LAUSD UNIFIED

2024-2025 GENERAL FUND SCHOOL PROGRAMS MANUAL

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Budget Services and Financial Planning Division
LAUSD

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INTRODUCTION

A school budget is an important part of fostering student achievement. A carefully considered budget reflects a school's strategies and priorities, and maximizes the resources allocated to schools to support these strategies and priorities. LAUSD allocates resources to schools in the form of positions and lump sum dollars in various General Fund programs, including Program 13027 General Fund School Program and Program 10552 TSP Student Equity Needs Index (SENI). Schools are responsible for considering all their allocations to develop a budget that meets the needs of local school instructional and operational programs within the constraints of federal and state laws, court orders and consent decrees, collective bargaining agreements, Personnel Commission rules, and Human Resources Division rules and policies.

This manual summarizes the policies, restrictions, and flexibilities for budgeting and expending the funds allocated to schools in their General Fund school programs. As the school year progresses, it is important to monitor and maintain the budget to avoid underspending or overspending. Many useful tools are available at the School Fiscal Services Branch website at https://sfs.lausd.net. School staff may contact their Fiscal Specialist for assistance in developing and maintaining their school's budgets.

The School Fiscal Services Branch is dedicated to supporting schools in building outstanding learning environments and helping all LAUSD children achieve.

WHAT'S NEW FOR 2024-25 BUDGET DEVELOPMENT

ADVANCED CARRYOVER FOR BUDGET DEVELOPMENT

Schools will receive 80% of the projected positive carryover in each of the following program codes during budget development to enable school principals to plan and budget accordingly.

- 13938 Donations
- 13723 Charter School Categorical Block Grant
- 13724 Charter School In-Lieu of EIA
- 11421 Prop 28 Arts Program
- 11266 Community Schools Resolution

Schools will receive 30% of the projected positive carryover in the following program codes during budget development. The remaining 70% will be reserved until there is further clarity on the State and District budget.

- 13027 General Fund School Program
- 10552 TSP-SENI (including balances from TSP Programs 10947 Academic Excellence, 10948 Joy and Wellness & Program 10949 Engagement and Collaboration)

The projected carryover used during budget development will be taken into account in determining the final carryover amounts in the above program codes. Please note projected carryover is based on current spending patterns. Increased spending in the second half of 2023-24 would result in a lower than projected carryover and may result in a negative adjustment.

DISTRICT APPROVED FLYERS

Schools/Offices Must Use District Approved Flyer(s):

- Schools must use District Approved Flyers for both internal and external non-classroom postings.
- Non-classroom positions have to be flown internally, before posting externally.

For a complete list of approved flyers, please visit https://www.lausd.org/Page/19180.

INTERVENTIONIST POSITIONS

Beginning in 2024-2025, schools can purchase the Interventionist, Elementary and Interventionist, Secondary positions to provide direct services to students in multiple content areas in high-need elementary schools. The Interventionist, Elementary will participate in the implementation of a Multi-tiered System of Support (MTSS) that includes intervention via re-teaching and facilitating professional development on the implementation of effective strategies and Tier 1 and Tier 2 interventions in the classroom.

POTENTIAL FUNDING VARIANCE

In anticipation of any salary or benefit changes during the year, 2% of total allocations will be set aside as a potential funding variance.

PRINCIPAL BASIS CHANGES

Schools who choose to upgrade their principal positions from E-basis to A-basis will need to use Program 13027 to cover the increased cost.

PROBLEM SOLVING DATA COORDINATOR AND MS COLLEGE AND CAREER COACHES POSITIONS

In 2024-25, these positions can only be funded using Title I funding.

PROPOSITION 28 (Program 11421)

Proposition 28 funds are allocated to schools for the purpose of arts instruction. Dollars are allocated to each individual school site based on its enrollment and count of economically disadvantaged pupils. For fiscal year 2024-25, 70% of the estimated allocation will be distributed to schools at Budget Development, and the balance at Norm Day.

Schools will also receive 80% of their estimated Proposition 28 carryover from 23-24 during Budget Development. State law requires that schools have up to three years to expend their Proposition 28 allocations. This means that carryover from dollars allocated in 2023-24 must be expended by June 30, 2026.

State law requires that each school site develop an expenditure plan for the funds allocated. Schools will receive an allocation each year. Instructions on developing and submitting plans are forthcoming. Any positions purchased under Prop 28 funds must also be dedicated to arts instruction. In addition, any positions created under Prop 28 funds must have job duties that are consistent with the respective class description.

State law also requires that schools must use at least 80% of funds to employ certificated or classified employees to provide arts education instruction. The remaining funds may be used for training, supplies and materials, and arts educational partnership programs.

A Cultural Arts Champion is a certificated staff member responsible for providing professional development, organizing school events, performances, curricular trips and preparing arts related orders, all of which are related to the cultural arts experience. Each Champion will be expected to perform duties for 10 hours per month beyond their teaching responsibilities after school and during weekends.

Each school will select a Cultural Arts Champion to perform duties related to the Cultural Arts Passport Initiative. Champions will be compensated 10 hours of teacher x-time per month and a stipend of $848 per semester to prepare/facilitate professional development, organize cultural arts experiences and coordinate events. Cultural Arts Champions will be required to attend monthly meetings and receive eight hours of paid training per year.

Schools may use Prop 28 funds (program 11421) to budget for the Cultural Arts Passport Champion and to meet the 80% staffing requirement under Prop 28.

PSYCHIATRIC SOCIAL WORKERS (PSW)

In 2024-25, schools with enrollment of 600 students or more will receive a full time Psychiatric Social Worker (PSW) allocation as required by the UTLA contract.

There is no flexibility allowed on this resource.

PUPIL SERVICE AND ATTENDANCE COUNSELORS (PSA)

In 2024-25, schools identified as having chronic absentee rates of 35% or higher will receive a half-time Pupil Services and Attendance Counselor (PSA) allocation (.50 FTE) as required by the UTLA contract.

There is no flexibility allowed on this resource.

SCHOOL PSYCHOLOGISTS (PSYCH)

In 2024-25, the base allocation for Psychologists at schools will as follows per the UTLA contract:

School Type	2023-2024 Allocation	2024-2025 Allocation
Elementary Schools	.25 day or 0.05 FTE	.35 day or 0.07 FTE
Middle Schools	.4 day or 0.08 FTE	.5 day or 0.10 FTE
Senior High Schools	.5 day or 0.10 FTE	.6 day or 0.12 FTE

There is no flexibility allowed on this resource.

SCHOOL STAFFING EQUITY GRANT

For the 2022-23 and 2023-24 school years, Staffing Equity Grant funds were allocated to schools in addition to their SENI funds. In both years, these allocations were significantly underspent. Given the additional staffing resources allocated to schools as part of our collective bargaining agreements, these Staffing Equity Grants have been discontinued.

TRANSITIONAL KINDERGARTEN

The state of California has mandated certain class size maximums and adult-to-student ratios for specific Universal Transitional Kindergarten (UTK) students. These requirements go into effect in the 2023-24 school year and will expire at the end of the 2024-25 school year. This section explains the new state laws and shows how norms are calculated to help ensure that the ratios and class size requirements are met.

UTK includes students who:

- Are turning 4 between June and September 2024. Effective July 1, 2023, these students are identified by the state as “early enrollment” students.
- Already turned 4 between September 2023 and May 2024

For enrollment tracking and norming purposes, the District will identify “early enrollment” students using the “TE” indicator in MiSiS, and all other UTK students as “TK” students.

Below are the new state rules on early enrollment students for UTK.

- Any classroom that includes TE students shall maintain an adult-to-pupil ratio of at least one adult to every 10 pupils.
- Any classroom that includes TE students shall not exceed 20 pupils.
- UTK classes without any TE students shall maintain an adult-to-pupil ratio of one adult for every 12 students, and a class size that may not exceed 24.
- The law goes into effect in 2023-24 and expires at the end of 2024-25.
- These ratios and requirements do not apply to Special Day classes.

Schools will receive an allocation at budget development that may be adjusted at Norm Day.

Schools may not create more than one early enrollment UTK class, and no more than one UTK-K General Education combination class per cost center. For example, if a school has a dual language center or a magnet center, then each respective cost center may only have a maximum of one TK-K General Education combination class.

Schools that create more than one UTK-K General Education combination class in a particular cost center will be required to purchase any additional aides to comply with the statutory staffing ratio of 1 adult for every 12 students. Should schools with more than one UTK-K combination class fail to meet the ratio, the state may impose a penalty. The penalty will be charged to the respective school site's 13027 account. This does not apply to Special Day classes with TK students.

All instructional staff (including aides and teachers) supporting UTK classes must be assigned to the respective class in MiSiS in order to comply with the staffing and reporting requirement according to state law. This includes all UTK aides allocated to the site to comply with the staffing requirement, as well as any other additional instructional personnel that the school may assign to these classes at their discretion. A job aide demonstrating how to assign staff to these classes is available. Failure to properly assign staff to classes in MiSiS may be subject to a state penalty for failing to comply with the statutory requirement. Any penalty incurred as a result will be charged to the respective school site's 13027 account.

UNIT F AND UNIT G HEALTH BENEFITS

As of January 1, 2024, SEIU Unit F and Unit G employees who are assigned a regular schedule of 4 hours per day and/or 80+ hours per month in any one classification shall be eligible to enroll in medical benefits. As with other bargaining units, the health benefits cost for employees funded by schools will be funded by school sites. This includes the following jobs: Teacher Assistant, Community Representative, School Supervision Aide, Out-of-School Program Supervisor, and Out-of-School Program Worker.

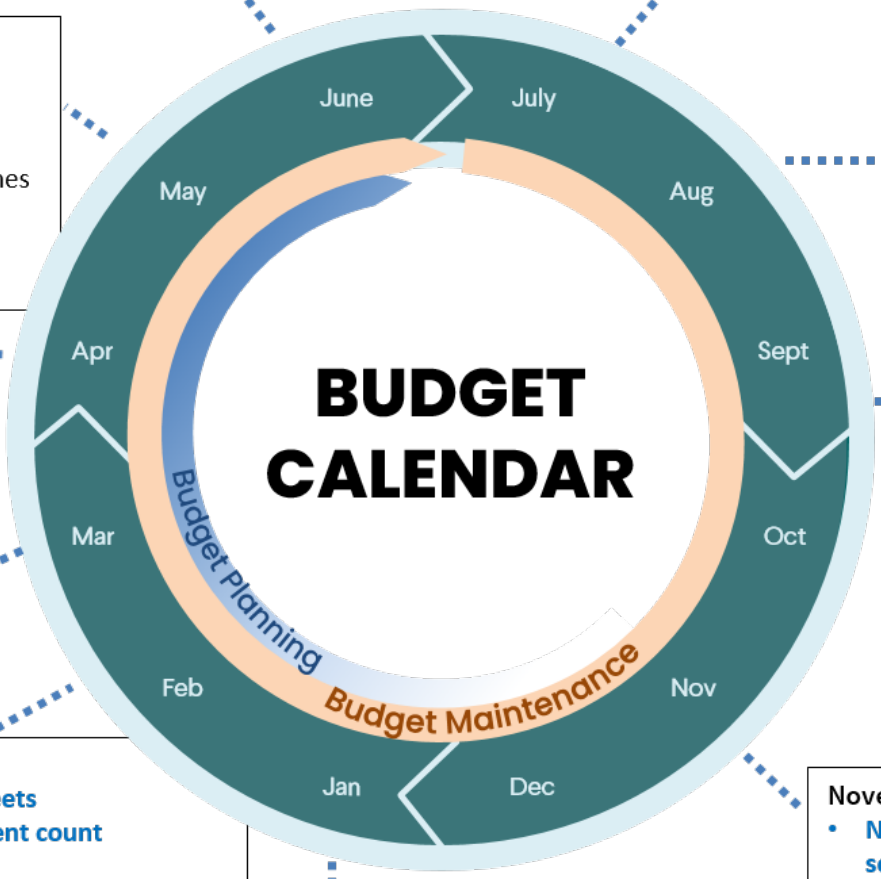
FINANCIAL RESPONSIBILITIES OF SCHOOL PRINCIPALS

School principals oversee the instructional programs of schools. They are also responsible for making financial decisions and tracking the funds of their school. Below are some financial responsibilities of school principals:

1. Develop school budgets with student support and achievement in mind.
2. Engage the school community in the development of school budgets.
3. Ensure that enrollment and Average Daily Attendance data reported are accurate.
4. Ensure that expenditures do not exceed budgeted amounts.
5. Ensure that purchased positions are budgeted based on actual salary, and group and level of incumbent.
6. Ensure that payroll time-reported has supporting documentation and should not exceed the budget.
7. Ensure that "Goods Receipts" are processed online as soon as goods and/or services are received.
8. Ensure that the Imprest Fund is reconciled and balanced every month.
9. Meet with the Fiscal Specialist who can provide guidance in school finance.

LAUSD's BUDGET CALENDAR

Below is a summarized version of LAUSD's budget calendar. School budgeting does not only happen during one specific point in time. Whether it be preparing for next school year's district or school budget, the budgeting process happens all year round.



