Supplies)	▓	▓	▓	▓
Differential, Coordinating			▓	▓
Education Aide II		▓	▓	▓
Limited Contract Teacher (Coordinating)			▓	▓
Maintenance of Equipment[6]			▓	▓
Non-Capitalized Equipment (Non-classroom)	▓	▓		▓
Office Technician		▓	▓	▓
Other Non-Instructional Contracted Services[6]			▓	▓
Phone Expense – Title I Office/Parent Center				▓
Professional Expert [1]	▓	▓		▓
Rental of Equipment[6]			▓	▓
Senior Office Technician		▓	▓	▓
Teacher X-Time (Indirect)			▓	▓

1 - Needs prior approval from the Office of the Superintendent
2 - Four days of **Day to Day Sub. Benefitted Absence (Budget Item #10562)** must be budgeted with this position
3 - Needs prior approval from FSEP for Title I
4 - Needs prior approval for 7E046 from Parent and Community Engagement Administrator, PACE Unit
5 - For TAS, this item is restricted. Needs prior approval from FSEP
6 - 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

Budget Terms

Budget Terms

The budget terms on these pages are for all categorical programs. Terms specific to English Learners (EL) expenditures may be found in Appendix A, Programs for English Learners Budget Process.

Certificated

A. Teachers

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

    Direct services include:

    - Teaching
    - Providing demonstration lessons
    - Conducting professional development activities, including the facilitation of effective instructional programs
    - Conducting program/student evaluation activities
    - Coordinating and providing parent involvement workshop activities to ensure the compliant functioning of the advisory committee
    - 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. These personnel 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.

2. **CPA Differential Coordinating (C basis)**…based on the UTLA contract Article IX, 3.4b, 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). This item is subject to indirect cost limits.

3. **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. These additional responsibilities are considered indirect services and are subject to indirect cost limits.

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) <u>during</u> 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.

5. **Day-to-Day Substitute Teachers, Benefitted Absence**...A minimum 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 #21).

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.

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. <u>Only schoolwide program schools can fund this position with Title I resources.</u>

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 parental involvement activities, (5) provide support in a library or media center, or (6) act as a translator.

2. **Teacher Assistant (TA) Relief**…funds for hours worked beyond the regular assignment. No more than 15 hours per month for two consecutive months may be budgeted. A one-month break must occur following any two consecutive months of TA Relief before further TA Relief may be assigned. A maximum of 130 hours per year of TA Relief may be assigned.

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 (equals to ½ day).

(Additional information regarding support staff and examples of supplementary services can be found in **"2017-2018 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. Budget 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. Budget 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. **"X" Time, Direct**…assignment is for regular status employees performing additional duties related to the program outside their basic assignment basis or for employees not performing regular ongoing duties. The assignment is **fewer than ten working days.** In general, benefits are not received for "X" basis assignments. Direct activities include:

   - Analyze data, review student work
   - 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 involvement workshop activities
   - Coordinate the identification of eligible students in TAS program
   - Train Community Members/Parents

2. **"X" Time, Indirect**…assignment is for regular status employees performing additional administrative duties that are related to the program (e.g., ordering supplies, inventorying of equipment, etc.) outside their basic assignment basis or for

employees not performing regular ongoing duties. The assignment is **fewer than ten working days.** In general, benefits are not received for "X" basis assignments. This item is subject to indirect cost limits. Indirect Activities include:

- 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

3. **Professional Development Teacher X Time**…to pay a regular status teacher who attends 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.

4. **Tutor Teacher X Time**…to pay a regular status teacher to tutor or provide intervention to students outside of the basic assignment.

5. **Certificated Training Rate**...to pay a regular status teacher 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 $25 per hour (per Board Rule 1921). 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.

Classified

A. Clerical

1. **Clerical Relief/X-time** – Based on the 2014-2015 Federal Program Monitoring (FPM) findings, Clerical Overtime is **no longer** an allowed expenditure in the Title I Program (7S046, 70S46). Schools may still budget Clerical Relief/X-Time. Refer to the *Classified Employee Handbook* or Payroll Services for the correct usage of Clerical Relief/X-Time.
This item is subject to indirect cost limits.

2. **Office Technician**…provides clerical services in connection with the <u>Title I program.</u> A school-specific duty statement with the specific activities for this position if funded with federal funds may be requested. This item is subject to indirect cost limits.

3. **Senior Office Technician**…performs difficult or complex clerical tasks related to the <u>Title I program</u>. 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. This item is subject to indirect cost limits.

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

1. **Microcomputer Support Assistant**… 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 Systems Support Assistant I** …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. **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.

4. **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.**
This item is subject to indirect cost limits.

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. <u>These hourly employees are limited to three hours per day</u> and provide direct services to program participants under the **direct supervision** of a state certificated classroom teacher.

D. **Extended School Day Activities**
1. **"Z" Time**…assignment is for regular status employees performing regular duties outside their basic assignment basis.
2. **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.
3. **Custodial Relief and Overtime** – Based on the 2016-2017 Federal Program Monitoring (FPM) findings, these items will continue to be unallowable in the Title I Program (7S046, 70S46, 7E046).

Unclassified

A. **Community Representative**…payment to community persons performing in a liaison role between the school and the community. Assignments are limited to 79 hours per pay period and 720 hours per year. Budget annual amount for each position at rates shown on the separate instruction sheet, "Special Rate Page."

1. Services are limited to advice or interpretation involving local school or classroom relationships (Class-A).
2. Services involve participation as a neighborhood resource adviser to principals, teachers, parents, or project personnel

concerned with school-community relations (Class-C).

B. **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 #30).

This item is subject to indirect cost limits.

C. **Information Technology Intern, High School** …may be employed a maximum of 80 hours/pay period to assist with basic-level technical duties. The person in this position cannot tutor.

Contracts

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

A. **Contracted Instructional Service**…funds for contracts with <u>firms</u> providing instructional programs/services. Identify the name of the company(ies).

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/SPSA Modification page and quote/contract/Memorandum of Understanding (MOU)/invoice when submitting a shopping cart for an instructional contract prior to approval.

B. **Independent Contracts**…agreements with non-district <u>individuals</u> for instructional services. **Person 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 LAUSD Procurement Services Division at http://achieve.lausd.net/procurement.

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

C. **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 must place sufficient funds in Maintenance of Equipment to pay for any needed repairs.

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.

This item is subject to indirect cost limits.

D. **Other Non-Instructional Contracted Services**...funds for other non-instructional contracted services such as purchasing and construction. See the Procurement Manual which is accessible on the left side of the website at http://achieve.lausd.net/procurement. (e.g., Toshiba Contracts)

Title I schools wanting to budget duplication costs using Title I funds, must first ensure that the school already has a dedicated copier for general purpose duplication that is funded with non-federal funds. As an alternative, Title I schools with a single copier 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-6517.0 *Restricted Use of P-Card, Ghost Card and Travel Card for Title I Program Purchases* for more information.

This item is subject to indirect cost limits.

E. Software Licenses 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 when using the current year's Title I funds. When purchasing software licenses, the SPSA must specifically describe and address the need for this item. Schools will be asked to submit the SPSA/SPSA Modification page and quote when submitting a shopping cart for software licenses prior to approval.

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 software and/or operating systems are not allowable with federal funds for non-instructional purposes.

Conferences, Professional Development and Curricular Trips

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 Deputy Superintendent and the Board. Delegates may attend local and other approved conferences with costs reimbursed by the program. When purchasing conference attendance registration, the SPSA must specifically describe and address the need for this item. Schools will be asked to submit the SPSA/SPSA Modification page, conference flyer, quote/invoice, and travel form 10.12.1 when submitting a shopping cart and/or P-Card/Imprest reconciliation for conference registration prior to approval.

1. **Staff Conference Attendance**…must be an integral part of the professional development activities at the school. This expenditure line pays for 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 involvement activities identified in the SPSA.

B. **Classified Training Rates**…payments to classified staff for participating in professional development activities outside the regular six-hour workday.

C. **Curricular Trips**…budget using the costs shown on the work sheet. List specific planned destinations in the SPSA/SPSA Modification page(s). The number of destinations must match the number of trips purchased. Curricular trips are to support the core instructional program; therefore, they cannot be budgeted for elective classes or physical education.

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

When purchasing curricular trips whether through Transportation Branch, Shopping Cart or Imprest, the SPSA must specifically describe and address the need for this item. Schools will be asked to submit the SPSA/SPSA Modification page, Field trip form 34-EH-57 and quote/invoice when submitting a shopping cart and Imprest reconciliation for curricular trips prior to approval. In addition, the Title I Office will be an additional reviewer of curricular trips that are booked through the

Transportation Branch. Please plan accordingly for the additional approval process to ensure that there is enough time for booking your trip. Also, for trips that are submitted to the District's Transportation Branch, Title I funds cannot be used to book curricular trips during the month of June.

D. **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.

When purchasing admission fees, the SPSA must specifically describe and address the need for this item. Schools will be asked to submit the SPSA/SPSA Modification page, and quote/invoice when submitting a shopping cart and/or P-Card/Imprest reconciliation for admission fees prior to approval.

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/SPSA Modification page(s). 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.

Purchase of equipment—copy machines, computers, 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. As an alternative, Title I schools wanting to purchase a single copier for the school must budget this as a multi-funded cost attributing no more than 50% to Title I. Additionally, the school must set up separate access codes on the copier to restrict and monitor its use for Title I purposes and adjust the initial budget to reflect the actual costs attributed to Title I.

Schools and offices must place a red label on all equipment purchased with categorical funds. Labels may be obtained from your Local District 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.

Equipment purchased for the classroom should be funded as "direct services" to students. Equipment purchased for non-classroom use should be funded as "indirect services" to students.