June
- Procurement deadlines for Warehouse
- Instructional Year Ends
- Board adopts Final Budget & LCAP

July
- LAUSD submits Final Budget & LCAP to LACOE
- **SFE opens for Budget Maintenance**

May
- May Revision of Governor's State Budget
- Procurement deadlines for P-card, Shopping Carts and T-card, Imprest Fund Claims

August
- Instructional Year Begins

April
- P-2 ADA captured

September
- **Norm Day**
- **Final Carryover funds posted**

March
- **SFE closes for Budget Development**

February
- **Estimated Rate Sheets**
- **Unduplicated student count**
- **Carryover Memo**
- **Budget Development starts**
- **Schools Front End (SFE) opens for Budget Development**
- **Allocation Letters**

November
- **Norm Day Settle-up of school resources**

January
- **E-CAST enrollment available**
- Governor's Proposed State Budget

Note: Items in blue font involve school-level budgets.

SCHOOLS' BUDGET CALENDAR

- **JANUARY**
  - E-CAST enrollment is available
  - Estimated school budget planning/development timelines are available

- **FEBRUARY - MARCH**
  - Carryover memo is issued
  - Budget development resources available at https://achieve.lausd.net/Page/18778.
  - Estimated Rate Sheets (estimated costs of budget items) are available
  - School resource allocations are available
  - Meeting with school's stakeholders
  - School budget development meetings with fiscal specialist
  - School budgets are implemented in Schools Front End (SFE)

- **MARCH**
  - Implementation of school budgets continue in Schools Front End (SFE)
  - Budget development ends and SFE closes for budget development

- **MAY - JUNE**
  - Deadlines to purchase items for the ending school year; refer to annual memo issued by Procurement Services Division
  - Process "Goods Receipts" online to enable Accounts Payable to pay vendors
  - SFE closes for Budget Maintenance for the ending school year

- **JULY**
  - *Estimated* carryover funds for select program codes are available
  - SFE opens for Budget Maintenance for the new school year

- **AUGUST**
  - Preliminary Enrollment and Staffing Dashboards are available

- **SEPTEMBER**
  - *Actual* carryover amounts of program codes that carry over are available
  - Norm Day enrollment count is determined (enrollment as of the fifth Friday of the instructional calendar)

- **OCTOBER**
  - Final Enrollment and Staffing Dashboards are available

- **NOVEMBER - JANUARY**
  - Norm Day settle-up process; adjustments to select Norm-based resources are processed
  - School budgets are aligned to actual costs of incumbents for Norm-based positions

BUDGET DEVELOPMENT

ENGAGING THE SCHOOL COMMUNITY IN BUDGET DEVELOPMENT

As transparency is a key goal of the District, school principals are expected to engage their school community in the budget-building process. School principals shall convene their school stakeholders for a collaborative discussion about their school's priorities, the Superintendent's instructional goals and priorities, the school's other strategic documents, and how to best budget the school's unrestricted resources to meet these priorities. The school principal has the final budget decision-making authority for funds in Program 13027 except as defined under Local School Leadership Council (LSLC) Budget Authority and subject to the approval of the Regional Superintendent or designee.

LOCAL SCHOOL LEADERSHIP COUNCIL (LSLC) BUDGET AUTHORITY (ARTICLE XVII, SECTION 2.4 (b) 5OF THE LAUSD-UTLA COLLECTIVE BARGAINING AGREEMENT)

Schools implementing the LSLC budget authority will have the same authority preserved (neither expanded nor reduced) under Commitment Item 430010 (instructional materials) of Program Code 13027. LSLC budget authority will continue to require LSLC approval to transfer funds out of Commitment Item 430010 (instructional materials). For example, if a school was allocated $5,000 in Commitment Item 430010 (instructional materials) during budget development, the LSLC has budget authority over the $5,000. On the other hand, if additional funds are *transferred in* from other commitment items or program codes, the LSLC does not have budget authority over the amount transferred in. For example, $1,000 is transferred from Commitment Item 430001 (general supplies) to 430010 (instructional materials), the LSLC does not have budget authority over the $1,000.

BUDGET DEVELOPMENT DOCUMENTS

Below are documents that are necessary for school budget development.

1. Employee Roster Report

This document, provided by your Fiscal Specialist, lists positions funded with both *unrestricted* and *restricted* funds as well as *unfunded* positions (positions with zero dollars). Funded positions with corresponding dollar amounts represent norm-generated and targeted school resource positions based on the Board-approved staffing ratios and recommended staffing patterns for fiscal year 2024-25 and E-CAST enrollment data as of January 2024. Any prior reclassification to a position or any previously funded position outside of the recommended staffing patterns must be funded every fiscal year.

During budget development, school principals have the option to make changes to their school's funded or unfunded positions subject to policy and guidelines of the funding sources, Personnel Commission and Human Resources policies, and Unit D collective bargaining agreement.

2. Estimated Rates by Budget Item

In coordination with Region staff, schools may purchase additional resources out of their unrestricted or restricted funds based on student and programmatic needs. The Estimated Rate Sheets (shopping list) lists pre-approved budget items and corresponding costs by program code. This document can be accessed online in Schools Front End (SFE) under the "Reports"tab as well as the School Fiscal Services Branch website at https://sfs.lausd.net.

3. Request for Personnel Action (RPA) Form

This form indicates the personnel action requested, the position's funding, personnel assignment attributes, and the necessary approvals. This form can be accessed at https://achieve.lausd.net/cms/lib/CA01000043/Centricity/Domain/171/Blank%20RPA.pdf.

At the end of budget development, Budget Services and Financial Planning Division forwards information on unfunded or closed positions to Human Resources and/or Personnel Commission. Filling newly established and modified positions require submission of the RPA. RPAs are not required for Norm-generated positions. See example under the section Forms and Reports.

4. School Budget Signature Form

This form shows school resources by program code and includes the signature pages for all required approvals. This form can be found in Schools Front End (SFE) under the "Reports" tab. See example under the section Forms and Reports.

5. Staffing and Resources Report

This report summarizes school resources by job ID, budget item description, or commitment item description of Norm-based resources. The BP1 version of this report in programs 10332, 10989, 11119, 13027, 13042, 13723, 14858, and 15974 shows the staffing and resources based on federal and state laws, collective bargaining unit agreements, Personnel Commission and Human Resources rules and policies, court orders, and consent decrees. See example under the section Forms and Reports.

SCHOOL RESOURCES

School resources in the General Fund School Programs support the instructional program and basic operation of the schools. These resources include core positions such as administrators, teachers, counselors, and clerical staff.

Schools receive other types of resources and services such as:

1. Resources to support the Targeted Student Population (TSP) – TSP students include those who are identified as English learners, eligible to receive free or reduced-price meals, and foster youth.

2. Resources specific to individual school-site needs such as campus aides

3. Centrally-administered resources and services such as school police, pool custodians, and gardeners

4. Federal resources allocated based on student attributes such as English learner or low income - These funds are meant to *supplement, not supplant* the schools' instructional program. The **SPSA Program and Budget Handbook** published by the Federal and State Education Programs (FSEP) Branch provides details to support school teams in developing high-quality school plans and to align the school's federal resources (i.e., Title I and Title III) to strategies and actions for improving student academic achievement.

SCHOOL RESOURCES AT BUDGET DEVELOPMENT

During budget development, the initial allocation of school resources is based on E-CAST (estimated/projected) enrollment. E-CAST enrollment projection is a forecast of school enrollments basedon demographic trends and other factors.

Historically, magnet enrollment forecast is created by rolling over the norm day enrollment numbers into E-CAST for budget development allocations. Beginning in 2017-18, forecasts were generated for newly-approved programs, schools with approved expansions/reconfigurations, or schools with known anticipated changes. The forecast for these schools and centers has been determined to be more accurate than Norm Day enrollment counts. This process will continue for the 2024-25 E-CAST.

School staffing is based on staffing ratios. For non-position resources, the basis of allocation varies on the type of resource.

Non-discretionary norm resources are funded in the program codes below.

Norm Class	Program Code	Program Name
K-12 Teacher	11020	K12 Norm Tchrs-Sal
Dual Language Teacher	11119	Dual/Foreign Language/Bilingual Prog
CSR Teacher/Librarian	10989	TSP-CSR-Teacher/Librarian
Principal	13042	K12 Norm-Non Instructional
SAA	13042	K12 Norm-Non Instructional
Financial Mgr/Sr Financial Mgr	13042	K12 Norm-Non Instructional
Counselor	14858	TSP-Norm Counselor
TE Teacher, and TE/TK Instructional Aide	10436 13282 13061	Transitional Kindergarten Expansion Early Intervention PreSchool Program UPK Planning & IMP-S

The following school resources are allocated in **Program Code 13027**:

- Clerical Substitutes
- Custodial Supplies
- Custodians
- Day-to-Day Substitutes for Teachers
- General Supplies
- Instructional Materials
- Interscholastic Athletic Program Resources
- Library Aides
- Longevity and Salary Differentials for both Certificated and Classified staff
- Physical Education Teacher Incentive Grant (PETIP)
- Psychologists
- Registration Adviser Time
- Teacher Activity Differentials
- Temporary Personnel Funds
- Testing Coordinator Differentials

For 2024-25, 6-hour library aide positions are allocated to all elementary schools with grades K-5, including span schools and special education centers, in program code 13027. Schools have flexibility over the allocated library aide position. The allocated position may be repurposed, modified, or closed with the approval of the Regional Director.

Additional school resources are allocated in other program codes as indicated below. These positions are budgeted at the incumbents' actual salary. Vacant positions are budgeted at the same salary step/level as of the capture date in January 2023.

- Assistant Principal/AP Secondary Counseling Services (Program Code 10332)
- Counselors for Title I schools with grades 9-12 (Program Code 14858)
- Library Aides for Special Education Schools (Program Code 10312)

- Library Media Teachers/Teacher Librarians for secondary schools (Program Code 10989)
- Library Media Teacher Differential (Program Code 10989)
- Nurses (Program Code 10529)

Below are **non-position** school resources in **Program Code 13027** and their basis of allocation.

School Resource	Rate/Basis of Allocation
Certificated Day-to-day Substitute (Budget item # 10559)	$446.56 per day, allocated at 10 days per norm-generated register-carrying teacher position; if the register-carrying teacher is funded with specially-funded programs (e.g., Title I-7S046), the District allocates 6 substitute days in Program 13027 after Norm Day
Clerical Substitutes (Budget item # 27134)	$2 per unit of current year's estimated ECAST enrollment
Custodial Supplies (Budget item # 40183)	Allocation is based on various factors which includes enrollment, school type, and campus square footage
Instructional Materials (Budget item # 40267)	$18 per Grades K-6 general education and Special Day Class student $22 per Grades 7-8 general education and Special Day Class student $24 per Grades 9-12 general education and Special Day Class student
General Supplies (Budget item # 40227)	$17 per Grades K-12 general education and Special Day Class student
Registration Adviser Time (Budget item # 10853)	Allocation is based on various factors which includes enrollment, school type, and student transiency; allocation per school may vary
Teacher Activity Differential (Budget item # 13482)	$3 per Grades 6-8 general education and Special Day Class student $4 per Grades 9-12 general education and Special Day Class student
Temporary Personnel (Budget item # 21712)	$22 per Grades K-5/6 general education and Special Day Class student $16 per Grades 6-12 general education and Special Day Class student

Student Equity Needs Index (SENI)

A portion of LAUSD's LCFF revenue is earned through identification of students who are either English learner, eligible for free or reduced-price meals (low income), or foster youth. This portion of the LCFF revenue is called the Supplemental and Concentration grants. It is earmarked to provide additional resources for the benefit of these identified students (Targeted Student Population). In 2022-23, the ***"Student Equity Needs Index"*** (SENI) was developed to identify the neediest schools.

The funds are allocated per TSP student based on the SENI score of the school the TSP student attends. The current school year's SENI resources/lump sum amount is allocated in program code 10552, TSP-SENI.

SCHOOL RESOURCES AT NORM DAY SETTLE-UP

After Norm Day, school resources are recalculated based on validated Norm Day enrollment, and schools may experience no change, an increase, or a decrease in resources. For teachers and counselors, new positions will be established based on enrollment growth, or existing positions will be closed based on enrollment decline. For administrators and clerical support, growth positions are allocated but reductions are not implemented.

Norm Day Enrollment

Norm Day enrollment is the count of students as of the fifth Friday (Norm Day) of the K-12 instructional calendar. This is generally the basis of allocation of many school resources. Below is information with regards to Norm Day enrollment.

- The school principal is responsible for the accuracy of enrollment data.
- School staff must review the enrollment data for accuracy of the students' grade level, teacher/room assignment, Special Day Program designation, no-show students, students with no sections, age ineligibles, absences of 13 or more from the date of enrollment through Norm Day, etc.
- All schools are expected to be no more than one norm-teaching position over their norm allocation on the Friday preceding Norm Day. Schools must be on norm by Norm Day.
- Only enrolled students with scheduled classes in MiSiS will be counted for Norm Day enrollment purposes. In other words, students must be both enrolled and have scheduled classes. Schools must ensure that every enrolled student's class schedule is entered or recorded into MiSiS. Otherwise, enrolled students without scheduled classes will be excluded from the Norm Day enrollment count.
- All schools must be "on norm" by the scheduled Norm Day. Teacher positions that are not earned based on the Norm Day count will be closed and incumbents will be reassigned.
- Budget Services and Financial Planning Division will review, analyze, and adjust to reconcile enrollment and attendance data up to the last capture date to resolve any issues. The review process may take up to approximately three weeks after Norm Day. The preliminary capture code is "N". However, the final capture code may change depending on the results of the validation process. Bulletins for Staffing Recommendations for all school types are available online, from the School Fiscal Services Branch website.