When purchasing Non-Capitalized or General Supplies, Technology Equipment, schools will be asked to submit the SPSA/SPSA Modification page and the quote when submitting a shopping cart prior to approval.

Note: Please refer to the *California Accounting Manual* and the Inventory for Equipment Purchased Through Categorical Programs Bulletin, Attachment C (BUL-3508.7) 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.

This item is subject to indirect cost limits.

D. **Custodial Supplies**…limited to those supplies 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 per student per Title I Intervention session. Schools will need to submit the following in the Shopping Cart: SPSA/SPSA Modification, 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.

This item is subject to indirect cost limits.

E. **Supplemental Instructional Material (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**
- **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 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 website (http://fsep.lausd.net) or Procurement Services Division website (http://achieve.lausd.net/procurement)

When purchasing an item in SIM, the SPSA must specifically describe and address the need for this item. BUL-6517.0, *Additional Review Process for Supplemental Instruction Materials Purchased with Title I Funds*, issued on June 22, 2015, describes the procedures schools will need to follow to purchase items in SIM. When purchasing SIM, along with the SPSA/SPSA Modification page, schools will be asked to submit an itemized quote with the shopping cart or P-Card/Imprest claim prior to approval.

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**

When purchasing Other Books, the SPSA must specifically describe and address the need for this item. Schools will be asked to submit the SPSA/SPSA Modification page and quote when submitting a shopping cart for Other Books prior to approval.

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**

These items should be red labeled and safeguarded. When purchasing General Supplies, Technology, the SPSA must specifically describe and address the need for this item. Schools will be asked to submit the SPSA/SPSA Modification page and quote when submitting a shopping cart for General Supplies, Technology prior to approval.

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 website (http://fsep.lausd.net) or Procurement Services Division website (http://achieve.lausd.net/procurement).

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.

   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-T1Ofc/Prnt)**…use actual cost for current year, projected for the entire year on existing phones. Budget $620 for installation

and the basic service fee for a new/continuing telephone in the Title I Office and/or Parent Center. The new budget item # is 50254. This item is subject to indirect cost limits.

Postage is not an allowable expenditure with Title I funds.

Supplemental Services

2017-2018
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.

Teacher Assistant (0953) assignments are also processed by Classified Employee Services. Teacher Assistants are part of Unit F and have their own Collective Bargaining Agreement.

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, Instructional Assistant/Teacher Assistant Employment Processing, and related 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
- Instructional Aide/Teacher Assistant Processing Form
  PC Form TA 5192
- Teacher Assistant Resignation Form
  PC Form 5193TA
- Teacher Assistant Notice of Failure to Meet Employment Standards
  PC Form 5330

For additional information, call the 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 Single 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.
- Because of the Supplement not Supplant requirement, this position may be funded once the base program has been met.

- These purchases are subject to the Indirect Cost Limits (10% of the total school's Title I allocation)
- 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 Local District Title I Coordinators or Federal and State Education Programs Branch.

K-12 Counseling Services

The Elementary or Secondary Counselor provides counseling services to students for early identification and intervention for barriers to academic achievement of students, and to promote and encourage a healthy learning environment. 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., school counseling, student assessment and interventions;
- 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 and guidance 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 assessment results to students, parents and teachers;
- Helps students effectively utilize the educational opportunities of the school; recommends available resources within the school, school system and community to meet the needs of individual students; assists in making such referrals and contacts;
- Consults with the administrative staff and pupil support on student referrals for supplementary counseling, psychological evaluation and case conferences;
- Participates in the development of the total educational plan of the school;
- 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 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 problems 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 purchased with Categorical Funds

Activities in the categorically funded programs are designed to supplement district services. Schools may wish to focus on one or more of the following areas of service. The services provided by a Pupil Services and Attendance Counselor should be consistent with activities described and referenced in the school plan.

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 tiered approach to improve individual and school-wide outcomes;
- participate in and/or facilitate multidisciplinary teams such as Student Support and Progress Team (SSPT), Student 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;
- implement 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 indicated;
- 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 Local District 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.

The school-site administrator in charge of attendance is responsible for:

- 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 (Safe School Plan, 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 truancies;
- 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 Alicia Garoupa, Interim Director of Pupil Services at (213) 241-3844, or your Local District Pupil Services and Attendance Coordinator.

Division of Special Education

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

- 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.

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 Transdisciplinary Support Team (TST) and school guidance committees for promoting pre-referral intervention supports.
- Assist the TST 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.

Additional Services to be Provided through Categorical Funding

School psychologist time may be purchased to provide supplemental services to identified students. 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 school plan.

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 issues and LGBTQ
  - Anxiety/school phobia
  - Crisis counseling
  - Study skills

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
  - 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 call Monique Arbuckle, Director, Psychological Services, at (213) 241-8303, or the Special Education Service Center (SESC) Psychological Services Coordinator in your area.

Psychiatric Social Worker (PSW)

School Mental Health Psychiatric Social Workers (PSW) are highly trained clinical social workers that provide a continuum of school-based mental health services. This continuum of service includes prevention, early intervention, and crisis response supports for students, families and staff impacted by behavioral and emotional challenges.

In collaboration with school administrators and staff, PSW assess the mental and behavioral health needs of the school to develop and implement a tailored service plan that aligns with District and school goals and priorities. PSW services and supports promote protective factors and address risk factors using evidence based practices. In addition PSW staff are trained to do the following:

- Collaborate with teachers to support core instructional services;
- Provide services that address the Whole Child and promote a positive school climate;
- Utilize data to make informed and student-centered decisions; and
- Engage parents and families to address challenges to learning and increase social-emotional competence.

Research indicates that children who receive school-based mental health services experience the following:

- Higher grade-point average (GPA)
- Increased rates of high school graduation
- Increased standardized test scores
- Increased feeling of school connectedness
- Decreased school absenteeism
- Decreased incidences of suspension and expulsion
- Decreased involvement with the juvenile justice system

The services provided by PSW staff are aligned with and support the implementation of various District policies and procedures including:

- Blueprint for Wellness Policy
- Coordinated Safe and Healthy School Plan (Safe School Plan)
- Discipline Foundation Policy
- Crisis Response and Intervention
- Threat Assessment and Management
- Suicide Prevention, Intervention and Postvention
- Access to School Mental Health Clinic and Wellness Center Services

PSW Services: A Multi-Tiered Approach Aimed at Improving Student Outcomes

Universal Strategies & Services

- School-wide, classroom and individual student supports that are aligned with the District's Blueprint for Wellness Policy; Positive Behavioral Interventions & Supports (PBIS) principles; mental health promotion, awareness, and education.
- Social emotional learning interventions using violence prevention, and empathy building curricula.
- Graduate level social work training program to maximize mental health support to schools.
- Professional development opportunities for students, parents, and school staff:
  - Mental Health Awareness
  - Psychological First Aid
  - Staff Wellness and Self Care
  - Trauma Informed Schools
  - Crisis Preparedness, Response and Recovery
  - Suicide Prevention, Intervention and Postvention
  - Self-Injury Education and Awareness
  - Threat Assessment and Management
  - Personal Safety and Child Abuse Prevention

Targeted Strategies & Services

- Referral and linkage to school and community supports.
- Provide mental health perspective as active members of school-site multi-disciplinary teams, including: Student Support and Progress Team; Safe School Plan Team, School-Site Crisis Team, and Threat Assessment Team.
- Support District and school initiatives and priorities, including Restorative Justice, conflict mediation, bullying prevention.

Intensive Strategies & Services

- Assess and triage student mental health needs.
- Implement evidence-based mental health interventions with students and families.
- Provide individual, group, and family counseling.
- Provide crisis response, intervention and management, including the development of reentry and safety plans, behavior contracts, and managing threat/suicide risk behaviors.
- Offer parent education and training.

For further information about funding Psychiatric Social Worker services for your school site, program or Local District, please contact Pia Escudero, Director (213) 241-3841 pia.escudero@lausd.net or Cecilia Ramos, Assistant Director (213) 241-3841 cecilia.ramos@lausd.net.

School Nurse

The following general funded **core services** are provided by the school nurse:

- 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 Tdap state requirement
- Insulin Administration: Breakfast (BIC), lunch and dinner nutrition
- Electronic documentation of health records and notifying teachers of students with special needs in their classroom
- CPR/AED/First Aid training and certification for school staff, students and parents (English and Spanish)

Additional Services to be Provided through Categorical Funding

School Nurse Responsibilities in Categorically Funded Programs include follow-up on health factors identified as potentially contributing to students' poor academic achievement.

Services funded through categorical resources must be supplemental in nature and are designed to supplement district activities. These services are subject to process evaluation and audit. School nurses must be involved in the development of the health services components in the Single Plan for Student Achievement (SPSA) related to categorically funded services. They 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.

Categorical funding provides for supplemental health services based on priorities set at the local school site. These priorities might include school nurse participation in supplementing the following:

- Health-related counseling and education for parents and families, including home visits
- Staff development in health-related issues and health-related counseling
- School and community health-related information groups and projects (classroom health presentations, health-information "clubs," resources for administrators and classroom teachers)
- Participation in multidisciplinary teams such as Student Success Team to identify necessary support services
- Follow-up on the prevention and control of communicable diseases contributing to students' poor academic achievement
- Health counseling for students with health conditions that affect attendance and learning such as childhood obesity, dental health, asthma, diabetes and hypertension
- Assist with Child Health and Disability Prevention Program (CHDP) exams

For further information, call Tonya Ross, Director, District Nursing Services, at (213) 202-7580 or via email at tonya.ross@lausd.net or call your Nursing Coordinator.