- Schools may use the **Norm Day Enrollment and Staffing Dashboards** available at https://focus.lausd.net. These are tools that track the number of students enrolled as of Norm Day and the number of staff generated based on Norm Day enrollment.
- The **Staffing/Position Simulator** is a Microsoft Excel tool that projects the number of norm-generated and targeted school resource positions a school is entitled to receive basedon the variables entered. In addition to the number of norm-generated teachers, this tool projectsthe number of administrators, counselors, and clerical positions. This tool helps school administrators

estimate the number of staff anticipated to be received based on school type, affiliated charter school status, norm category, and most importantly, enrollment. It also helps schools with budget planning and development. For more information, visit the School Fiscal Services Branch website at https://achieve.lausd.net/Page/18778.

- Unearned norm teacher positions will be closed as of 7/1 if never filled. If filled, the end date will be the last day of the incumbent, but no later than Norm Day.

BUDGETING UNRESTRICTED SCHOOL RESOURCES

Schools have the flexibility to implement budgets that meet the unique instructional and operational priorities of their school within certain requirements. As school administrators build their budgets, school staff is encouraged to consider all available resources including categorical funds. Flexibilities allowed in certain allocated resources are subject to federal and state laws, collective bargaining agreements, Personnel Commission rules, Human Resources Division rules and policies, court orders, and consent decrees.

General Guidelines

1. During budget development, schools must not modify a position's group/level to capture salary savings. Schools must not swap employees between positions by completing a Request for Personnel Action (RPA). Schools must not swap positions in Program 13027.

2. Norm-based positions in programs 10332 and 13027 that have flexibility cannot be closed and repurchased with Title I or Targeted Student Population (TSP) program dollars.

3. Norm-based positions with incumbents are allocated at actual salary and benefits. Vacant school-purchased positions should be budgeted at the districtwide average cost. The average cost can be obtained from the Fiscal Specialist assigned to each school or from the Estimated Rate Sheets.

   During budget development, if the school is aware that an employee is about to retire, that employee's budgeted position level must not be changed.

4. If a school opts to purchase positions in addition to the norm-based staffing levels, the school is responsible for the cost of said positions' base salary and benefits, benefitted absences, substitutes, longevity, differentials, and increases in salary and benefits. For each register-carrying teacher purchased, schools should set aside funds for a minimum of 10 days of substitute time.

5. Staffing level for schools is determined each school year based on the school's Norm Day enrollment count. Therefore, schools that exercised flexibility in one year and wish to continue the same the following year, must repeat the same process to implement flexibility of a school resource.

6. Schools that receive *augmentation* for a specific resource must not exercise flexibility over the same type of resource allocated as part of the norm-generated and targeted school resources. Augmented resources ***must supplement, not supplant*** these resources.

7. Continuing for the 2024-25 school year, elementary dual language/bilingual/foreign language immersion programs will be normed separately based on the enrollment count at the dual language center. For E-CAST, Master Planning and Demographics has generated a forecast for each continuing and newly-approved elementary program. The forecast will be the basis of allocations during budget development with changes applied in the fall as a result of the Norm Day settle-up process. Newly approved elementary dual language programs have their own cost center and resources effective 2017-18 budget development.

   Also, continuing for the 2024-25 school year, six auxiliaries (equivalent to 1.0 FTE) will be allocated to each secondary school with an approved dual language/bilingual/foreign language immersion program. Norm allocations for a dual language/bilingual/foreign language immersion program are funded under **Program 11119** and are part of a school's norm-generated positions based on Board-approved staffing ratios.

   There is no flexibility allowed for allocations in Program 11119.

8. Effective January 1, 2024, SEIU Unit F and Unit G employees who are assigned a regular schedule of 4 hours per day and/or 80+ hours per month in any one classification shall be eligible to enroll in medical benefits. Unit G employees in substitute, temporary, extra, exchange, or relief status are not eligible.

   As with other bargaining units, the health benefits cost for employees funded by schools will be funded by school sites. The table below includes the impacted job classifications that may be funded by school sites.

Job Code	Bargaining Unit	Job Title	Personnel Area
11500953	Unit F	Teacher Asst – Degree Track	2FDX
11500954	Unit F	Teacher Asst – Non-Degree	2FNX
11500955	Unit F	Teacher Asst – Degree Track	2FDX
29105337	Unit G	Community Representative A and (Rest)	1GXX
29105338	Unit G	Community Representative C and (Rest)	1GXX
29105360	Unit G	School Supervision Aide and (Restricted)	1GXX
29105367	Unit G	Out-of-School Program Supervisor & (Restricted)	1GXX
29105369	Unit G	Out-of-School Program Worker & (Restricted)	1GXX

9. Beginning 2019-20, schools opting to purchase Community Representatives and School Supervision Aides must budget for the cost of health and welfare and/or PERS, if applicable. See section on "Budget Guidelines For Positions."

10. **"Budget to Actual"** is the process of aligning the budget of Norm-based positions to actual cost (group/level) of the incumbents. If the original allocation for positions is less than the actual cost of positions, additional funds are allocated. If the original allocation for positions is more than the actual cost of positions, the excess funds are recovered.

11. Since LAUSD receives a large amount of funds for K-3 Class Size Reduction, the District has developed the **K-3 Class Size Average and Enrollment Dashboard**.

This dashboard is within the Norm Enrollment and Staffing Dashboards and can be accessed at https://focus.lausd.net. The job aid on how to use this dashboard can be accessed within the dashboard. A tool is also available to help schools review and monitor class enrollments, reorganize as needed, and ensure that the K-3 class size average does not exceed 24 students.

The following is information about this dashboard and the requirements for K-3 Class Size Average:

a) **A school site's (campus-wide) average K-3 class enrollment should not be more than 24.** The final average is based on class enrollments for school months within the P-2 period (school month 1 to the school month ending on or before April 15).

b) If one school site's (campus-wide) average exceeds the required average of 24, LAUSD loses the total revenue for K-3 Class Size Reduction.

c) An individual classroom may be higher or lower than 24 so long as the average class enrollment of all K-3 classrooms campus-wide is at or below 24.

d) The averaging includes ETK and TK students.

e) The averaging excludes students in Special Day Classes and Independent Study.

f) All students in combination classes, e.g., grades 3-4 class, are included in the calculation of the average.

g) The required maximum K-3 class size average is not applicable to independent charter schools.

BUDGET GUIDELINES FOR POSITIONS

CERTIFICATED EMPLOYEES

1. Assistant Principal, Secondary (Generic) (13100659) or Assistant Principal, Elementary (13100680)

This resource is allocated in Program 10332. **Flexibility is allowed on this resource.**

2. Assistant Principal, Secondary Counseling Services (APSCS) (12200531)

This resource is allocated in Program 10332.

To maintain continuity in school leadership teams, schools that currently have an Alternate Staffing Pattern (ASP) request in place, may submit an ASP request for approval for the 2024-25 school year. Schools with an E-CAST enrollment projection that is sufficient to earn an APSCS may submit a request for an Alternate Staffing Pattern (ASP) to their Regional Superintendent for consideration. If an ASP is approved by the Regional Superintendent and the Human Resources Division, it will be to convert the APSCS position to an AP, Secondary or AP, Elementary in the case of span schools. As part of the ASP requirements, the school must identify an employee at the school site who will oversee the Master Schedule and counseling office. This employee must possess the appropriate Pupil Personnel Services credential. Schools may not request an ASP as long as the position is filled with an APSCS.

Flexibility is allowed as indicated in the above paragraph.

3. Counselor (12200533)

This resource is allocated in Program 14858.

Mandated counseling requirements must be met. Counseling resources must be budgeted in Program 14858 prior to utilizing other TSP or categorical supplemental funds because these funds are intended to *supplement and not supplant* these resources. The Staffing and Resources Report (Version – BP1, Program 14858) in Schools Front End reflects the minimum requirement to be budgeted in program code 14858 prior to utilizing other school budget accounts.

There is no flexibility allowed for the counselor position in program 14858.

4. Library Media Teacher (Teacher Librarian)

The Teacher Librarian (TL) *position* and TL semester *differential* are allocated in Program 10989. The ten (10) days of *substitute time* for the TL will continue to be allocated in program 13027. Schools that do not receive this resource and those opting to supplement their resources may budget for this position at their discretion. Work assigned to employees should be based on their class description.

Specially-funded resources may be used to supplement librarian resources. For a Library Media Teacher that is budgeted in Title I, four days of substitute time must be budgeted in the program. An additional six days of substitute time is allocated in the General Fund School Program 13027. The first four days of substitute time for the Library Media Teacher must be time-reported in Title I.

Schools purchasing this position must also budget either the TL differential with benefits included or the school's proportionate share if supplementing the TL allocation. See the Estimated Rate Sheets for the current year's cost.

There is no flexibility allowed on this resource.

5. Limited-Contract Teachers

Beginning in 2022-23, limited-contract teachers can be budgeted with Title I (program code 7S046) only.

6. Nurse

Each school will receive full-time School Nurse allocation as required by the UTLA contract.

In the event of a nursing staff shortage, schools may not receive the entirety of their School Nurse time, and District Nursing Services will have the discretion to prioritize nursing time based on students' health needs. While every effort will be made to minimize changes to the nursing allocation to schools, student health needs criteria will determine the priority for nursing services in the event of a staffing shortage, therefore resulting in possible changes during the school year. These funds should not be used for activities such as health office management or to provide services that can be assigned to trained unlicensed staff.

There is no flexibility allowed on this resource.

7. Principal

The California Education Code defines a school as having a principal.

There is no flexibility allowed on this resource.

8. Psychologist

LAUSD's minimum requirements must be budgeted in Program 13027 before utilizing categorical or TSP supplemental resources, i.e., Programs 7S046, LCAP programs, etc. Additional Psychologist support may be allocated from Special Education funds. *Unrestricted* General Fund dollars must be in place for intervention and for identification of students with disabilities before *restricted* resources can be used. Minimum requirements are established by the appropriate support unit. The Staffing and Resources Report in Schools Front End (SFE) reflects the minimum requirement. Psychologist support may be adjusted at the start of the school year.

There is no flexibility allowed on this resource.

9. Substitute, Teacher, Day-to-Day

Schools are allocated 10 days of day-to-day teacher substitute time per *Norm-generated* register-carrying teacher in Program 13027. The 10 days of substitute time for teachers in the Dual/Foreign Language/Bilingual Program (program 11119) and library media teachers in (program 10989) are also allocated in program 13027. It is recommended to set aside funds for a minimum of ten (10) days of substitute time per register-carrying teacher.

a. If teacher attendance is high, a school *may* repurpose the substitute time to support other school-site needs. On the other hand, schools with low teacher attendance should set aside funds for teacher absences in excess of the ten days of substitute time for each register-carrying teacher.

b. For register-carrying teachers that are budgeted in specially-funded programs, e.g., Title I-7S046, four days of substitute time must be budgeted in the same specially-funded program. After Norm Day, six days of substitute time will be allocated in Program 13027. Schools should time-report the first four days of substitute time in the specially-funded program.

c. If a norm-generated teacher is on a paid or unpaid leave of absence, schools must report any substitute time in excess of 10 days in the program funding that teacher.

d. Except for the first four substitute days purchased through specially-funded programs (see 8b above), schools must time-report all substitute time, including time for long-term leaves, in Program 13027.

e. Schools pay for the cost of day-to-day substitutes for Regional Occupational Program (ROP) teachers.

10. Teacher, Register-Carrying

a. Norm-generated teacher positions must be register-carrying with a class schedule in MiSiS.

b. The United Teachers of Los Angeles (UTLA) and Los Angeles Unified School District (LAUSD) agreement Article XVIII-Class Size should be adhered to. If LAUSD's financial condition is such that Article XVIII-Class Size cannot be met, the class sizes should not exceed the 2023-24 class size maximums approved by the Board of Education. (See the School Fiscal Services Branch's website for 2023-24 staffing bulletins.)

c. Schools may convert a vacant secondary teacher position into auxiliary periods after Norm Day. The school must submit a completed "Request For Auxiliary Teacher" form to the school's Instructional Director for approval and Personnel Specialist for acknowledgement after Norm Day implementation is completed.

d. Conversion of a norm teacher position to a dean position is allowed as long as the school does not purchase another teacher position out of Title I funds to replace the converted norm teacher position for any site within the school campus. Title I funds may supplement, not supplant, the core program. Supplanting is considered a disallowed cost which will be charged to the school's General Fund School Program 13027. In addition, any overdrafts resulting from this conversion are the school's responsibility.

e. **Physical Education Teacher Incentive Program (PETIP)** – PETIP is a board resolution to restore physical education at selected schools.

f. **Special Education Teachers** – Schools that authorize Special Education-funded teachers to either teach general education students or to perform non-teaching or unapproved duties during the school day are not in compliance with policy and may be charged for unapproved staffing expenditures. There are some exceptions for select courses where at least 33% of the students enrolled are students with disabilities. Please refer to BUL-6257.0 "High School "A-G" Graduation Requirements and Students With Disabilities" issued on May 19, 2014, for additional requirements and procedures.

CLASSIFIED EMPLOYEES

In developing school-site budgets, schools should follow the guidelines below for budgeting classified employees.

1. Building & Grounds Worker, School Facilities Attendant, Plant Manager, and Assistant Plant Manager

There must be sufficient custodial support to maintain the cleanliness of the campus. All plant managers, assistant plant managers, and building & grounds workers (BGW) must be budgeted at A-basis. School facilities attendants must be budgeted at C-basis. Employees should not work out of their respective classifications. In addition, the position level/title for plant managers and assistant plant managers are determined by Personnel Commission and must be adhered to. See Personnel Commission's website for classified employees' class descriptions. Custodial hours for continuation high schools, special education, or adult schools are not allocated in program 13027. However, if a regular school's campus houses either a charter school, special education, or continuation high school, the number of allocated custodial hours considers the enrollment count and square footage of these schools.

Approval from Maintenance and Operations is required prior to making any changes to Building &Grounds Worker and School Facilities Attendant positions. To seek approval, send an email to Edward Sanchez at edward.sanchez@lausd.net and copy Christine Esto at christine.esto@lausd.net and Anthony Durian at anthony.durian@lausd.net.

a. Budget changes to the Plant Manager and Assistant Plant Manager positions are not allowed.

b. If a school decides to implement flexibility over the custodial allocations and does not fully utilize monies provided to fund these custodial positions and supplies, Maintenance & Operations

(M&O) will not provide custodial substitutes to cover day-to-day absences or emergency custodial supplies unless the school provides a funding source.

c. Building & Grounds Workers and Assistant Plant Managers can work as night shift employees. Additional funds to pay for night-shift differential will be allocated by Facilities Fiscal Support Services. Plant Managers and School Facilities Attendants are day-shift employees. If a school prefers these positions to work the night shift, the school is responsible for the additional cost.

d. If the school has a 4-hour custodial position, Facilities Fiscal Support Services will find another 4-hour position at a nearby school and assign these two 4-hour positions to one employee with an 8-hour assignment. If the school insists on hiring or keeping a part-time employee, the school will be responsible for 50% of the health and welfare benefit cost since part-time employees are eligible for full benefits.

2. Clerical Staff / Clerical Substitute

Norm-based clerical staff are allocated as full-time positions, i.e., 1.0, 2.0, etc. Partial clerical FTEs are no longer allocated.

Clerical substitutes must be time-reported in program code 13027.

Classified positions closed during budget development cannot be reopened until one year has lapsed.

For Special Education clerical position, see number 8 below.

3. Community Representative and School Supervision Aide

Assembly Bills 2160 and 2261 converted these positions from unclassified to classified positions. Below is a summary of each position's attributes:

	Community Representative	School Supervision Aide
Job Code	Community Rep. A – 29105337 Community Rep. C – 29105338	29105360
Proposed Work Schedules (hours/day)	1, 2, 3, 4, 5, and 6 (Existing 8-hour positions can be funded; no new 8- hour positions allowed)	0.75, 1, 2, 3, 3.75, 4, 5, and 6
Basis	C-basis, full year with either PARS or PERS	C-basis, full year with either PARS or PERS
Eligible for	OT, VA, paid holidays, KC, PN, FMLA, WC	OT, VA, paid holidays, KC, PN, FMLA, WC
Health Benefit Eligibility (Unit G)	Employees with a regular schedule of 4 hours per day and/or 80+ hours per month in any one classification	Employees with a regular schedule of 4 hours per day and/or 80+ hours per month in any one classification

4. Financial Manager and Senior Financial Manager

Work assigned to these employees should be based on their class description. Schools may not purchase another classification in place of these positions unless Personnel Commission issues approval prior to closing these positions. Access this link https://www.lausd.org/Page/18661 for classified employees' class descriptions.

Once budget development is completed, the budgeted positions are reviewed, and school-pairing is determined to create full-time equivalent positions. As much as possible, schools that are geographically close to each other are paired together. Changes to budgeted positions must be communicated to Student Body Finance Support Unit at 213-241-1828.

Paired Financial Manager positions must be filled at the same time and must be coordinated with each paired site. Adjustments to allocated positions may be processed only during budget development.

5. Health Office Clerk

The health office clerk is a classified position that can be purchased by the school to assist with a variety of health office duties. Under general direction of the credentialed administrator and the credentialed school nurse, the health office clerk assists in the daily operation of a school health office by, administering basic first aid, assisting students who are ill or injured in accordance with State laws and District policies, and performing a variety of clerical duties. In addition, the performance of clerical duties will thereby free up the school nurse to perform functions that can only be completed by a credentialed school nurse and support the front office clerical staff.

6. Library Aide

This position is allocated in program code 13027, General Fund School Program. Schools have flexibility over the library aide position with the approval of the Regional Director.

7. Office Technician and Senior Office Technician

Schools may repurpose salary savings from converting a Senior Office Technician to Office Technician.

8. School Administrative Assistant

Work assigned to a School Administrative Assistant should be based on the class description. Schools may not purchase another classification in place of a School Administrative Assistant unless Personnel Commission issues approval prior to closure of the School Administrative Assistant position. Use this link https://www.lausd.org/Page/18661 for classified employees' class descriptions.

9. Special Education Clerical Position

A clerical staff member, usually an Office Technician, must provide support for the Special Education Section 504. The requirements are:

a. *0.50 FTE* for elementary schools with an enrollment of 300 or below, for middle schools with enrollment of 700 or below, and senior high schools with enrollment of 700 or below

b. *1.0 FTE* for elementary schools with an enrollment of 301 or more, for middle schools with enrollment of 701 or more, and senior high schools with enrollment of 701 or more

c. School sites sharing one campus must each budget for the legally-required Special Education clerical position. For example, if three schools share one campus and each school's Special Education clerical requirement is 0.50 FTE, then each school site must have a 0.50 FTE clerical position. Or the schools may combine the positions and fund 1.0 FTE clerical position and a 0.50 FTE clerical position.

PURCHASED POSITIONS

If a school purchases a position in addition to the District staffing levels, the cost of the position's salary increases, salary step advancement, differential, increase in fringe benefits, and health and welfare, if any, is the responsibility of the school and should be funded appropriately.

BUDGET GUIDELINES FOR NON-POSITIONS

1. Additional Support Services (Itinerant Positions)

If a school opts to purchase additional support services, funds should be set aside to fund the intended purchase. The cost of support services can be obtained from the Estimated Rate Sheets. Schools must submit the appropriate itinerant form to the department providing the support services. The forms are available from the School Fiscal Services Branch website at https://sfs.lausd.net.

2. Advances In Salary/Pay Scale Levels

For norm-generated positions in programs 10989, 11119, and 11020, the actual costs will be determined after Human Resources Division and Personnel Commission have processed Norm Day assignments. The positions are adjusted to the actual salary levels at no cost to the school.

During budget development, if a school establishes a new position at less than the districtwide average cost, the school is responsible for funding any changes in position costs. Once the position is filled, the position's budget line should be adjusted to the incumbent's actual cost.

3. Differentials for Certificated and Classified Staff

Differentials for degree, longevity, or shift are part of the certificated and classified employees' salary. Schools receive additional funds for the cost of differentials of norm-generated positions in programs 10989, 11119 and 11020. However, schools are responsible for the differentials of "purchased" positions, i.e., positions established at the administrator's discretion or positions that are not Norm-based.

4. General Supplies

Schools should budget or set aside funds for general supplies based on the school's needs.

5. Gifted and Talented Education (GATE)

All K-12 LAUSD schools are required to provide GATE services and support. GATE program funding is included in the Local Control Funding Formula (LCFF). LCFF must be used to support the equitable identification and differentiated instruction of gifted/talented learners. Schools do not receive additional funds to support the school site GATE program or GATE coordinator. The District-required GATE coordinator differential must be allocated from existing school site funds. The differential must be reported twice annually, in January and June (Wage Type 1310). Preschools, continuation schools and centers (special education and primary) without a GATE program are exempt.

Schools for Advanced Studies (SAS) are K-12 local schools of residence that receive the SAS designation for exemplary GATE program implementation. SAS sites are expected to utilize existing school site funding sources, e.g., LCFF, to support equitable and effective GATE/SAS implementation, including the District-required GATE coordinator differential. Allocation of supplemental funding for designated SAS sites is not guaranteed and varies each year based on availability of funds.

6. Instructional Materials

The base allocation requires Local School Leadership Council (LSLC) approval if the base dollars for the instructional materials are transferred to another funding line. See additional information under"Local School Leadership Council Budget Authority".

7. Interscholastic Athletic Program

Secondary schools participating in the Interscholastic Athletic Program receive an allocation in Program 13027 to pay for athletic differentials. Allocations are made at various times throughout the fiscal year based on the school's athletic program. Schools must spend this allocation for athletic activities only. The rate of pay for the differential is subject to collective bargaining unit agreements.Schools should closely monitor the number of hours worked by Athletic Assistants to avoid overspending. Schools are responsible for funding any additional hours that are time-reported for Athletic Assistants beyond the allocation. School resources received for a specific athletic activity must be used to implement the same athletic activity. Non-implementation of the funded athletic activity will result to a reduction in Program 13027's ending balance. For more information on the activity differentials, see the latest reference guide on "Time Reporting Instructions for Lump Sum Payment of Differentials."

8. Junior Reserve Officers' Training Corps Teachers (JROTC Instructors and Senior Instructors)

The JROTC program requires two (2) teacher positions that are sponsored by a military service component: one JROTC Instructor and one Senior JROTC Instructor. Schools that choose to host a JROTC program will receive a 0.50 FTE allocation for each position under program 11227, Teachers-JROTC. The other 0.50 FTE of each allocated position will be funded in Program 11020.

In general, JROTC instructors are either on a 12-month or 10-month contract with their military service component. JROTC instructors on a 12-month contract are assigned to B-basis with LAUSD while JROTC instructors on a 10-month contract are assigned to C-basis with LAUSD. JROTC instructors are paid as worked employees. Their pay is not annualized. They are permitted to work 4 hours of Z-time if on an 8-hour schedule or 3 hours of Z-time if on a 6-hour schedule. The Z-time is restricted to unassigned days per the LAUSD basis calendar at no cost to the school if pre-approved by the JROTC Coordinator and the school principal. Before the start of the school year, the JROTC Office will send their instructors assigned to C or B basis, a calendar which indicates the unassigned days that are eligible for Z-time. Z-time must be time-reported using Program 11227. Any extra time authorized by the school principal should be charged to a school program such as 13027.

Beginning in fiscal year 2019-20, the US Army Cadet Command authorized an 11-month contract for Army JROTC Instructors provided that the host school's principal approves and funds the difference between the 10-month and 11-month contracts. Army instructors on an 11-month contract are assigned to B-basis but will not be allowed to work Z-time at the end of their contract period.

If a school principal decides to end a JROTC program, the school is required to inform the JROTC Coordinator one school year in advance before implementation.

9. National Board Certified (NBC) Teacher Differential

Funds are allocated for the cost of the NBC Teacher differential.

10. Registration Adviser Time, Teacher Activity Differential, Temporary Personnel Time, and Classified Substitute Time

Schools may repurpose pre-registration adviser time, teacher activity differential, and classified substitute time at their discretion. The rate of pay for the differential is subject to collective bargaining unit agreements.

11. Testing Coordinator Differential

After Norm Day, selected schools receive an allocation in Program 13027 for academic testing activities. These funds should be spent for academic testing activities only. Please note that funds from specially-funded programs, e.g., Title I, may not be used to fund testing differentials.

BUDGET MAINTENANCE

1. Budget Adjustments/Transfers

Schools may transfer any available amount to and from a commitment item within the same program code.

2. Carryover of Year-end Account Balances

Each fiscal year, Budget Services and Financial Planning Division issues a memorandum on policies whether account balances of specific program codes carry over to the following fiscal year or not. The carryover policies are determined each fiscal year and are dependent on the financial conditionof LAUSD.

The statements above are subject to change. Refer to the latest carryover memorandum on "Carryover Policies for School Account Balances as of June 30".

3. Monitoring of Expenditures

Schools are expected to spend the current year resources on students who generate those resources. Schools are also expected to spend within their allocated resources, avoid overspending, and fund any overdrafts from appropriate resources. The Fiscal Specialists are always available to assist with monitoring expenditures and available balances.

Overspending in any school resource is not advisable as it will impact a school's budget and the financial condition of LAUSD, and may have negative repercussions overall. See above for carryover of account balances.

4. Monitoring of Procured Items

Throughout the school year, schools should process the online receipt of goods ("Goods Receipt") as soon as the goods and/or services have been received. Non-compliance to this requirement may have negative financial impact on the following year's school accounts. For reference, see the memorandum on Procurement Year-End Closing/Timeline Schedule issued by Procurement Services Division annually.

5. Salary Savings from Unfilled Positions

Salary savings from purchased positions that have been vacant and unfilled may be transferred to other salary or non-salary budget lines. Schools shall not recoup salary savings from vacant norm teacher positions. Secondary schools may convert vacant positions to auxiliaries after Norm Day settle-up. See Budget Guidelines for Positions, Teacher Register Carrying.

6. Time Reporting

Positions purchased with Program 13027 funds must be time-reported in Program 13027. This may include classified employee substitutes and certificated day-to-day substitutes for register-carrying teachers. **Substitutes for positions funded by Program 11119, Dual/Foreign Language/Bilingual Program, must be time-reported in Program 13027**.