2017-2018 Instructional Support

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. The need for this position must be based on data for improving student academic achievement and be included in the school's *Single 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 Domain 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 Domain 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 Bulletin BUL-2643.6, 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

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, 6th 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

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. Bulletin BUL-4827.1 describes Response to Instruction and Intervention (RtI^2). Implementation of RtI^2 is based upon research and the practice of providing high quality instruction or intervention during the school day matched to student need. RtI^2 focuses on the individual student and provides a vehicle to strengthen performance for struggling students before academic gaps increase in intensity.

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. They work a six-hour on-site day, and are funded based on the school's calendar.

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 instruction and intervention services and resources

- Delivery of professional development in RtI^2 framework, problem-solving model, analysis of data, differentiated instruction and strategies, and progress monitoring
- Trainings and workshops for parents/guardians on the RtI^2 intervention model and how to support students at home
- Development and monitoring of student intervention plan utilizing an integrated data and assessment system
- Participation on Student Support and Language Appraisal teams
- Support instruction and 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 integration 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

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 *Single 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.

For additional information, please contact the Local District 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 Systems 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 <u>not</u> include the evaluation of teachers.

ROLES AND RESPONSIBILITIES

- **Demonstration Teacher/Co-Teacher**
  o 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
    — The multi-tiered approach to support academic achievement and intervention
  o Use of pre-and post-conferences for planning and debriefing lessons
  o Use of technology tools
- **Mentor**
  o Provide opportunities for teachers to reflect on their teaching practice
  o Assist and support teachers in the implementation of district-adopted textbooks and support materials
  o 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
  o Promote standards-based literacy and numeracy through:
    — demonstration lessons through modeling collaboration and co-teaching
    — focused observation
  o 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**
  o Support collaborative work that contextualizes teaching and learning on evidence-based practices and identified needs
  o Facilitate the analysis of data and student work that reflects a problem-solving approach
  o Foster improved communication and collaboration among staff by working with teachers to identify and address areas of need
  o Support the academic achievement of all student populations/facilitating on-site professional development
  o Meet regularly with site administrators, teachers, and support personnel to analyze data and further communicate and

strengthen instructional support to school staff

  o 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

- Permanent status in LAUSD or another school district
- 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
- Minimum of three 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) 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 Local District 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 C1T	**13454**	27	**10**	CSXX
		DIFF, INSTRL COACH EL C1T	**10247**			
11100846	**Instrl Coach, Sec**	INSTRL COACH SEC C1T	**13297**	27	**10**	CSXX
		DIFF, INSTRL COACH SEC C1T	**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 Systems of Support (MTSS). The role of the English Learner (EL) 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 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 and the CA ELD 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 intervention for English learners. This position is designed to support the consistent implementation of the District's Title III Initiatives, English Learner Master Plan, and related professional development and instructional planning for English Learners.

The EL 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 ELs academic and linguistic needs utilizing effective Designated/Integrated ELD 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
- **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, use formative assessment data, systematically examine student work, plan and deliver appropriate instruction, intervention and accommodation strategies for ELs
- **Facilitator**
  - Guide, support and ensure implementation of a comprehensive standards-based English Language Development (ELD) program through Designated ELD and Integrated ELD in academic content areas.
  - Support collaborative work that contextualizes teaching and learning on evidence-based practices and identified needs of ELs
  - 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
  - Support the academic achievement of EL student populations/facilitating on-site professional development

o Meet regularly with site administrators, teachers, and support personnel to analyze EL data and further communicate and strengthen instructional support to school staff

o 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

- Permanent status in LAUSD or another school district
- 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
- Minimum of three 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 students
- 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 Local District 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**	CSXX
		DIFF, Eng Lrnr Coach	**14493**			
11100846	**Instrl Coach SEC**	Eng Lrn Coach-SEC	**14494**	27	**10**	CSXX
		DIFF, Eng Lrnr Coach	**14493**			

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 Systems 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 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 EL/SEL Instructional Coach will be based on student data and the academic goals of the school.

The EL/SEL Instructional Coach is a support position and does <u>not</u> include the evaluation of teachers.

<u>ROLES AND RESPONSIBILITIES</u>

- **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/SEL academic and linguistic needs utilizing effective Designated/Integrated ELD 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
- **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

o Support the academic achievement of EL/SEL student populations/facilitating on-site professional development

o Meet regularly with site administrators, teachers, and support personnel to analyze EL/SEL data and further communicate and strengthen instructional support to school staff

o 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

- Permanent status in LAUSD or another school district
- 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
- Minimum of three 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.

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 Local District 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	**14498**	27	**10**	CSXX
		DIFF, EL/SEL Inst Coach EL	**13294**			
11100846	**Instrl Coach SEC**	EL/SEL Inst Coach Sec	**13295**	27	**10**	CSXX
		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-risk students in middle school are prepared for A-G courses and will be successful in graduating college and career ready from high school. These coaches will collaborate and partner with the local district and school site instructional staff, school personnel, parents, and the community to ensure data-driven, results-based support services and programs are provided for all at-risk students. The College and Career coach will support schools in identifying achievement gaps, informing intervention and support, assisting the rollout 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-risk 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 that involve the direct instruction of pupils in ELA/ELD
- Provides professional development for principals, school teams, and teachers on intervention strategies, accessing technological resources accompanying the adopted ELA/ELD instructional material, and differentiated instruction utilizing the new ELA/ELD adoption
- Facilitates learning management systems for lesson collaboration
- Provides targeted and differentiated support and coaching on intervention, research-based instructional strategies, and accessing technological resources accompanying the adopted ELA/ELD instructional material
- Facilitates the student transition from middle school to high school through supporting articulation and providing a positive transition between middle and high school to mitigate challenges and address the needs of all at-risk students e.g., English learners, Standard English learners, students with disabilities, and socioeconomically disadvantaged students
- Provides training to school staff on data to inform instruction and address achievement gaps in an effort to enhance learning and engage at-risk students

- Analyzes various data sources to identify early alerts and collaborates on the design of intervention to meet needs of at-risk students
- Utilizes data on grades, attendance and behavior to guide dropout prevention and intervention efforts
- Implements a multi-tiered behavior and academic support system to close the achievement gap, eliminate drop-outs and provide equity and access for at-risk students
- Provides direct feedback to students throughout the learning cycle in order to ensure learner agency and academic rigor
- Uses early alert system to identify at-risk students, especially during transitional stages between elementary, middle and high school
- Works collaboratively with Local District and school staff to plan for and implement literacy/English language arts instruction, access strategies and multi-tiered systems of support for all at-risk students, including foster youth and other targeted student populations
- Provides feedback and engages in collaborative discussion with academic counseling and other support service personnel to monitor/support the completion of Individual Graduation Plans for middle school students

- Models, teaches and guides teachers and students in differentiated instructional practices utilizing newly-adopted ELA/ELD materials

REQUIRED QUALIFICATIONS

- Permanent certificated employee of the Los Angeles Unified School District
- 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:
    o Single Subject Teaching Credential in English
    o Supplementary Authorization in English (requires 20 semester units of eligible coursework)
    o Introductory Subject Matter Authorization in English (requires 32 semester units of eligible coursework)
    o Middle School Authorization in English (requires 12 semester units of eligible coursework)
    o Limited Assignment Permit in English
- English Learner Authorization
- English Language Development Authorization
    o Full English Learner Authorization (BCLAD, BCC, CLAD, LDS)

    o Embedded English Learner Authorization (ELA1, CLAD, BCLAD)
    o Supplementary Authorization in English as a Second Language
    o 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
- Knowledge of instructional methodologies and effective research-based strategies to promote achievement for diverse learners
- Knowledge and experience with MyData, ISIS, MiSIS and other District reporting and tracking systems
- Ability to compose and comprehend written communication
- Ability to work collaboratively with teachers, parents and administrators
- Ability to work effectively with all racial, ethnic, linguistic, disability and socioeconomic groups
- Poise, tact, and good judgement and commitment to the education of all students

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 Local District 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
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 Local District 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 (RtI^2) that include evidence-based instruction/intervention, universal screening, continuous classroom progress monitoring, staff development and collaboration, and parent involvement. 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 <u>not</u> 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 (RtI^2)
    - — Work collaboratively with the school-based leadership team to develop and implement the PS/RtI^2 training agenda for the school year
  - Technical Assistance
    - — Provide technical assistance to building administrators, teachers and the school leadership team to facilitate implementation of the problem-solving and RtI^2 activities
    - — Provide non-evaluative classroom observation and feedback, modeling and other supportive assistance necessary to implement the PS/RtI^2 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

- Permanent status in LAUSD or another school district
- Meet standard performance ratings on Stull Evaluation and in the preceding four years, have no Notice of Unsatisfactory Service
- Minimum of three years of teaching experience at the elementary (K-6) or secondary (6-12) level
- Appropriate certification to teach English learners (CLAD, BCLAD, SB395 or SB1969 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 RtI^2/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

District Instructional Program

Division of Instruction
District Instructional Program

The goal of the PreK-12 Instructional department is to provide all students with 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 each instructional department is to support students in thinking, writing, and reading like authors, historians, mathematicians, athletes, scientists and artists through:

a. Demonstrating independence
b. Strong content knowledge
c. Responding to varying audiences
d. Comprehending and critiquing
e. Valuing evidence
f. Use of technology and media
g. Understanding and valuing other perspectives and cultures

Specific components for meeting each instructional area goal 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
- 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
- Arts Education
  a. Literacy and numeracy through the arts strategies
  b. Access to community-based arts experiences
  c. Designated instruction in at least one of the arts domains

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 of children being served should be included in the design and implementation of the program **through activities such as** developing a parent 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 the school, as **Supplement not Supplant** 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. Federal funds (Title I and Title III) must be used to supplement and not supplant the core program. Schools should adhere to the following three guidelines to ensure they do not violate this key fiscal rule:
Federal funds may not be used to:
- 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:
- 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

scientifically based research 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 scientifically based research 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 to increase parental involvement through services such as family literacy.