7. Transfer of Teacher Salaries and Benefits at Year End

Most resources allocated to school sites are part of LAUSD's Local Control Funding Formula (LCFF) revenue. A portion of the LCFF funds are revenues based on the Education Protection Act (EPA). Legislation requires that funds from the EPA portion of the LCFF be spent for school-related expenditures only. The EPA funds are held in central office.

At the end of each fiscal year, Accounting and Disbursements Division transfers the cost of teacher salaries and benefits from Program 11020 to the EPA account. Although this transfer reduces the schools' expenditures in Program 11020, it is still a part of the schools' total expenditures.

BLACK STUDENT ACHIEVEMENT PLAN

The Black Student Achievement Plan (BSAP) was first implemented in fiscal year 2021-22. This program is intended to meet the academic and social-emotional needs of black students in select schools. Funds in this program must be used to supplement the school's regular or base resources and are solely for the purpose of improving outcomes for black students as aligned with success indicators named in Board Plan No. 266 20/21.

Resources are allocated to schools based on the following criteria:

A. Group 1 Schools

- Supplemental Curriculum and Climate & Wellness Grant

  School discretionary allocation based on number of black students. Schools will receive their allocations in program code 14876, BSAP Curriculum, Climate & Wellness Grant, and must be budgeted to align with the LCAP program codes shown below. General supplies are capped at 5%. Allowable uses of funds include the following in service of black students:

  - Program 14874, BSAP Culturally Responsive Unit Development (LCAP 7.01)
    - Class Size Reduction Teacher (Math or ELA/English)
    - Librarian or Library Aide
    - Literacy Coach
    - Math. Coach
    - Professional Development for Teachers
    - Assistant Principal with approval
    - Curriculum Instructional Materials based on gaps identified by the culturally responsive curriculum scorecard

  - Program 14873, BSAP Climate Wellness Personnel Support (LCAP 7.04)
    - Additional School Climate Advocate or Restorative Justice Teacher
    - Parent Representative
    - Pupil Service and Attendance (PSA) Counselor

- Schools may receive other non-discretionary resources:

  - School Climate Advocate – Group 1 elementary and secondary schools are allocated at least one position with additional positions allocated depending on a school's black student enrollment count (ratio is 1:200 students). This position will assist school administrators and staff by supporting a safe and positive school culture and climate. He or she will be from the communities they serve with extensive knowledge and familiarity to strengthen student connections. The positions are budgeted in program 13349, BSAP School Climate and Wellness.
  - Teacher PD time
  - Community Partnerships
  - Community Representative

- Secondary Counselor
- Psychiatric Social Worker
- Pupil Service & Attendance (PSA) Counselor (Elementary schools)
- Restorative Justice Teachers
- School Climate Advocates
- Safe Passages Partnerships
- Field trip bussing

B. Group 2 Schools may receive the following non-discretionary resources:

- Teacher PD time
- Community Partnerships
- Community Representative
- Secondary Counselor
- Pupil Service & Attendance (PSA) Counselor (Elementary schools)
- School Climate Advocate (Secondary schools)

C. Group 3 and 4 Schools – Schools may receive discretionary or non-discretionary resources.

BSAP resources must directly support and be used to monitor increased achievement of black students as indicated by the BSAP success indicators. The funds are placed in various program codes based on the 5 LCAP actions.

Resource	LCAP	Program	Program Description
BSAP non-discretionary	7.01	13360	BSAP Culturally Responsive Unit
	7.02	13361	BSAP Community Partnerships
	7.04	13349	BSAP Sch Climate and Wellness
	7.05	13363	BSAP Sch Disc-Community-Based Safety Pilot
BSAP school discretionary		14876	BSAP Curriculum, Climate, & Wellness Grant (Holding account for school allocations)
	7.01	14874	BSAP Sch Disc-Culturally Responsive Unit
	7.04	14873	BSAP Sc Disc-Sch Climate and Wellness

TARGETED STUDENT POPULATION (TSP) FUNDS PLANNING GUIDANCE

BACKGROUND: LCFF AND LCAP

Under the Local Control Funding Formula (LCFF), Los Angeles Unified receives about 76% of our total District revenues through three State funding sources:

- Base Funds: The District receives base funds on a per-pupil basis for every student.
- Supplemental Funds: The District receives Supplemental funds for every student who is an English learner, in foster care, and/or low income.
- Concentration Funds: The District receives Concentration funds for every student who is an English learner, in foster care, and/or low income over 55% enrollment.

The District engages our communities each year to develop the Local Control and Accountability Plan (LCAP), which is a three-year plan that describes how we are using the LCFF funds to support positive student outcomes that address state and local priorities. The LCAP must also describe how our expenditures of Supplemental and Concentration Funds increase or improve services and programs to close equity gaps for students who are English learners, low-income, and/or in foster care.

LCFF/LCAP AND SENI/TSP

Within our LCAP, Los Angeles Unified has included that a portion of the District's Supplemental and Concentration funds are allocated directly to school sites as Targeted Student Population (TSP) Funds through the Student Equity Needs Index (SENI) under Budget Program Code 10552. These TSP-SENI funds total $700 million in 2023-24.

See Figure 1 on the next page for the list of indicators that determine a school's allocation of TSP-SENI Funds under SENI.

School Demographics	Academic Indicators	School Climate Indicators	Community Indicators
Percent of Unduplicated Students	Incoming 6th/9th Grade Math Smarter Balanced Assessment % Meeting/Exceeding Standards	Chronic Absenteeism	Asthma Age Adjusted Rate in School Neighborhood
Percent Low-Income Students with Disabilities	Incoming 6th/9th Grade ELA Smarter Balanced Assessment % Meeting/Exceeding Standards	Suspension Rate	Non-Fatal Gunshot Injuries in School Neighborhood
Percent Standard English Learners	1st Grade Primary Literacy Test (DIBELS) % At or Above Benchmark	I-Star Reports 3-Year Average	COVID Death Rate
Percent Foster Youth	A-G Completion Rate (High School Only)		
Percent English Learners			
Percent Homeless Youth			

Figure 1

In alignment with the requirements for Supplemental and Concentration funds in the District's LCAP, schools receiving TSP funds through the SENI allocation must articulate in their Targeted Student Population (TSP) Plans how they will use these funds to increase or improve services and programs to close equity gaps for students who are English Learners, low income, and/or in foster care.

See below for further information on the TSP funds, uses of the funds, and guidelines on completing the TSP Plan.

TSP FUND PROGRAM CODES

Starting in 2020-21, it was necessary to establish new program codes to align and track budgeted expenditures of SENI-allocated funds to Los Angeles Unified School District's LCAP goals. This allows the District to better track how schools are using these funds and to make connections to District outcomes. For the 2024-25 school year, funds are allocated in program code 10552, Student Equity Needs Index (SENI), and should be budgeted to the Targeted Student Population (TSP) program codes shown below (which are aligned to the first three Pillars of the 2022-26 District Strategic Plan):

- Program 10947, Academic Excellence
- Program 10948, Joy and Wellness
- Program 10949, Engagement and Collaboration

In the future, schools will continue to receive their TSP funds in 10552, and through the TSP Planning and Budget Development process, principals will work with their fiscal specialists to shift those 10552 resources into the three new program codes as identified in their TSP plans. Note that all funds in 10552 (including prior year carryover) should be moved into these three codes during budget development.

USES OF TSP FUNDS

Principals' decision-making process on the use of TSP funds allocated through SENI should be guided by the following questions:

- Is the action/service mandated by law?
- Is this action provided/accessible only to students who are English learners, low income and/or in foster care?
- Does this action principally benefit students who are English learners, low income and/or in foster care?

The use of these funds is flexible, particularly by comparison to federal and categorical funds, but using these guiding questions should help both to determine whether an expenditure is an allowable use of TSP funds and to help guide how the use of these funds is articulated in the TSP Plan.

For example, using TSP funds for reprographics to print banners for the school would not be allowable as banners do not inherently contribute to closing equity and opportunity gaps for our students who are English Learners, foster youth, and/or low-income. However, using TSP funds for reprographics to print instructional packets may be allowable, as instructional packets can contribute to closing equity and opportunity gaps for our students who are English Learners, foster youth, and/or low-income if you have identified an instructional purpose and need for this support.

TSP PLAN GUIDELINES

Schools that receive a Targeted Student Population (TSP) allocation in Program Code 10552 are required to write a TSP Plan aligned with the District's goals and the school's needs. **Only current year 10552 allocations should be included in TSP Plans (do NOT include carryover funds in the plan).** Title I Schools submit the TSP Plan as a companion to their School Plan for Student Achievement (SPSA). Note that all schools (whether Title I or not) submit their TSP plans through the online SPSA system. School plans for both Title I and non-Title I schools are then reviewed and approved by the Regional Directors. For priority schools only, Dr. Robert Whitman, Educational Transformation Officer, will be the final approver. To complete the TSP Plan itself, refer to the following guidelines. Click **HERE** to access the 2024-25 TSP Digital Notebook.

Comprehensive Needs Assessment

- Before determining how TSP funds should be allocated, school principals should engage stakeholders in discussions about the current performance of TSP students in their school

along with any existing resources currently supporting those students and whether there is evidence that those resources are effective in supporting the success of English Learners, students in foster care, and students designated as low-income.

Funding Allocations

The Funding Allocations section is organized into three subsections aligned to the District's first three Strategic Plan Pillars. Within each subsection, the school will identify strategies to organize expenditures and planning. The following fields appear under each strategy:

- SENI Menu Item Number
  - Use the drop-down menu if implementing a recommended strategy from the SENI Menu of Investments.
  - For access to the SENI Menu, click HERE.
- District Priority
  - Use the drop-down menu to identify the relevant District Strategic Plan Priority or Priorities
- District Strategy
  - Use the drop-down menu to identify the relevant District Strategic Plan Strategy or Strategies
- Targeted Student Group(s)
  - Use the checkboxes to identify target student groups OR to identify that the strategy is provided to all students, but primarily benefits English Learners, Low-Income Students, and/or Students in Foster Care
- Status
  - Use the checkboxes to identify whether this is a new or continuing strategy
- School Strategy
  - Provide a brief synopsis of the school-level program or strategy.
- School Actions
  - List or describe the specific actions your school will take to implement this strategy or program.
- Justification of Effectiveness
  - Provide a brief description of why the strategy will be an effective use of funds to supportTSP student outcomes, including how this strategy increases or improves services to close equity gaps for students who are English Learners, in foster care, and/or designated as low income.
    - Any continuing resources that were purchased in prior years should include an explanation of any evidence (e.g., data, feedback) that the continuing resource was effective in improving TSP student outcomes.
    - Any new resources should cite any evidence (e.g., stakeholder feedback) and/or research that suggests that the new resource will be effective in improving TSP student outcomes.

- Progress Monitoring
    - Describe how you will monitor the progress of this strategy at your school. Include relevant metrics from the LCAP, the Strategic Plan, and California School Dashboard.

- List of Resources within Strategy (divided by Position / Itinerant Items and Non-Position Items)
    - Name of Resource
    - Identify the resource purchased using TSP funds.

TSP PLANNING AND BUDGET DEVELOPMENT TIMELINE

As principals work to develop their SPSAs, TSP plans and budgets, they should consult the timeline below to guide their process:

September - October	❑ Review prior year's TSP Plans to identify opportunities for improvement
November - December	❑ Conduct needs assessments with staff, families, students,and community members
January - February	❑ Based on needs assessment, identify target outcomes, and strategies to reach those outcomes ❑ Review 2023-2024 TSP Plan, current strategies, school targets in preparation for the following year ❑ Study with stakeholders and councils the 2024-2025 SENI Menu items to select strategies that meet school needs
February (Budget Development)	❑ Use the guiding questions to determine if strategies are an allowable use of TSP funds ❑ Identify which of the new program codes is the best fit for each expenditure, based on the identified outcomes you are working to improve ❑ If expenditure is shared under multiple LCAP Goals, split expenditure accordingly in the TSP Plan Template ❑ Submit TSP plans to Regional Directors during Budget Development (priority schools will also submit their TSP plan to the Educational Transformation Officer)
Ongoing Engagement	❑ Coffee with the Principal ❑ Staff Meetings ❑ Principal Newsletters

TSP FUNDS BUDGET ADJUSTMENTS

Throughout the year, when adjusting TSP expenditures, refer back to the guiding questions to determinewhether the expenditure is an allowable use of funds. In addition, use these questions to guide the articulation of that reasoning in the budget adjustments:

- No blank reason lines
- How will the investment purchase support a strategy in the TSP Plan?
- Why is this investment an effective strategy for accelerating student achievement to close the opportunity gap for students identified as English Learners, in foster care, and/or identified as low income?

For example:

Instead of this:	Describe this:
We plan to purchase outdoor furniture for our school.	We will purchase outdoor furniture in order to support the implementation of our outdoor science curriculum. As many of our low-income students have limited access to outdoor spaces and are currently underperforming in science coursework, this program will provide additional benefit to those students.

For any fiscal-specific questions, please refer to the Program 10552 FAQs at the end of this document.

CONTACT INFORMATION

Please consult your Region staff (e.g., Regional Director, Fiscal Specialist) if you have any questions regarding your TSP Plan.

The following District staff are also available to provide additional support:

Karen G. Long, Executive Director, Equitable School Performance Office
karen.long@lausd.net

Alejandra Sanchez, Administrator of Instruction (Secondary)
alejandra.sanchez@lausd.net

Helen Yu, Administrator of Instruction (Elementary)
helen.yu@lausd.net

TARGETED STUDENT POPULATION (TSP) PLANNING FAQs

1. Why do schools have to complete a TSP plan? Doesn't the District already complete a Local Control and Accountability Plan (LCAP)?
    - At the direction of the District's Board of Education, the Student Equity Needs Index(SENI) allocates state Local Control Funding Formula (LCFF) Supplemental/ Concentration funds directly to schools. These funds must increase or improve services for English learners, foster youth and/or low-income students.
    - Because schools are given discretion over these funds, schools are required to completeTSP plans to report out their rationale for the use of these funds. This allows the District to report how these funds are being used in the District's LCAP while leaving the decisions about how those funds should be used to the school staff and community.

2. Can I get a Word version of the TSP Plan?
    - Yes, please feel free to download it here.

3. Can you add a "print" function so I can print out my school's TSP Plan?
    - Yes, this function should now be available in the system for you to print out the plan.
    - Note that the 2023-24 School Targets section will not print with the rest of the plan, as this section is not intended to be public-facing.

4. My school does not have to complete a SPSA Plan. Where do I complete the TSP Plan?
    - All schools are asked to complete the TSP plan in the online SPSA system linked here that you can log in to with your single-sign on.

5. Does my school receive TSP-SENI funds?
    - All elementary, middle, and high schools receive Student Equity Needs Index funds that are allocated based on student need in schools. If your school has an allocation through Program Code 10552, then your school is required to complete a TSP plan.

6. Do Early Education Centers receive TSP funds? Do they have to complete TSP Plans?
    - No, EECs do not receive TSP funds through the Student Equity Needs Index so they arenot required to complete TSP Plans.

7. Do affiliated charter schools receive TSP funds? Do they have to complete TSP Plans?
    - Yes, all District elementary, middle, and high schools receive TSP funds. All affiliated charters should complete a TSP Plan in the online SPSA system. The TSP Plan template has been aligned to closely match the new LCAP template. So affiliated charters will be able to take their TSP Plan sections and cut and paste into their LCAPs.

8. Do Options Schools receive TSP funds? Do they have to complete TSP Plans?
    - Yes, all options/continuation schools receive TSP funds through Program Code 10552, so they are required to complete TSP Plans.

PROGRAM CODE 10552 and the 3 TSP PROGRAMS

FREQUENTLY ASKED QUESTIONS

In 2020-21, it was necessary to establish new program codes to align and track budgetedexpenditures to LAUSD's Local Control and Accountability Plan (LCAP) goals. These program codes have changed to reflect the District's adopted 2022-26 Strategic Plan. Funds that were originally allocated in program code 10552 through the Student Equity needs Index (SENI) were transferred to the TSP program codes shown below.

- Program 10947, Academic Excellence
- Program 10948, Joy and Wellness
- Program 10949, Engagement and Collaboration

1. Do schools need to update their LCAP plans when they move funds from one of the TSP program codes to another?

   No, schools do not need to update their TSP plans when they move funds. However, schools need to submit a Budget Adjustment Request (BAR) form which includes a rationale explaining how the new expenditure will accelerate and/or close the achievement gap for students identified as English Learners, in foster care, and identified as low-income.

2. Does the distribution of funds among the three TSP program codes only matter in the beginning of the school year when the TSP plans are established?

   Funds should be assigned to the three TSP programs based on the intent or goal of the planned expenditure all throughout the school year. For example, if a school planned to purchase a campus aide, funds for this position should be in program 10948, Joy and Wellness.

   Funds may be transferred to and from the TSP program codes as plans change throughout the school year by submitting a manual BAR.

3. Can schools move funds from one TSP program code to another? Will SFE allow it?

   Yes. Schools may transfer funds from one TSP program to another. Because Schools Front End (SFE) will only allow transfers within the same program code, a manual Budget Adjustment Request (BAR) should be submitted to the Fiscal Specialist who will then process it in COFE instead.

4. Can schools still transfer funds within 10552?

   No. All funds in 10552 should be transferred to one or more of the three TSP programs based on the intent or goal of the expenditure. Then the encumbrance/expenditure, e.g., Imprest Fund claim for reimbursement, P-Card reconciliation, purchase order, etc., can be processed under the TSP program code(s).

5. When schools transfer funds from their carryover in program 10552 to the TSP program codes, can funds remain in program 10552?

   No. All funds in 10552 should be transferred to the TSP program code(s) that matches the intent or goal of the expenditure.

6. Can purchases be made in program 10552?

   All purchases should be made under the TSP program codes. Before spending, funds should be transferred to one or more of the TSP programs based on the intent or goal of the expenditure.

7. If a school cannot place an order, reconcile a P-Card, or file an Imprest Fund claim for reimbursement because the funds have been transferred to the new program codes, will it be necessary to multi-fund or use several programs to process any or all of these transactions?

   If the expenditure is aligned to a single goal, only one program code should be used to process the transaction. If the expenditure is aligned to multiple goals, the transaction should be multi-funded.

8. How do I update the (Excel) Hyperlinked Control Sheets?

   If you need help on how to update the (Excel) Hyperlinked Control Sheets, contact the Fiscal Specialist assigned to your school.

SHARED SITES

BACKGROUND

Shared sites or shared cost centers have been established for schools that share a school facility or campus. A shared site has multiple home cost centers, i.e., home cost center and shared cost center(s). The home cost center is coded with the last 2 digits ending in "01", e.g., 1333301. The cost center sharing the campus is coded with the last 2 digits ending in "39", e.g., 1888839. This coding was established to better assist schools with personnel assignment and time-reporting as well as to avoid payroll errors.

BUDGETING SHARED POSITIONS

Positions may be established at a shared cost center, but expenditures will post to the home cost centers where the 2OTHS-L lump sum dollars are budgeted. Any positive time-reporting should be accounted to the home cost centers. Expenditures are not allowed at the shared cost center.

For sharing purposes, shared positions must be created as itinerant positions. After budget development, freeze approval procedures must be followed to establish itinerant positions.

Teachers must be assigned to one attendance-reporting location code. LAUSD's attendance-reporting location codes are regular schools, magnet schools, and magnet centers. Therefore, register-carrying teachers cannot be established at the shared cost centers.

Beginning school year 2021-22, certificated non-register carrying teacher positions (i.e., elementary/secondaryteacher) cannot be budgeted in a shared site. Per Human Resources policy, certificated non-register carrying staff should be assigned to an out-of-classroom position (e.g., Dean, Intervention Support Coordinator). Please refer to the estimated rate sheet for out-of-classroom positions that can be purchased.

Classified positions may be shared and the cost of the itinerant service must be budgeted as lump sum dollars in budget line "2OTHS-L" at each home cost center.

A. General Fund – Regular Programs

Program Codes 13027, 13938, 13986, 14242, and TSP-SENI programs may be used to establish itinerant shared positions at the shared cost center. Itinerant positions must be budgeted as lump sum dollars in budget line "2OTHS-L" at each home cost center.

- Twelve (12) is the maximum number of funding lines per itinerant position.
- Classified positions are allowed - Plant Manager, Assistant Plant Manager, Building & Grounds Worker, Financial Manager, School Facilities Attendant, Office Technician, etc.

- School personnel must ensure that the amount contributed by each home cost center in 2OTHS-L is sufficient before sending the request to the Fiscal Specialist, to establish the requested itinerant position. If the actual cost is not known at the time the itinerant position is established, it is the responsibility of school personnel to adjust the budgeted cost to match the actual salary step/level of the incumbent.

- Schools must provide the Fiscal Specialist a completed Itinerant Position Requisition (IPR) form for the shared itinerant position(s) indicating the funding program and funding percentage for each home cost center.

- The Fiscal Specialist should provide the required document(s) to Position Management Unit in Budget Services and Financial Planning Division to establish the position in the budget system at the shared cost center.

B. General Fund - Specially-funded Programs (SFP)

Federal resources such as Title I funds are allocated to schools with a "County-District-School" (CDS) code. Therefore, expenditures may not exist at shared site location codes. For sharing purposes, specially-funded positions, **either single-funded with specially-funded programs or multi-funded with SFP and Regular programs**, may be established as itinerant positions.

- Classified positions (e.g., Office Technician, etc.) may be shared. The cost of the itinerant service(s) must be budgeted as lump sum dollars in budget line "2OTHS-L" at the home cost center.

- School personnel and Fiscal Specialists must ensure that the contribution of each home cost center in 2OTHS-L is budgeted at the Districtwide average cost before sending the request to Budget Services and Financial Planning Division to establish the requested itinerant position.

- Schools must provide the Fiscal Specialist a completed Itinerant Position Requisition (IPR) form for the shared itinerant position(s) indicating the funding program and funding percentage for each home cost center.

- The Fiscal Specialist should provide the required document(s) to Position Management Unit in Budget Services and Financial Planning Division to establish the position in the budget system at the shared cost center.

- School personnel is responsible for maintaining and providing mandated time-reporting documents for audit purposes.

- Certificated (register-carrying) and classified positions funded with specially-funded programs cannot be suspended and moved to the shared cost center. These positions must be established as itinerant positions.

C. Other Funds

Expenditures funded by federal resources must be budgeted at the school-site cost center. Resources funded by funds other than the General Fund should not be moved to shared-site cost centers.

D. Non-position Budget Line Items

Non-position budget line items such as instructional materials, general supplies, teacher X-time, teacher Z-time, overtime, and contracts cannot be established at the shared-site cost centers. These must be budgeted at the school-site cost center.

SHARED-SITE CAMPUSES

Shared Site Cost Center	Shared Site Campus	School-Site Cost Center	School Name
1518639	Walnut Park MS Campus	1519301	Walnut Park MS STEM
		1839001	Walnut Park MS SJ/SL
1521239	Hollenbeck Campus	1761501	Boyle Heights HS STEM Magnet
		1817901	Hollenbeck MS
		1817902	Hollenbeck MS STEMM Magnet
		1817903	Hollenbeck MS Law/Public Service Magnet
1597839	South Reg MS #2 Campus	1515301	Orchard Academies 2B
		1515401	Orchard Academies 2C
			Magnolia Sci-Bell@Sr Icharter
1597939	San Fernando MS Campus	1650101	San Fernando MS IAM
		1835801	San Fernando MS
1750539	Audubon Middle School Campus	1751301	Iovine and Young Center IDTE Magnet
		1802801	Audubon MS
		1802802	Audubon MS Gifted Magnet
1760939	Westchester Shared Campus	1524001	Katherine Johnson STEM Academy
		1894301	WESM Hlth/Sports Med
		1894309	Westchester Gifted/STEAM Magnet
		1894310	WESM Env Natrl Sci
			Ocean SCH CH
1764339	Narbonne SH Campus	1877901	Narbonne SH
		1877902	Narbonne HS STEAM Magnet
		1877911	Narbonne HS Bus/Entrep/Tech Magnet
		1883801	Narbonne SH Harts LA
			Patton HS
1767039	Sylmar HS Campus	1765801	Sylmar Academy Biotech Health/Eng Magnet
		1887801	Sylmar Charter High School
		1887802	Sylmar Charter HS Sci/Tech/Math Magnet
			Evergreen HS
1767539	Jefferson HS Campus	1761401	Nava Coll Prep Acad
		1871401	Jefferson SH
1767639	Carson SH Campus	1765601	Carson Acad Med Arts
		1765701	Carson Acad Ed & Emp
		1857501	Carson SH
		1857510	Carson HS MEDiA Mag
			Eagle Tree Contn HS

Shared Site Cost Center	Shared Site Campus	School-Site Cost Center	School Name
1767839	L Marquez HS Campus	1766901	Marquez SH Soc Jus
		1772501	Marquez SH LIBRA
		1886601	Marquez SH HPIAM
1768039	Legacy SH Cmplx Campus	1766401	Legacy SH VAPA
		1870101	International St LC
		1892101	Legacy SH STEAM
1770439	Chavez LA Campus	1771501	Chavez LA Artes Mag
		1771601	Chavez LA SJ Hum Ac
		1771701	Chavez LA ASE
		1890101	Chavez Learning Acad-Technology Prep
1770539	Rivera Lrning Cmplx	1771801	Rivera LC Com & Tech
		1771901	Diego Rivera LC Green Design STEAM Acad
		1772101	Rivera LC Perf Arts
		1886701	Rivera LC Pub Srv
1772939	Helen Bern HS Campus	1773401	Bernstein SH STEM
		1869601	Bernstein SH
		1869602	Bernstein HS Cine Arts/Creative Tech Mag
			APEX @ Helen Bernstein ICharter
			CDS Alonzo
1773539	Esteban Torr HS Campus	1777201	Torres Renaissance
		1777301	Torres Eng & Tech
		1777501	Torres Hum/Art/Tech
		1777701	Torres HS Social Justice Ldshp Ac Magnet
		1860601	Torres ELA PA Mag
1773639	RFK Comm Sch Wel Ctr	1236901	RFK Ambsdr Glbl Edu
		1236902	RFK Ambsdr Glbl DL One-Way Im Spanish
		1236903	RFK Ambsdr Glbl Ed DL Two-Way Im Korean
		1777101	RFK Ambsdr Glbl Ldsh
		1778001	RFK UCLA Comm Sch
		1778002	RFK UCLA Comm Sch DL One-Way Im Spanish
		1778301	RFK Comm Schs-New Open World Acad K-12
		1820601	RFK Sch Vis Arts/Hum
		1850101	RFK LA SH Arts