Parental Involvement

The SPSA must reflect parental involvement. Parental involvement funds should be spent during the fiscal year as these funds do not carry over.

Title I Schools
- Identifying the program's activities, and planning the budget expenditures to implement the program's activities, require the involvement of the SSC for the certification of the SPSA. The *California Education Code*,

section 52853, requires the School Site Council to develop the plan and approve the budget.
- Schools will receive a separate allocation for Title I parental involvement. Schools may appropriate additional Title I resources to implement the school's parental involvement policy. (Refer to Appendix B regarding Budget Planning for Parental Involvement.)

The District receives Title III (Federal) funds to provide supplemental direct services to limited-English Proficient (LEP) students, also known as English Learners (ELs). These funds <u>must</u> be used to provide <u>direct services</u> 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 LEP students and in no case to supplant such Federal, State, and local public funds."

<u>Title III (7T197)</u>

Title III of the No Child Left Behind (NCLB) Act of 2001 was reauthorized to the Every Student Succeeds Act (ESSA) in December 2015. This grant provides supplemental funding to districts to implement language instruction educational programs that meets the needs of ELs and demonstrates success in increasing English language proficiency and student achievement.

With the passage of ESSA, and the transition by the State to a new accountability system, AMAOs are no longer being utilized. One of the multiple measures of the new State Accountability System will be the <u>English Learner Progress Indicator</u>. Moving forward all districts and schools will be measured by the English learner Progress Indicator on the California Dashboard

Note: California's new Accountability and Continuous Improvement system will be implemented in the 2017-18 school year.

Schools must use Title III funds to provide <u>direct services</u> to increase the academic achievement of ELs.

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

English Learner Master Plan, 2012

The *English Learner Master Plan 2012* provides guidance and direction to staff throughout the District regarding the expectations the District holds for each school in addressing the linguistic and academic needs of ELs. In addition, The George Washington University Center for Equity and Excellence, *Guiding Principles for Educating English Learners* (2000) serves as strong statement of values for the District's work in serving ELs (adapted and expanded for LAUSD).

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.**

<u>All ELs are to receive Master Plan services (curricular as well as school support), regardless of instructional program.</u> Master Plan programs <u>must</u> incorporate Designated English Language Development (daily and protected time) and Integrated English Language Development (ELD). One or more of the following services are required to support second-language acquisition and access to grade-level content:

1. English Language Development
2. Specially Designed Academic Instruction in English (SDAIE)
3. Primary Language (L1) Support

4. Primary Language (L1) Instruction (if the parent requests, and is granted, a Parental Exception Waiver).

Eligibility for Master Plan services is established based on a student's language classification, as determined by the *California English Language Development Test* (CELDT). Any student classified as EL (LEP) 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. First, instead of describing these programs and activities as "high-quality," as under NCLB, the statute has strengthened these provisions by clarifying that such programs and activities supported by Title III funds must be "effective."

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

- Designed to improve the instruction and assessment of ELs;
- Designed to enhance the ability of teachers and principals 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 teaching skills of teachers of ELs; and
- 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 teacher's comprehensive professional development plan that is based on a 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 *English Learner Master Plan 2012*, the school must provide targeted intervention services based on individual student need. Schools must maintain records of EL monitoring, interventions provided, and the results of and follow-up to the intervention.

In addition, ELs are expected to make adequate progress each year by meeting or exceeding state English Language Development standards and established performance targets. Mastery of ELD standards is measured by the progression through ELD levels at the elementary level, and by attaining a passing grade in the ELD and/or grade level ELA course at the secondary level.

Elementary ELs are expected to advance at least one CELDT level each year until they meet the reclassification criteria. Secondary ELs are expected to complete one ELD course each year until the completion of Advanced ELD 4B or the reclassification criteria are met. Long-term ELs are expected to maintain status as proficient in English (scoring 4 or 5 on CELDT with skill area scores of 3 or above) until the reclassification criteria are met.

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 CELDT
2. Increase the percentage of ELs who are Proficient or Advanced on the State ELA and Math Assessments
3. Provide intervention services for ELs not advancing one CELDT level per year
4. Provide intervention services for ELs scoring Below Basic or Far Below Basic on the State ELA and Math Assessments
5. Decrease the percentage of Long-Term English Learners (LTELs)

Progress Monitoring for RFEP Students

After an EL student reclassifies to Fluent English Proficient (RFEP), schools are required to monitor the academic progress of these students for a minimum of four years and parents are notified of student progress.

RFEP students are expected to make adequate yearly progress following reclassification by meeting or exceeding grade-level content standards in English Language Arts (ELA) and Math. Students who reclassify with State Assessment ELA scores at the Basic level are expected to move to Proficient the first year following reclassification and to Proficient or Advanced the second year following reclassification.

Adequate progress is measured as follows:

Year	Academic Marks	State Assessment ELA
1	ELEM: 3 or 4 in ELA SEC: C or better in English	Meets or Exceeds Standard
2	ELEM: 3 or 4 in ELA SEC: C or better in English	Meets or Exceeds Standard

When an RFEP student is at risk of not making adequate progress or not meeting grade-level standards, schools must provide targeted intervention services based on individual student need. Schools must maintain records of RFEP monitoring and interventions provided.

Note: Title III funds must not be used for the above referenced school responsibility.

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. A FPM onsite visit consists of data and document review, stakeholders' interviews, and classroom observations of categorical programs administered by LEAs. A 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 **five years** and provide them upon request from the independent auditors.

Personnel and Time 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 training for which federal funding is used to pay for time spent in the training, the teacher should complete and sign the "Federal and State Categorical Funded Training Certification" (see Attachment H, Bulletin 2643.6). 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**.

Substitutes who are federally funded for one or more of their assignments should maintain a multi-funded time report 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. The school should notify the substitute of the funding for the position and provide a copy of the multi-funded time report to be completed or the substitute log with the applicable

federal program listed next to the employee signature. The substitute should note the number of hours worked on the federal program and note all remaining hours as "other." If using an MFTR, the substitute should send the multi-funded time report to the time reporter at the end of each day. A substitute's failure to submit the appropriate documentation may make the substitute ineligible for future federally funded assignments.

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 Semi-Annual Certification form or a Multi-funded Personnel Time Reporting form. (Refer to Bulletin Number BUL-2643.6: *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. A Blanket Semi-Annual certification or Semi-Annual Certification can be completed instead.

For employees who are fully funded by a single federal categorical program during the fiscal year, **two certifications** (Semi-Annual 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. If the employee is unavailable, the immediate supervisor should prepare, sign, and date the certification.

Note: In general, if school-site employees are funded solely by the Title I Schoolwide Program, they should complete a Semi-Annual Certification of such employment and not a Multi-funded Time Report each pay period. However, there are certain exceptions to this as noted in Bulletin 2643.6, questions Q3 and Q14.

All multi-funded time reports should be submitted to the time reporter at the end of each month. All semi-annual certifications should be submitted to the time reporter by January 31st and July 31st.

Equipment

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

Purchase of Equipment

Equipment purchases using Title I program funds are no longer a restricted item. Schools can submit a shopping cart order if there are funds in the commitment item line for equipment. The shopping cart will be part of the Title I additional approver workflow process and will require an attached quote and SPSA/SPSA Modification page. 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 Local District Title I Coordinator if you have any questions.

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

Capitalized equipment shopping carts must be **submitted by the end of March**.

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 Bulletin Number BUL-3508.7: *Inventory Requirements for Equipment Purchased with*

Categorical Program Funds, May 12, 2015, 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 2017-2018 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 must be filed for all equipment stolen, including equipment with a unit cost of less than $500. The police report number 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, 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; 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.
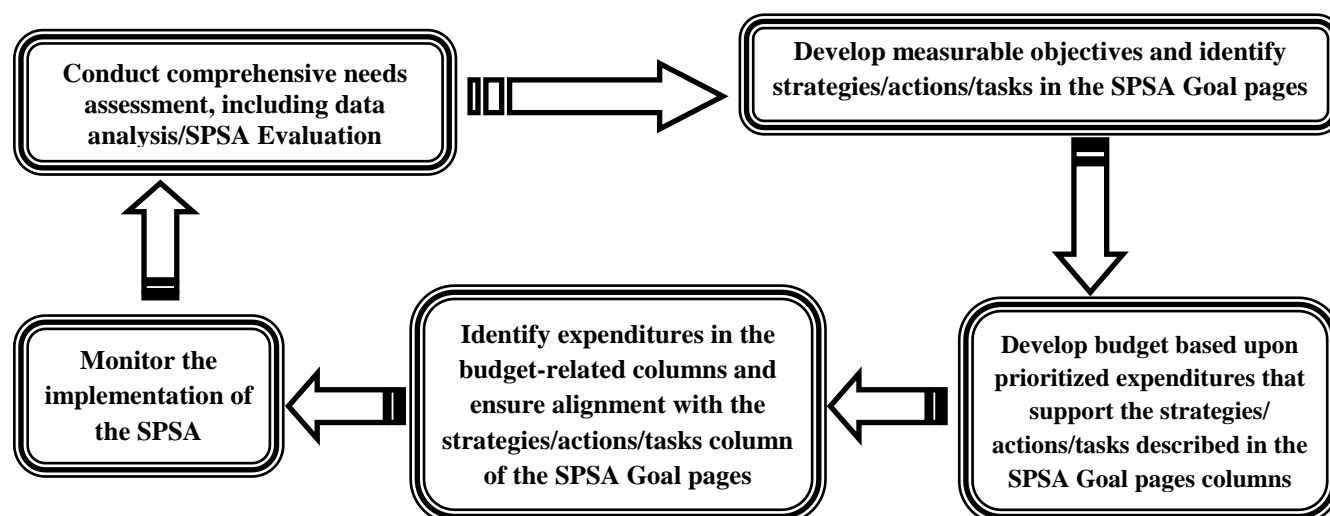
SPSA and the Budget Process

Single Plan for Student Achievement

Single Plan for Student Achievement **(SPSA)** is a written plan developed by the School Site Council (SSC) describing the school's program and how resources will be used to meet the **supplemental** 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 purpose of the Single 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.

Accordingly, the plan must be consistent with the federally required Local Educational Agency (LEA) plan, 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 in which the school participates.

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

Conduct comprehensive needs assessment, including data analysis/SPSA Evaluation

Develop measurable objectives and identify strategies/actions/tasks in the SPSA Goal pages

Monitor the implementation of the SPSA

Identify expenditures in the budget-related columns and ensure alignment with the strategies/actions/tasks column of the SPSA Goal pages

Develop budget based upon prioritized expenditures that support the strategies/ actions/tasks described in the SPSA Goal pages columns

Developing a School Budget

The school budget must be based on the identified needs of participating students as determined by conducting a comprehensive needs assessment and as described in the *Single Plan for Student Achievement* (SPSA). The most efficient use of resources which support the plan and students'

access to the core curriculum should be the rule. The budget should demonstrate an alignment between the **planned supplemental instructional program** and the **planned expenditures**.

Ed. Code requires schools to evaluate the effectiveness of the SPSA annually. If a school is unable to demonstrate that all participating student groups are showing signs of academic improvement, the school must re-evaluate the use of its categorical budgets and its expenditures and if necessary restructure the school's budgetary expenses.

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 the Deputy Superintendent of Instruction, the Los Angeles Board of Education approves each school's Single Plan for Student Achievement as required under Education Code 64001 after review and recommendation for approval by the Local District. Local District Directors must 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.

Budget Development

Use the Estimated Rate Sheet found in the School Fiscal Services website at http://achieve.lausd.net/sfs for a list of all allowable expenditures with categorical funds.

Multi-funded goods and services must be separated and clearly described by funding sources in the SPSA.

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 spending plan. When a signature is withheld, please attach a statement from the required stakeholder indicating the reason(s), minutes, agendas, and sign-ins from the applicable SSC or advisory committee where the budget-planning process was discussed. **Signatures of Local District Directors, Title I Coordinators, EL Coordinators, and PACE Administrators on the School Budget Signature Form represent <u>preliminary approvals only</u> of schools' categorical budgets. School budgets do not have final approval until the Local District Director has signed the School Identification page of the SPSA indicating final approval of the SPSA and TSP.**

Capital Outlay and Equipment

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 will require schools to upload the required Title I documentation (quote, SPSA/SPSA Modification) in the Shopping Cart.

Contract

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/SPSA Modification.

As part of the monitoring process, there will be an additional review process for contracts purchased

with Title I funds and 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.

Curricular Trips/Conferences/Professional Development

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/SPSA Modification.

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 will require schools to upload the required Title I documentation (SPSA/SPSA Modification and quote/flyer/10.12.1 travel form) in the Shopping Cart and/or P-Card/Imprest reconciliation. The additional review process will also include trips that are booked directly with the District's Transportation Branch.

Job Descriptions

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/SPSA Modification.

The person occupying the position should be familiar with the written description in the

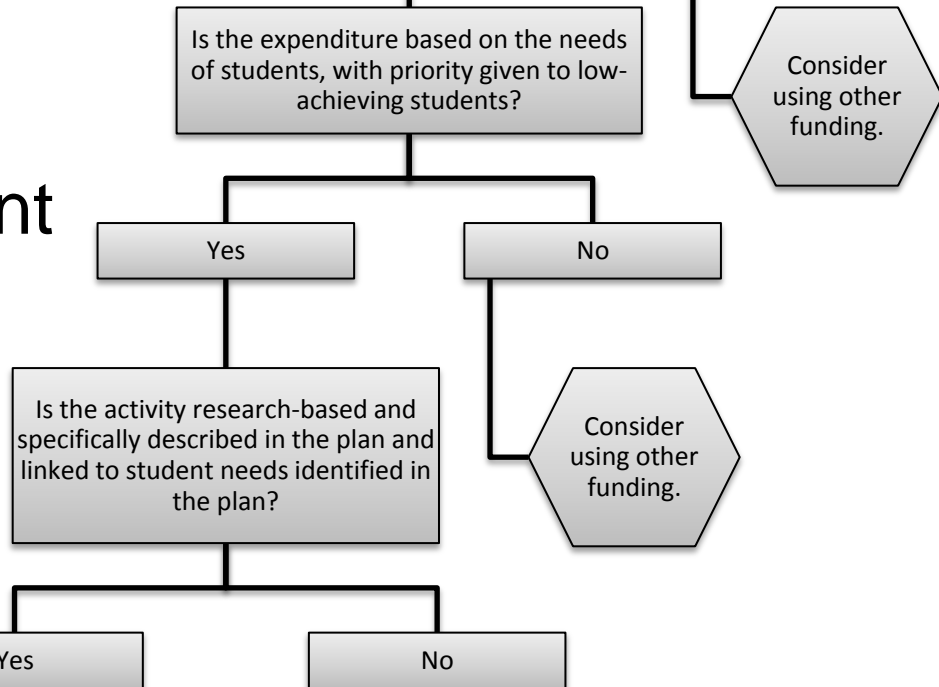**Supplemental Services section/applicable Policy Guide and should perform only those duties.**

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.
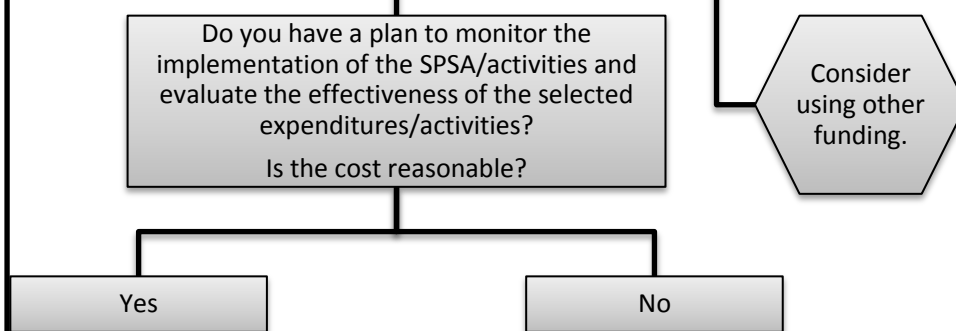
Title I School Level Decision Making

**Step 1
Data**

Did you use data to identify your students' areas of need?

Yes

No

**Step 2
Needs
Assessment**

Is the expenditure based on the needs of students, with priority given to low-achieving students?

Consider using other funding.

Yes

No

Is the activity research-based and specifically described in the plan and linked to student needs identified in the plan?

Consider using other funding.

Yes

No

Do you have a plan to monitor the implementation of the SPSA/activities and evaluate the effectiveness of the selected expenditures/activities?

Is the cost reasonable?

Consider using other funding.

**Step 3
Evaluation**

Yes

No

Congratulations...you might have a legal, sound, expenditure!

When in doubt, contact your Local District Title I Coordinator.

Consider using other funding.

**Step 4
Approval**
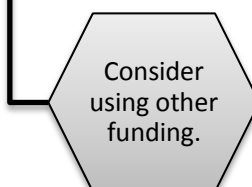
Adapted from a LACOE document

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 school's plan and budget. 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 an online SPSA Modification and upload the signed School Budget Signature form. Budget Adjustment Requests (including accompanying SPSA Modifications) must be reviewed with council/committee members and are required to have the signatures of both the SSC chairperson and the principal.

Budget modifications can be initiated with the assistance of the LD fiscal staff through the School Front End utilizing the School Budget Signature form or using a Budget Adjustment Request (BAR) form (restricted items). Schools will need to modify the online SPSA justifying the expenditure and the reason for the modification. After the modification is completed, the school will need to upload the signed School Budget Signature form as an attachment and submit the SPSA Modification requests to the Director and LD Title I or EL Coordinator or PACE Administrator for approval. Once approved, the LD fiscal staff will then enter the budget adjustments or approve the School Budget Signature Form in BTS.

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 LD fiscal specialist will help facilitate the approval process.

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 with the correct 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 website (http://achieve.lausd.net/sfs).

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 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 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.

Appendices

Appendix A Programs for English Learners Budget 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 intervention services for ELs. In addition, schools are to use multiple funding sources to meet the requirements of the English Learner 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 *Single 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 LEP students 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 paid with federal funds. State-mandated activities must be paid with state funds first. In this section, "supplement" means "an addition;" and "supplant" means "to take the place of."

The school's budgets and SPSA/SPSA Modification page(s) 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 design, implement, and monitor instruction for the academic and linguistic achievement of ELs. All EL program budget expenditures must be explicitly described on the SPSA/SPSA Modification page(s). These documents must demonstrate that 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:

The SPSA/SPSA Modification page(s) 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 and Designated ELD.

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 for ELs.

   Note: The school must develop and implement an ongoing professional

development plan that aligns with the (1) identified needs of ELs, (2) EL budget, and (3) SPSA/SPSA Modification page(s).

2. **Targeted Intervention Services for English Learners:** To address and remedy the linguistic and academic deficits of identified ELs, Title III funds are to be used to support intervention activities for ELs

    Note: Non-EL students, including RFEP students, are not eligible to receive Title III services.