Shared Site Cost Center	Shared Site Campus	School-Site Cost Center	School Name
1773739	Roosevelt SH Campus	1774901	Roosevelt SH
		1774902	Roosevelt HS Law/Public Services Magnet
		1775101	Roosevelt Senior High Science/Tech/Math
1773939	Belmont HS Campus	1804501	Castro MS
		1854301	Belmont SH
			Newmark HS
			Rise Kohyang HS
1774139	Contreras LC Campus	1820701	Contreras LC ALC
		1851701	Contreras Bus Tour
		1852701	Contreras LC Soc Jus
		1877401	Contreras LC Glbl St
1774339	Roybal LC Campus	1854401	ROYBAL LC
		1854406	Roybal LC Film/TV Mg
		1873801	DOWNTWN BUSINESS MAG
		1873803	Downtown CS/DMA/E Mg
1811239	Drew MS Campus	1756601	University Pathways Public Svc Academy
		1811201	Drew MS
		1811202	Charles Drew MS Gifted Magnet
1816039	Gompers MS Campus	1756701	University Pathways Medical Mag Academy
		1816001	Gompers MS
		1816002	Gompers MS STEAM Magnet
1860739	East Valley HS Campus	1760401	The Science Academy STEM Magnet
		1860701	East Valley SH
		1860706	East Valley HS Incl. Creat. Media Magnet
1873639	Los Angeles SH Campus	1608701	Girls Acad Leader, Dr. King Sch for STEM
		1873601	Los Angeles SH
		1873602	Los Angeles HS STEAM Magnet
1892839	Washington Prep SH Campus	1756901	Boys Academic Leadership Academy
		1892801	Washington Prep SH
		1892803	Washington Preparatory HS STEAM Magnet

AFFILIATED CHARTER SCHOOLS

AFFILIATED CHARTER SCHOOLS THAT BEGAN OPERATIONS BEFORE FISCAL YEAR 2013-14

The LCFF legislation included the following language for Affiliated Charter Schools (ACS): "Commencing with the 2013-14 fiscal year, a school district operating one or more affiliated charter schools shall provide each affiliated charter school site with no less than the amount of funding the school site received pursuant to the charter school block grant in the 2012-2013 fiscal year".

ACSs that began operations prior to fiscal year 2013-14 receive lump sum dollar allocations equal to the 2012-13 Categorical Block Grant as per the LCFF legislation and are allocated in Charter School Categorical Block Grant (Program 13723) and Charter School In-lieu of EIA (Program 13724).

ACSs that began operations in fiscal year 2013-14 and after do not receive allocations in Programs 13723 and 13724.

The Charter School Categorical Block Grant, Program 13723, includes funding for the following programs:

- Gifted and Talented Education (GATE)
- English Language Acquisition
- Peer Assistance and Review
- Targeted Instructional Improvement Block Grant (TIIBG) (for Class Size Reduction Teachers)

If an ACS decides to implement one of the instructional programs above, and the funds in Program 13723 are not sufficient to cover the costs, a school can offer funds from other general fund unrestricted programs to augment 13723. If a school has insufficient funds across all general fund programs, the District will bear the cost of the difference to make the program whole.

Funds are allocated for new textbook adoption and textbook replacements.

BUDGET DEVELOPMENT

During budget development, class size reduction teacher positions are established in Program 13723 and are based on E-CAST enrollment. See "Frequently Asked Questions" section below for additional information. It is recommended that schools set aside funds for any changes due to Norm Day enrollment. See next section on Norm Day Settle-up.

NORM DAY SETTLE-UP

Charter School Categorical Block Grant, Program 13723

The number of class size reduction teachers funded by the Charter School Categorical Block Grant, Program 13723, will be recalculated when Norm Day enrollment counts become available. Affiliated Charter Schools may experience:

1. No change in the number of norm-generated class size reduction teacher positions
2. An increase in the number of norm-generated class size reduction teacher positions
    - Positions will be funded by the Charter School Categorical Block Grant, Program 13723
3. A decrease in the number of norm-generated class size reduction teacher positions
    - For existing norm-generated class size reduction teacher positions, a decrease may be implemented in one of two ways:
        i. If there is growth in norm-generated teacher positions under Program 11020, the program code will be changed from 13723 to 11020.
        ii. If there is no growth in norm-generated teacher positions under Program 11020, the position in Program 13723 can be closed if it is vacant.

In-Lieu of EIA, Program 13724

Resources in Program 13724 must support the needs of English learner, low income, and foster youth students. Positions, services, and programs must be targeted and aligned to the following three LCAP priorities for at-risk students:

1. Student Achievement
2. Student Engagement
3. Parental Involvement

Expenditures must directly support increased achievement or improved services for English learner, low income, and foster youth students; and provide opportunities for parents/guardians to engage in and support the school's efforts per Education Code 52060 (d) (3). Principals must share this budget information with all existing councils and committees to provide opportunities for input. The decision as to how to use the funds does not require a vote of existing councils and/or committees, but there is an expectation that input has been sought. Schools may list the date(s) that they sought input from their school community and note it on the Schools Front End Budget Signature Page. This input should be documented in the council/committee minutes.

Schools must adhere to the English learner mandates outlined in LAUSD's agreement with the Office for Civil Rights (OCR) and operationalized in the 2012 Master Plan for English learners. These mandates include, but are not limited to, instructional services designed for English learners to acquire English proficiency and have access to Core Instruction, prevention, and intervention for Long Term English learners, Designated and Integrated ELD, intervention for students unable to meet reclassification criteria, progress monitoring, and building teacher capacity. Schools must implement these mandates, as appropriate. Schools must ensure that support staff (TSP Advisor or other staff funded by TSP) monitor compliance with District and federal mandates. For guidance and assistance, access the Multicultural Education Department (MMED) website at mmed.lausd.net, contact the LD EL Program Coordinator, or call the MMED at 213-241-5582.

Schools must ensure that Pupil Personnel staff monitor compliance with District and federal mandates (AB216, AB490 including partial credits) for all foster youth.

For a register-carrying teacher funded in Program 13724, In-lieu of EIA, four days of substitute time must be budgeted in the program. Six days of substitute time will be allocated in the General Fund School Program 13027. The first four days of substitute time for the teacher must be time-reported in Program 13724, In-lieuof EIA.

GUIDING QUESTIONS FOR TSP BUDGET DEVELOPMENT

1. Is the planned use of funds clearly designed to:

    a. Directly support ELs in acquiring English language development? (e.g., intervention forstudents not meeting CELDT proficiency over time)

    b. Address the academic needs of EL, low income, or foster youth students who are at-risk or not achieving proficiency in ELA or Math.?

    c. Address EL, low income, or foster youth student engagement issues such as absenteeism or dropping out of school?

    d. Address climate/culture issues such as the suspension or expulsion of EL, low income, orfoster youth students?

2. If supplemental materials and/or equipment are being purchased, is it clearly described how the materials and/or equipment will support the academic achievement of at-risk students?

3. If positions are being funded, is it clearly described how the positions will provide direct support to EL, low income, and foster youth students? (e.g., plan intervention, monitor progress in academics)

4. If general supplies are being purchased, is a rationale provided and is the cost minimal (e.g., no more than 15% of the TSP budget)?

5. If clerical and/or custodial overtime is being funded, is a rationale provided (e.g., Saturday Family Literacy or Language Development) and is the cost minimal (e.g., no more than 10% of the TSP budget)?

6. Are all the proposed expenditures on the list of allowable LCAP expenditures?

GENERAL GUIDELINES

1. Schools may choose to purchase an Assistant Principal (AP) position. Two schools of the same school type, e.g., both elementary, and the same compensation level may choose to share an Assistant Principal. Each school may purchase a 0.50 FTE each. Time management status will be 1, positive time-reporting. Each school is responsible for daily time-reporting.

If a school funds an AP, then the AP will be responsible for all activities, services, and mandates related to English learners, low income, and foster youth students, as well as all duties as outlined in the class description and as authorized by the Administrative Services Credential.

2. Schools may also choose to purchase a TSP Program Adviser. For this job code, schools must purchase a minimum 0.50 FTE. Schools can combine the TSP Program Adviser with the Categorical Program Adviser in Title I. Each position must be a minimum of 0.50 FTE. This combination will require Time and Effort documentation. Schools can consult with FSEP or the Regional Title I Coordinator for guidance.

   If a school funds a TSP Program Adviser, then the TSP Program Adviser will be responsible for all the activities, services, and mandates related to English learners, low income, and foster youth students.

3. If a school closes a position that is allocated in Program 13027, the position cannot be re-purchased with the In-lieu of EIA funds. This is to ensure that TSP program resources *supplement, not supplant*, the District's core program.

4. Positions with incumbents should be budgeted at the incumbent's actual salary level. Schools should budget newly-established positions at the districtwide average cost. Contact your Fiscal Specialist to obtain the districtwide average cost of positions.

FREQUENTLY ASKED QUESTIONS

1. Q. *What resources are Affiliated Charter Schools' responsible for paying out of the Categorical Block Grant, Program 13723?*

   A. ACSs that started operations before 2013-14 are responsible for the cost of GATE testing, English Language Acquisition Program, Peer Assistance and Review, and TIIBG. The District funds the cost of new textbook adoptions and textbook replacements.

2. Q. *How does an ACS fund its teachers?*

   A. During budget development, norm-generated teacher positions are allocated based on the ACSs' projected enrollment. These positions are funded from Program 11020 and Program 13723. At Norm Day settle-up, if Norm Day enrollment is more than the projected enrollment, additional positions may be funded by the school's Program 13723.

   The District funds the Class Size Reduction Program in Program 11020 and Program 13723. ACSs that started operations before fiscal year 2013-14 fund their Class Size Reduction teachers with the Charter School Categorical Block Grant, Program 13723.

   The Staffing/Position Simulator (Excel document) that is available at the School Fiscal Services Branch website (https://sfs.lausd.net) calculates the number of teacher positions funded with Program 11020 and Program 13723 based on a given enrollment.

3. Q. *Why do ACSs pay for Class Size Reduction teachers?*

A. Affiliated Charter Schools that started before fiscal year 2013-14 continue to receive the Charter School Categorical Block Grant in Program Code 13723 at the 2012-13 amounts. The block grant included funds for the Class Size Reduction Program. Therefore, these schools fund their Class Size Reduction teachers using this funding.

4. Q. *What is the budget adjustment protocol for Principals and Fiscal Specialists?*

A. The Fiscal Specialists review all school budget adjustment requests to ensure that they are accurate and signed by the principal and other required signatories. Verbal approval from the principal is not sufficient and may delay the processing of the request.

5. Q. *What is the fee structure for GATE services provided to ACSs for fiscal year 2023-24?*

A. For fiscal year 2023-24, ACSs are assessed fees for the following GATE services:

Description of Service	Fee Structure	Fee
All Intellectual Ability assessments (including approved reassessments); review of all cases for the High Achievement, Specific Academic, Creative and Leadership Ability categories	Per diem	$500.00 per day
OLSAT-8 testing for High Achievement Ability category (Affiliated Charter Schools only)	Per student	No fee
Talent assessment in Visual and Performing Arts: includes audition or demonstration, committee evaluation, maintenance of roster, and notifications	Per student	$200.00
Saturday Conservatory of Fine Arts (19-week program): Includes application, enrollment, instruction, instructional materials/activities, and administrative oversight/supervision	Per student (new enrollment only)	$200.00
Professional Development (GATE designated administrators and teachers) a. Group workshops b. Individual classes/training	a. Per group b. Per person	a. $150.00 b. $50.00

Fee-for-service payment:

a. Payment must be processed once services are rendered.
b. Schools will not be billed for students who do not show for registration to the Saturday Conservatory of Fine Arts.
c. Schools will not be billed for students who do not show for the visual or performing arts assessment.

6. Q. *A new Affiliated Charter School (ACS) was notified that they will receive the 20-day Actual Advance Apportionment for new charter schools from the Los Angeles County Office of Education (LACOE). The new ACS wants to know if the school will receive the funds directly.*

   A. The 20-day Actual Attendance Advance Apportionment is received by the District. Each ACS's resources provided in Program 13027 is inclusive of all resources regardless of when the full state funding is received by the District. Each ACS's state funding is received by the District incrementally each month throughout the fiscal year.

LIST OF AFFILIATED CHARTER SCHOOLS

Below are lists of schools that are operating as affiliated charter schools in the current school year.