3. **English Learner (EL) Coach:** To support the consistent implementation of the District's Title III initiatives, including standard-based Designated and Integrated ELD instruction. (For more information, see the *Instructional Support* section of this handbook.)

4. **Parent outreach and training**: To support activities and training related to the instructional program for ELs. (Title III may not be used to support ELAC.)

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

5. **Supplemental Instructional Material (SIM):** to supplement the instructional program for ELs (ELA, mathematics, history/social science, science, ELD) and are not required by the core curriculum. SIM are specific to the classroom, delivery of instruction, and intervention. 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 set 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 Update
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. **Professional Development: Teacher Release Day/PD Teacher X-Time:** to pay regular status teachers to attend professional development related to the EL program. PD time is to be used to pay teachers to engage in new learning opportunities – this item is NOT to 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. **Professional Expert (certificated):** to pay for persons who provide Master Plan program-related professional development to improve the instructional program and increase the academic achievement of ELs. The person(s) must have extensive knowledge of second language acquisition and pedagogy and experience working with ELs. The assignment is to be temporary, unique, nonrecurring, or for a limited period of time. The person must be a current or retired district employee.

Note: Professional experts may not be used to provide extended learning/tutoring services and do not work directly with students.

3. **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/SPSA Modification page(s), Single Plan page with explicit details of the services to be provided.

4. **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/SPSA Modification page(s) and in the Single Plan for Student Achievement.

5. **Staff Training Rate:** to compensate teachers who attend Master Plan-related professional development outside of the regular assignment

6. **Mileage:** to compensate staff for miles traveled to and from Master Plan-related training/conferences

7. **TA Relief: Teacher Assistant (TA) Relief**…funds for hours worked beyond the regular assignment. No more than 15 hours per month for two consecutive months may be budgeted. A one-month break must occur following any two consecutive months of TA Relief before further TA Relief may be assigned. A maximum of 130 hours per year of TA Relief may be assigned.

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

Single Plan for Student Achievement – Assurances Page

The signature of the ELAC Chairperson on the Single 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 Local District 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 online SPSA Modification for review and approval by the Local District EL Program/Compliance Coordinator.

The Local District EL Program/Compliance Coordinator is responsible for reviewing budget transfer requests to ensure compliance with EL program requirements.

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

Appendix A-3

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:

1. 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.

2. Any unused Title III funds will <u>not</u> 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 *Semi-Annual Certification Form* if funded from one source or a *Multi-Funded Time Report Log* form when funded from more than one source (See BUL-2643.6).

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

<u>Supplemental Services of Certificated Staff</u>

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

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

1. identified linguistic and academic needs
2. ELs identified as not meeting the Title III performance targets

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

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

Categorical Program Advisor (Tutoring), X-Time or Z-Time: to pay a CPA or out of classroom designee to provide targeted intervention services to ELs outside of the basic assignment (i.e., only Saturdays or off-basis time). CPAs budgeted to provide intervention services must be listed as the teacher of record and must provide 100 percent direct intervention services to ELs for the full amount of time budgeted.

Note: CPAs are <u>not</u> allowed to perform the regular duties of a Categorical Program Advisor during the time they are compensated with Categorical Program Advisor Tutor X/Z-Time pay.

Teacher Release Day: A substitute purchased through Title III funds must be used to release classroom teachers of ELs to participate in Master Plan-related <u>planning activities</u>, such as analyzing EL data, updating the ELD Assessment Portfolios, observing best practices, participating in a SSPT meeting or lesson planning to differentiate instruction for ELs. The teacher released for the planning activity must complete the appropriate time reporting documentation. **Substitutes are not to be used to release teachers to attend Master Plan professional development or to provide intervention services.**

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.

SCHOOL BUDGET PLANNING WORKSHEET

Program   **TITLE III**
Fiscal Year   *2017-18*

School Name _____   Fund Center _____   Local District _____

Contact Person _____   Tel No. _____

Fund _____ $ _____

* Costs subject to change to reflect FY 17-18 rates

Budget Item	Program	Item Description	Commitment Item	Temp Position	Position Number	Hrs/ Day	Day/ Wk	Start Date	End Date	FTE	Fund %	* Cost *(Includes Benefits)*	Total Cost *(Includes Benefits)*
~~14498~~	~~7T197~~	~~EL / SEL Instr Coach - Elementary C-basis~~	~~110001~~					~~7/1/2017~~	#######			~~$ 116,300~~	
~~13295~~	~~7T197~~	~~EL / SEL Instr Coach - Secondary C-basis~~	~~110001~~					~~7/1/2017~~	#######			~~$ 116,300~~	
14492	7T197	Eng Lrnr (EL) Coach - ES	110001					7/1/2017	6/30/2018			$ 116,300	
14494	7T197	Eng Lrnr (EL) Coach - SEC	110001					7/1/2017	6/30/2018			$ 116,300	
14495	7T197	Eng Lrnr Coach X time	110004					7/1/2017	6/30/2018			$77.88/hr	
14493	7T197	Eng Lrnr Coach - Diff	110004					7/1/2017	6/30/2018			$ 1,821	
10247	7T197	Differential-Instructional Coach-Elem	110004					7/1/2017	6/30/2018			$ 1,821	
10246	7T197	Differential-Instructonal Coach-Secondary	110004					7/1/2017	6/30/2018			$ 1,821	
10377	7T197	Teacher Release Day	110001					7/1/2017	6/30/2018			$460/day	
10376	7T197	Tutor Teacher x-time	110004					7/1/2017	6/30/2018			$77.88/hr	
10371	7T197	Teacher X time	110004					7/1/2017	6/30/2018			$77.88/hr	
10375	7T197	Prof Development Teacher X Time	110004					7/1/2017	6/30/2018			$77.88/hr	
11316	7T197	Staff Training Rate 1 (Cert)	190004					7/1/2017	6/30/2018			$29.74/hr	
11322	7T197	Staff Training Rate 2 (Cert)	190004					7/1/2017	6/30/2018			$23.80/hr	
40269	7T197	Supplemental Instructional Materials	430010					7/1/2017	6/30/2018				
50002	7T197	Contracted Instructional Services	580030					7/1/2017	6/30/2018				
40239	7T197	Potential Funding Variance 1%	430098					7/1/2017	6/30/2018				

NOTE: Salary and benefit rates are subject to change pending approval of collective bargaining agreements and publication of Financial Guide.
The signatures below verify that stakeholders have had the opportunity to provide recommendations during the budget planning process. The signatures do not necessarily indicate approval of the spending plan.

Principal _____ Date _____

☐   Principal's signature certifies that ELAC was given an opportunity to provide input.

SSC Chairperson _____ Date _____

Local District Superintendent or Designee _____ Date _____

Local District English Learner Compliance Coordinator _____ Date _____

Appendix A-6

Appendix B Budget Planning for Parental Involvement

INTER-OFFICE CORRESPONDENCE
Los Angeles Unified School District

TO: School Principals   **DATE:** February 1, 2017

FROM: Diane Panossian, Interim Administrator
Parent, Community and Student Services

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

All parent engagement programs and activities funded through Title I programs must be developed with meaningful involvement, consultation, and the advice of parents of participating children. Schools must ensure the appropriate advisory committee submits recommendations to the School Site Council (SSC) and that their members are fully involved in 1) planning the program using data, 2) making modifications to the plan, 3) monitoring implementation for alignment, and 4) assessing the impact of funded programs and activities on student achievement.

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 (formerly Parent Involvement Policy) and plan for parent engagement, including programs and activities that strengthen parent capacity to support learning at home and at school. Such programs and activities must be planned and implemented with the meaningful involvement of parents of participating children. The Single Plan for Student Achievement (SPSA) describes the details of the school's plan for parent engagement. The SSC has the authority to make decisions on Title I funds.

Budget Planning Process

1. The school plan for parent engagement must address 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.

2. The school plan for parent engagement should include activities, programs, a timeline and resources to support student academic goals. The plan must be incorporated within the SPSA and supported with the appropriate categorical funds. Please refer to School Goals for Parent Engagement (Attachment B) for suggested activities.

3. Funds allocated for parent involvement 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.

4. The school planning sheet for parent involvement activities must be developed with parent recommendations for the projected expenditures. The Planning Sheet is submitted to the appropriate Local District Fiscal Specialist and copies provided to chairpersons of the SSC and English Learner Advisory Committee.

5. Personnel expenditures, including Community Representatives, Parent Resource Assistants, and Parent Resource Liaisons budgeted from parent involvement funds must perform duties and responsibilities that **directly** support the school's plan for parent engagement, as identified in the SPSA. SPSA/SPSA Modification page(s) with the job description must be attached to the budget worksheet when submitted.

6. 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 Local District Parent and Community Engagement (PACE) Administrator. Funds should be allocated to support parent activities that help meet the School Goals for Parent Engagement, including:

Appendix B-1

- Training to strengthen parent capacity to support their children's learning at home and achievement at school
- Training of the school's Partnership Action Team
- Development of the School-Parent Compact and the Title I Parent and Family Engagement Involvement Policy
- Translation services, translation equipment and/or Parent and Family Center computer equipment
- Parent conference attendance
- Parent and Family Center programs, activities, and staff

7. A differential may be provided to a register-carrying teacher **only** for purposes of coordinating parent engagement activities, including convening and training the school's Partnership Action Team that develops the parent engagement plan. Specific duties of the teacher must be above and beyond the duties of the English Learner and/or Title I Coordinator.

For further information, please contact the appropriate Local District Parent and Community Engagement (PACE) Administrator:

Local Districts (LD)	Name	Phone Number
LD Northwest	Gonsalo Garay	818-654-3600
LD Northeast	Antonio Reveles	818-252-5400
LD South	Teresa Arreguin	310-354-3400
LD Central	Ismael Berver	213-241-0100
LD West	Traci Calhoun	310-914-2100
LD East	Gilberto Martinez	323-224-3100

cc: Dr. Frances Gipson
Karen Ryback
Hilda Maldonado
Arthur Malicdem

Attachments (2)

Appendix B-2

Parent, Community and Student Services
BUDGET PLANNING SHEET FOR 2017-2018

SCHOOL NAME: _____ **LOCATION CODE:** _____

ITEM NO.	RESOURCES	TITLE I (7E046)		Other	
		QTY	*Amount*	*QTY*	*Amount*
21468	**Clerical X Time**				
21477	**Clerical Relief**				
50073	**Parent Conference Attendance**				
50059	**Mileage**				
11275	**Professional Expert (Certificated) (For Parent Engagement Activities)**				
10365	**Teacher Parent Activity Differential (For Register-Carrying Teacher Only)**				
21720	**Community Representative Pay Rate $_____**				
26594	**Parent Resource Liaison (This position is subject to seniority rights.)**				
26958	**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 (Must be approved by PACE Administrator)**				
40125	**Non-Capitalized Equipment for Parent Center (Must be approved by PACE Administrator)**				
40110	**Audio Visual/for translation only (Must be approved by PACE Administrator)**				
50002	**Contracted Instructional Services: (Must be approved by PACE Administrator)**				
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).**				
	TOTAL BUDGET		$		$

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

Appendix B-3

OFICINA DE SERVICIOS PARA PADRES Y COMUNIDAD
HOJA PARA LA PLANIFICACIÓN DEL PRESUPUESTO 2017-2018

NOMBRE DE LA ESCUELA: _____   **CÓDIGO DE LA ESCUELA:**

Núm. de Punto	RECURSOS	TÍTULO I (7E046)		Other	
		Cantidad	*Suma*	*Cantidad*	*Suma*
21468	**Horas extras para los oficinistas**				
21477	**Horas extras para los conserjes**				
50073	**Asistencia de los Padres a Seminarios**				
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)**				
21720	**Salario del Representante Comunitario Tarifa:$_____**				
26594	**Mediadores de Recursos para Padres (Este puesto se sujeta a derechos de empleo.)**				
26958	**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	**Utiles Generales-Tecnologia (Debe ser aprobado por el Administrador/a PACE)**				
40125	**Dispositivos Electrónicos--Otros (Debe ser aprobado por el Administrador/a PACE)**				
40110	**Equipo Audiovisual / Solamente para interpretación (Debe aprobarse por el administrador/a PACE)**				
50002	**Servicios de Instrucción Contratados (Debe aprobarse por el administrador/a PACE)**				
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 permite comprar sellos).**				
	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.

Appendix B-4

The *Parents as Equal Partners in the Education of their Children* Resolution*,* adopted by the 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 conducted in support of this resolution 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**
✓ **Lower rates of suspension**
✓ **Decreased use of drugs and alcohol**
✓ **Fewer instances of violent behavior**

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 engagement are aligned to the mandates of No Child Left Behind (2001), the Parent as Equal Partners Task Force Recommendations (2011), and the California Department of Education Family Engagement Framework (2011). These goals and indicators provide guidance to schools in developing and implementing effective parental involvement policies and practices that yield higher levels of student academic success.

School Goals for Parent Engagement

1. **Provide a welcoming environment for families and invite them to participate as equal partners in the education of their children.**
   - Staff ensures every interaction and engagement with parents is positive and valuable
   - Communication with parents is timely, is provided through a variety of print and other media, and is in a language parents understand
   - The school environment is clean and attractive and signage is available to help parents navigate the school campus
   - Parents know and understand the process for them to communicate with school personnel
   - Teachers invite parents to visit their classrooms, to volunteer, and to share valuable information about their child's learning
   - School staff and parents to ensure mutual support for each other's roles as partners
2. **Provide parents opportunities to acquire necessary information, knowledge, and skills to support their children's education at home and at school.**

Appendix B-5

- A school Partnership Action Team (PAT) guides all efforts to implement an effective plan for family engagement, including the home- school compact
- Parent center staff and members of the Partnership Action Team receive training and support to carry out their role
- Parents participate in parent education classes to strengthen their capacity to support learning at home
- Parent center facilities and equipment/technology are adequate to support parent and community engagement activities
- Partnerships with community organizations provide resources for parent engagement and wrap-around resources for their families

3. **Engage parents in the school's volunteer program so they can participate in supporting school-wide, classroom, and parent involvement activities.**
   - The principal, or a designated staff person, oversees the school volunteer program
   - All parents are invited to join and participate in the school volunteer program
   - Training is provided for volunteers based on their assignment and need
   - Volunteer support teachers in the classroom as well as school-wide activities
   - The school annually assesses the impact of the volunteer program on school operations, school climate, and student performance

4. **Respond to parent concerns and/or complaints to ensure child's educational needs are met.**
   - Parents and staff are knowledgeable about the Parents' Bill of Rights and Responsibilities, and these are posted in key areas of the campus
   - Rights of parents and children are respected and communicated to promote trust
   - Staff is respectful and informative in interactions with parents
   - Resolution of parent concerns is timely and supportive of student learning
   - The school has a defined process for parents to express their concerns or complaints
   - Schools follow these protocols in a fair and consistent manner

5. **Comply with all LAUSD, State, and Federal requirements regarding parent involvement.**
   - School staff and parents know the requirements and mandates of the following:
     - ✓ ESSA, including Title I Parent and Family Engagement Policy and School-Parent Compact
     - ✓ CDE requirements for operation of SSCs and school-level advisory committees
     - ✓ LAUSD Parents as Equal Partners Resolution and Task Force recommendations, including development of school action teams, partnerships for wrap around services in parent centers, and a plan for parent involvement
   - Implementation of requirements are monitored for fidelity and quality
   - Parents/staff know their rights under the Uniform Complaint Procedure (UCP)
   - UCPs are minimal or non-existent

Appendix C Supplemental Instructional Programs

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 replace the ones distributed in Spring 2015 and 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 attached *District Approved Supplemental Instructional Resource List* (Attachment A). Materials found on this list 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 Katie McGrath, Administrator, Elementary Instruction, Eduardo Solorzano, Administrator, Middle School, Gary Garcia, Administrator High School, or Derrick Chau, 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 Single Plan for School Achievement. Attachment B contains the guiding questions and format for schools to use prior to the selection of materials not found on the *District Approved Supplemental Instructional Resource List*.

For questions please contact your Local District Director

Appendix C-1

LOS ANGELES UNIFIED SCHOOL DISTRICT

Division of Instruction

DISTRICT ASSESSMENT RESOURCES

ASSESSMENT

Elementary schools have been provided the following assessments and professional development in use of these assessments for screening, progress monitoring, and diagnostic assessment.

District Progress Monitoring Tools for Tier 1, 2, or 3							
ELA **Grades**	**Supplemental Resources**	**Publisher**	**Comments**	**Area**	**Tier 1**	**Tier 2**	**Tier 3**
K-5/6	**Reading3D - DIBELs Next & TRC** (Dynamic Indicators of Basic Early Literacy Skills and Text Reading Comprehension, Oral Language Screener)	Amplify	Measures the 5 Big Ideas in early literacy: phonemic awareness, alphabetic principle, accuracy and fluency, vocabulary, comprehension, and oral language	Benchmark & Progress Monitoring	✓	✓	✓

RECOMMENDED SUPPLEMENTAL ASSESSMENT RESOURCES

Additional Supplemental Assessment Tools

ELA	**Supplemental Programs**	**Publisher**	**Comments**	**Area**	**Tier 1**	**Tier 2**	**Tier 3**
K-8	**Assessing Reading* (CORE)** www.corelearn.com	CORE	Assessing Reading: Multiple Measures, 2nd Edition provides a collection of tests for assessment of skills related to reading	Progress Monitoring	✓	✓	✓
K-12	**Scholastic Reading Inventory**	Scholastic	Research-based, computer-adaptive reading assessment program for students in Grades K–12 that measures reading comprehension on the Lexile Framework® for Reading	Progress Monitoring	✓	✓	✓
3-12	**Scholastic Phonics Inventory**	Scholastic	SPI tests basic letter recognition, sight word knowledge, and decoding skills	Progress Monitoring	✓	✓	✓
K-5/6	**BURST:Early Literacy Intervention**	Amplify	Uses DIBELS Next data to identify students struggling with foundational literacy. Provides cycles of ten lessons tailored to students' needs, to help close the achievement gap. Lessons address phonemic awareness, alphabetic principle, accuracy and fluency, vocabulary, comprehension	Progress Monitoring	✓	✓	✓

Appendix C-2

LOS ANGELES UNIFIED SCHOOL DISTRICT

Division of Instruction

RECOMMENDED SUPPLEMENTAL INSTRUCTIONAL RESOURCES[*]

ENGLISH/LANGUAGE ARTS INTERVENTION RESOURCES

The following evidence-based supplemental resources have been recommended by the District for the provision of Tiers 2 and 3. These resources do not supplant core instructional resources but supplement the core with evidenced-based programs.

District Recommended Supplemental Intervention Resources for Tier 2, or 3							
ELA	**Supplemental Resources**	**Publisher**	**Comments**	**Area**	**Tier 1**	**Tier 2**	**Tier 3**
K-5	**Voyager Passport** www.voyagerlearning.com	Cambium	Technology needed	Phonics Vocabulary Fluency Comprehension	na	✓	
4-10	**Read 180 – Enterprise Version**	Scholastic	Validated for use with all children Requires technology.	Phonics Vocabulary Fluency Comprehension	na	✓	✓
3-10	**System 44** http://teacher.scholastic.com **4th and 5th grade additional 6th – 9th grade additional elective period of instruction (double blocked)**	Scholastic	Direct, explicit, research-based instruction in foundational reading skills	Phonics Fluency Comprehension	na		✓
4-10	**LANGUAGE! 4th Edition only** www.cambiumlearning.com **4th and 5th grade additional 6th – 9th grade additional elective period of instruction (double blocked)**	Cambium	Comprehensive reading intervention program for use with all students (EO, EL, SWD)	Phonemic Awareness Phonics Vocabulary Fluency Comprehension	na		✓

The following Reference Guides provide guidance to schools for intervention in English/Language Arts.

REF-5158 - Tier 3 Literacy Interventions
REF-5284 - Progress Monitoring
REF-6465.1 Professional Development Contractors for Common Core Math and English Language Arts Instruction
* Directory of Contractor Services

Appendix C-3

LOS ANGELES UNIFIED SCHOOL DISTRICT

Division of Instruction

MATHEMATICS[*]

RECOMMENDED SUPPLEMENTAL INSTRUCTIONAL RESOURCES

The following evidence-based supplemental intervention resources have been recommended by the District for the provision of Tier 1, 2 and 3.
These resources do not supplant core instructional materials but supplement the core with evidenced-based programs.

Math	Supplemental Resources	Publisher	Comments	Area	Tier 1	Tier 2	Tier 3
3-12	**ALEKS** www.aleks.com	McGraw-Hill	Assessment and LEarning in Knowledge Spaces is a Web-based, supplemental program that uses adaptive questioning to quickly and accurately determine what a student knows then instructs the student on the topics s/he needs.	Basic math to pre-calculus	✓	✓	✓
K-5	**DreamBox Learning** www.dreambox.com	DreamBox	An online elementary math program that combines engaging, adaptive lessons with real-time reporting educators need to individualize instruction.	Concept Building			
K-5	**ST Math** www.mindresearch.net	The Mind Institute	Research proven, comprehensive, instructional software that uses spatial temporal reasoning to engage and train students at any level of academic and language proficiency.	Concepts Skills Problem solving	✓	✓	✓
6-8	**Edgenuity MyPath**	Voyager/Sopris	*Edgenuity* is a supplemental program that offers data-driven differentiated instruction for mathematics. *Edgenuity MyPath* is designed to meet middle school and high school students at their learning level and give them exactly what they need to catch up, or get ahead.			✓	✓
9-12	**Edgenuity** https://learn.education2020.com/				✓	✓	✓
6-10	**Transmath** https://transmath.voyagersopris.com/logon	Voyager/Sopris	Middle school and high school intervention program for students who lack foundational skills.			✓	✓

The following Reference Guides provide guidance to schools in the provision of intervention in mathematics.

REF-4844.1 - Guidelines for the use of Mathematics Intervention Materials in Grades 6 and 7
MEM-4142.0 - Selection of Mathematics Textbooks for High Schools
MEM-5090 - Mathematics Intervention Programs for 9th Grade Students Enrolled in Algebra
REF-6465.1 Professional Development Contractors for Common Core Math and English Language Arts Instruction
* Directory of Contractor Services

Appendix C-4

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‖)
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?

Appendix C-5

Appendix D

Budget Resources

The Title I Program Cheat Sheet

When submitting a request to reconcile accounts or purchasing items using Title I funds, a SPSA page or SPSA Modification page that specifically describes the purchase must accompany your request or it *will not* be processed. The holder of the plan is usually the Principal and/or the Title I/TSP Coordinator at your school. They can provide the documents needed to complete your request. The cut-off date for all requests to reconcile accounts or purchase items with Title I funds is **May 5, 2018.**

Expenditure of Transfer Requests into Title I 7S046

Please include SPSA plan page and itemized receipt/ invoice. If expenditure transfer is for travel-conference, include 10.12.1 travel form as well. (BUL-5400.0)

Ghost Card

Schools will be required to enter another program other than 7S046 to pay for 50% of the monthly copier charges. (BUL-6518.0)

Imprest- claims must be in no later than May 5th

The following are the only allowable Title I expenditures when using a school's Imprest account. Please use the Title I Imprest Fund Claim form found at www.achieve.lausd.net/fsep. *These expenditures must be specifically described in the school's SPSA.* (REF-1706.4)

- **Admission Fees to approved educational activities – (REF-2111.1 and REF-2191.4)**
  - SPSA plan page, itemized receipt/invoice (with location)

- **Conference Registration Fees to Title I-allowed conferences for staff and parents – (BUL-5525.2)**
  - SPSA plan page, approved 10.12.1 travel form, conference registration receipt/invoice, conference flyer

- **Contract Bus Services –to locations approved by LAUSD – (BUL-1521.1)**
  - SPSA plan page, approved 34-EH-57 student field trip form, itemized receipt/invoice

- **Supplemental Instructional Materials – from the Warehouse, http://achieve.lausd.net/Page/10820 and items described in the Program and Budget Handbook p. 27**
  - SPSA plan page, itemized receipt/invoice

Submit all documents to fsep@lausd.net. Failure to submit all required form will delay your claim.

P-Card- orders must be in no later than May 5th and must be reconciled by May 30th

The only P-Card expenditures that can be reconciled with Title I funds are:
- **Admission Fees to approved locations – REF-2111.1 and REF-2191.4)**
  - SPSA plan page, itemized receipt/invoice (with location)

- **Conference Registration Fees**
  - SPSA plan page, approved 10.12.1 travel form, conference registration receipt/invoice, conference flyer

- **Supplemental Instructional Materials for items described in the Program and Budget Handbook p. 27**
  - SPSA plan page, itemized receipt/invoice

- **Contract Bus Services –to locations approved by LAUSD – (BUL-1521.1)**
  - SPSA plan page, approved 34-EH-57 student field trip form, itemized receipt/invoice

- **Software License Maintenance for renewal of licenses**
  - SPSA plan page, itemized receipt/invoice

These expenditures must be specifically described in the school's SPSA. **Other expenditures, not named above, charged to the school's P-card, even if they are allowed by Title I and in the SPSA, could be subject to payback. (BUL-6518.0)**

Appendix D-1

The Title I Program Cheat Sheet

Shopping Cart- orders must be in no later than May 5th and must be received by June 30th

Title I Shopping Carts will require <u>documentation to be attached to the order, including a SPSA page/SPSA Modification page and quote that specifically states the items being purchased. Some items may require additional documentation (see below)</u>. If all required documentation is not included, your complete order will be rejected. All items listed below will require an additional approver (LD Title I Coordinator or Central Office Title I Approver). If you have additional questions, contact your LD Title I Coordinator. (BUL-6517.1)

Commitment Item	Commitment Description for Title I Purposes	Commitment Item	Commitment Description for Title I Purposes
420010	Other Books-Gen Purpose-reference books, etc. *(additional documentation needed: submit list of books to be purchased)*	560006/ 560011	Maint. of Equip./Rental of Equip.- *charges must be split 50/50 with general funds*
430001*	General Supplies-Technology *(under $500 including tax, shipping and other ancillary charges)*	580001	Prof. Services Contract-Non-Inst. *(additional documentation needed: MOU or contract, if applicable)*
430003	M&O Supplies-Custodial supplies for Title I Interventions - *$1 per student per intervention session (additional documentation needed: submit school flyer for intervention program)*	580005	Admission Fees- *to District approved locations*
430010	Supplemental Instructional Materials -*including first time purchases of software licenses (for use in the current school year) and selected Stores Warehouse items*	580012	Contract Bus Services *(additional documentation needed: submit a completed 34-EH-57 field trip form)*
440001*	Non-Cap Equipment.- *between $500 and $4,999 (including tax, shipping and other ancillary charges)*	580020©	Software Licenses Maintenance – Renewal of Licenses *(for use in the current school year)*
520002	Travel/Conf. Attendance *(additional documentation needed: submit completed 10.12.1 travel form, conference flyer)*	580030	Prof. Services Contract-Inst. *(additional documentation needed: MOU or contract, if applicable)*

* All General Supplies Technology and/ or equipment must be in place at the school site by May 5, 2018

© Start dates for all software licenses must occur no later than May 5, 2018 and <u>end</u> by June 30, 2018

Los Angeles Unified School District
Federal and State Education Programs

TITLE I IMPREST FUND CLAIM FORM

F S E P

School Name:		**Local District:**		
Date:		**Claim No:**		7S046 ☐ 7E046 ☐
Vendor Name:		**Vendor Account No. :**		
Prepared by:		**Phone:**	**Email:**	

Section B

Date Received	Description	Check No	GL Account	Amount	Fund	Functional Area	Cost Center No.
		To access this form go to **achieve.lausd.net/fsep**, then click on **Publications**					
			Total:				

I certify that 1) the above statement is correct and that all materials listed thereon have been received; 2) there is no profit of any kind for me in this claim and that is in accordance with Section 60071 of California Education Code; and 3) charges to donation are within the donor's stipulated allowable use.

Signature of Administrator   _Print Name of Administrator_   _Date_

Title I Allowable GL Accounts (Commitment Items)

430010 Instr Material-General Purpose   580005 Admission Fees
520002 Travel/Conference Attendance   580012 Contract Bus Services

Special Instructions

☐ Ensure all required supporting documents are attached to email, e.g. SPSA or SPSA Modification,

itemized receipt/invoice for the purchase and/or approved 10.12.1 travel form or

approved 34-EH-57 field trip form.

☐ Email completed claim form to **fsep@lausd.net** with following subject line on your email

"Imprest - School/Office - Claim Number (current fiscal year- cost center-claim count-FG)".

FSEP will not accept faxes. The lack of adherence to these procedures may delay the timely processing

of the Federal Grant (Title1) Imprest Fund Claim.   **Appendix D-3**