Affiliated Charter Schools That Existed in Fiscal Year 2012-13

School Name	Cost Center	School Type
1. Alfred B. Nobel MS	1827201	M
2. Alfred B. Nobel Math/Sci Magnet	1827202	Magnet Ctr-MS
3. Beckford Charter for Enriched Studies	1233501	E
4. Calabash Charter Academy	1270401	E
5. Canyon School	1279501	E
6. Carpenter Community Charter School	1282201	E
7. Castlebay Lane Elementary School	1288101	E
8. Colfax Charter Elementary School	1361401	E
9. Community Magnet Charter Elementary School	1274101	E
10. Dearborn Elementary Charter Academy	1337701	E
11. Dixie Canyon Community Charter School	1343801	E
12. Dr. Theodore Alexander Science Center	1511101	E
13. El Oro Way Charter for Enriched Studies	1354501	E
14. Enadia Technology Enriched Charter	1361001	E
15. Encino Charter Elementary	1361601	E
16. George Ellery Hale Charter Academy	1816901	M
17. Hamlin Charter Academy	1434901	E
18. Haynes Charter for Enriched Studies	1447301	E
19. Hesby Oaks Leadership Charter	1452101	SPAN
20. Justice Street Academy Charter	1469201	E
21. Kenter Canyon School	1469901	E
22. Knollwood Preparatory Academy	1476201	E
23. Lockhurst Drive Charter Elementary	1488701	E
24. Marquez Charter School	1516401	E
25. Nestle Avenue Charter	1545201	E
26. Open Charter Magnet School	1588901	E
27. Palisades Charter Elementary	1595901	E
28. Plainview Academic Charter Academy	1609601	E
29. Pomelo Community Charter School	1614001	E
30. Revere Middle School	1835601	M
31. Revere Math/Science Magnet	1835602	Magnet Ctr-MS
32. Riverside Drive Charter School	1631501	E
33. Louis Armstrong Middle School	1823801	M
34. Louis Armstrong Performing Arts Magnet	1823802	Magnet Ctr-MS
35. Serrania Avenue Charter for Enriched Studies	1660601	E
36. Sherman Oaks Elementary Charter School	1669901	E
37. Superior Street Elementary	1700701	E
38. Topanga Learn Charter Elementary	1719801	E
39. Topeka Charter School for Advanced Studies	1720101	E

School Name	Cost Center	School Type
40. Van Gogh Charter	1742201	E
41. Welby Way Elementary Charter	1763701	E
42. Welby Way Gifted/HA Magnet	1763702	Magnet Ctr - E
43. Westwood Charter Elementary	1774001	E
44. Wilbur Charter for Enriched Academics	1777401	E
45. Woodlake Elementary Community Charter	1787701	E
46. Woodland Hills Elementary Charter for Enriched Studies	1789001	E

Affiliated Charter Schools That Began Operations in Fiscal Year 2013-14 and after

School Name	Cost Center	School Type
1. Calvert Charter for Enriched Studies	1271201	E
2. Chatsworth Charter High	1858301	S
3. Grover Cleveland Charter High	1859001	S
4. Cleveland Humanities Magnet	1859002	Magnet Ctr - SH
5. Emerson Community Charter	1812301	M
6. Gaspar De Portola Charter Middle School	1810701	M
7. Gaspar De Portola Highly Gifted Magnet	1810702	M
8. Reseda Charter High School	1881401	S
9. Reseda Senior High Law/Public Service Magnet	1881408	Magnet Ctr – SH
10. Reseda Senior High Police Academy Magnet	1881402	Magnet Ctr – SH
11. Reseda Senior High Science Magnet	1881403	Magnet Ctr – SH
12. Sylmar High School	1887801	S
13. Sylmar SH M/S	1887802	Magnet Ctr - S
14. Taft Charter High	1888001	S
15. Taft HS S/HG/HA STEAM Magnet	1888007	Magnet Ctr - SH
16. University High School Charter	1888601	S
17. University Senior High Math/Art/Science/Technology Magnet	1888607	Magnet Ctr - SH

School Types:
E – Elementary School
Magnet Ctr E – Magnet Center-Elementary School
M – Middle School
Magnet Ctr MS – Magnet Center-Middle School
S – Senior High School
Magnet Ctr SH – Magnet Center-Senior High School
Span – Grade levels may be a combination of elementary and middle schools or middle and senior high schools

FREQUENTLY ASKED QUESTIONS

CERTIFICATED POSITIONS

1. Q. *Can a norm-generated teacher position be converted to ROC/P or Regional Occupational Contract Teacher?*

   A. No. Norm-generated teacher positions may only be converted to auxiliary period after Norm Day when all norm teacher reductions have been implemented.

2. Q. *I have a vacant secondary teacher position that I want to use for auxiliary periods. May I close the position and move the dollars to teacher auxiliary?*

   A. With the approval of Human Resources Division, vacant teacher positions may be converted to auxiliary periods after Norm Day. The position's status will be changed to "S" for suspend. The conversion of the vacant teacher position is good only for one school year. The form can be found in the page entitled Request for Auxiliary Teacher Form.

3. Q. *Can we purchase a 0.50 FTE counselor instead of a full position?*

   A. Yes. However, staff providing the counseling services must have a pupil services credential. If hiring a new counselor, please check with a Personnel Specialist regarding benefits and contract.

4. Q. *What program code should schools use for a long-term substitute teacher?*

   A. Schools should report any substitute time in excess of ten days in the program funding that teacher.

5. Q. *What is the average cost of a teacher?*

   A. See the Estimated Rate Sheets for the most current average cost of an elementary teacher (11100731) and a secondary teacher (11100736). This is available at the School Fiscal Services Branch website at https://sfs.lausd.net.

6. Q. *I would like my school's PSA Counselor to provide secondary counseling services. Can a school purchase a PSA Counselor in-lieu of a Secondary Counselor?*

   A. No, there are many factors that needs to be considered such as specialization of credentials and differing salary tables.

7. Q. *I would like the APSCS to perform secondary counseling duties at my school. Can a school purchase an APSCS in-lieu of a Secondary Counselor?*

   A. APSCS and Counselor positions have different job descriptions and are therefore not interchangeable. An APSCS cannot function as a Counselor. Counselors and administrators belong to different bargaining units. Administrative positions must have administrative duties. If they have counseling duties, then they should be counselors.

8. Q. *How does an Affiliated Charter School identify the number of integration teachers that they need to fund from the Charter School Categorical Block Grant?*

   A. The position simulator from the School Fiscal Services Branch website (https://sfs.lausd.net) calculates the number of General Fund and Targeted Instructional Improvement Block Grant (TIIBG) teachers based on a given enrollment count andshows the required funding source of the teacher positions. Also, refer to the staffing ratios for more information.

9. Q. *Can a school use Title I funds to purchase a Class Size Reduction teacher?*

   A. Only Title I Schoolwide Program schools may purchase register-carrying teachers to reduce class size for Literacy, Mathematics, Science, and Social Studies. Title I funds are supplemental and therefore cannot supplant the core program (normed teacher allocation). Since the purpose of a Class Size Reduction (CSR) teacher is to reduce class size, and in order to purchase a CSR teacher with Title I funds, schools must maintain the number of norm teachers that were allocated to the school.

10. Q. *Will Magnet Coordinators be included in Program 13027?*

    A. No, Magnet Coordinators will continue to be funded separately at the magnet cost centers in program 11301, TIIBG-Magnet Schs.

CLASSIFIED POSITIONS

1. Q. *Can schools change the School Administrative Assistant position to a different position?*

   A. Yes, if there is prior approval from Personnel Commission. Personnel Commission may require the school to submit a job description of the position in-lieu of a School Administrative Assistant.

2. Q. If a classified employee is out on a workers' compensation leave, what program code should be used to time-report the substitute?

   A. The substitute must be time-reported from the program code of the employee on workers' compensation leave. If the workers' compensation claim is approved, the expenditures for the employee on leave will be moved to a District program code automatically. In effect, the substitute's payroll expenditures will be covered by the funded position of the employee on leave. If the workers' compensation claim is not approved, the school will be charged for both the regular employee's and the substitute's salaries and benefits. However, because the workers' compensation claim is not approved, the leave is considered as a long-term leave. Therefore, the District will bear the cost of the long-term leave substitute. The school is responsible for funding the cost of the employee on paid leave.

3. Q. *My school exercised flexibility of funding a Senior Office Technician in-lieu of the norm-generated Office Technician this past year. Does my school have to exercise flexibility year to year to keep the Senior Office Technician position?*

   A. Yes. Flexibility exercised is good for one school year only. If flexibility is desired to continue the following school year, the necessary budget adjustment should be processed taking into consideration possible increases in costs.

4. Q. Can I close a classified position during budget development and open it later during the year?

   A. No. Classified positions closed during budget development cannot be reopened for one (1) year.

5. Q. *Which custodial positions are budgeted for night shift differentials?*

   A. Building & Grounds Workers and Assistant Plant Managers can work as night shift employees. Additional cost to pay for night differential is allocated by Facilities Fiscal Support Services. Plant Managers and School Facilities Attendants are day shift employees. If a school prefers these positions to work the night shift, the school is responsible for the additional cost or shift differential.

6. Q. *My school has a 4-hour custodial position. Are there any additional costs for this position?*

   A. In most cases, Facilities Fiscal Support Services will find another 4-hour position at a nearby school to make it an 8-hour assignment. If the school insists on hiring a part-time employee, the school will be responsible for the additional 50% of the health and welfare benefit cost since part-time employees are eligible for full benefits. Building and Grounds workers do not have the option to work a part-time shift (less than 8 hours per day). There may be situations where it is impractical to combine two 4-hour positions to create a full 8-hour assignment.

7. Q. *Personnel Commission prescribed that my school budget for a Plant Manager II. Can my school purchase a Plant Manager I instead?*

   No. Plant Manager levels are predetermined based on class description for each level prescribedby Personnel Commission using various factors such as enrollment, square footage, and school type. Therefore, you must adhere to the classification that Personnel Commission prescribed foryour school.

8. Q. *Can I request for a short-term substitute for a custodial employee?*

   A. For absences of less than 21 days, short-term substitute for Plant Manager, Assistant Plant Manager, Pool Custodian, and School Facilities Attendant positions are not generally available. However, a short-term substitute from the Area Building & Grounds Worker crews may cover for a Plant Manager I at a small elementary school.

   Schools that need short-term Building & Grounds Worker substitutes should contact the Maintenance and Operation Area's substitute desk or the Complex Project Manager who will then

provide a short-term substitute as available from the M & O Area substitute crew. The school will not be charged. Smaller schools are given priority for substitutes based on the size oftheir custodial staff.

9. Q. *How do I request a long-term substitute for a Plant Manager, Assistant Plant Manager, or School Facilities Attendant, or Building & Grounds Worker?*

   A. Schools that need a long-term substitute for any of these job classifications should contact their Classified Employment Services Assignment Technician for assistance. Classified Employment Services Assignment Technician will identify and assign a temporary substitute. The school's budget will be charged for the long-term substitute's services but will be reimbursed if the employee on long-term leave is on paid status.

10. Q. *How do I fill a vacant custodial position?*

    A. If the vacancy is an 8-hour position, contact Classified Employment Services Branch and request for a list of eligible employees to fill the vacant position. Schedule interviews to select the best fit for your campus.

    If the position is part-time (less than 8-hours), contact your Complex Project Manager who will assist in hiring and coordinate with other sites for possible sharing of employee.

11. Q. *How should I report mileage for part-time Building and Grounds Workers on split assignments?*

    A. Each school should report mileage in each position's funding program. For Program 13027, funds will be allocated to schools based on actual expenditures.

GENERAL QUESTIONS

1. Q. *Which resources do I have flexibility over?*

   A. See sections on BUDGET GUIDELINES FOR POSITIONS and BUDGET GUIDELINES FOR NON-POSITIONS.

2. Q. *If a school exercises flexibility to purchase a position, will the position be subject to reduction at Norm Day?*

   A. If a school's enrollment decreases from budget development to Norm Day, the school may be asked to reduce positions accordingly. Therefore, a position purchased under flexibility during budget development could be subject to reduction during Norm Day.

3. Q. If an incumbent school staff is expected to retire in the coming fiscal year, can a school budget *for the position at a lower pay scale level during budget development?*

   A. No. The anticipated retiree's budgeted position level should not be changed during budget development. The position's group and level can be changed only after Norm Day settle-up and budget to actual processes have completed.

4. Q. *How should I report mileage?*

   A. Schools should time-report mileage in Program 13027. Funds will be allocated to schools to cover the actual cost of mileage.

5. Q. *When should schools time-report Teacher Activity Differentials?*

   A. Schools should continue to time-report Teacher Activity Differentials in January and June, or as indicated on reference guide REF-1802.20, "Time Reporting Instructions for Lump Sum Payment of Differentials."

GLOSSARY

Item	Description
Affiliated Charter Schools (ACS)	Refers to charter schools that are still dependent on LAUSD on certain processes, i.e., budget allocations, payroll, procurement, accounting, etc.
Allocation	The process of sending funds from central to school accounts
Auxiliary Teacher/Auxiliary Time	A period of instruction in addition to the regular teaching hours
Average Daily Attendance (ADA)	Represents the number of days the students were in class divided by the number of instructional days; expressed in units
Budget Adjustment Request (BAR) Form	Form used to process transfer of funds from one budget line to another, e.g., from general supplies to instructional materials
Budget Development	The process by which schools make financial decisions for the coming fiscal year. This happens annually from February through April of the preceding fiscal year.
Budget Item	Refers to items in the budget such as teacher salaries, classified salaries, benefits, instructional materials, general supplies, contracts, capital outlay, etc.
Carryover	Refers to the amount of ending balance of an account that is carried from one fiscal year to the next
Certificated Employee	A person who holds a professional education certificate issued by the state superintendent of public instruction and who is employed by a school district or charter school in a position for which such certificate is required by statute
Charter School Categorical BlockGrant (Program 13723)	Funding for charter schools that existed before the introduction of the Local Control Funding Formula (LCFF); funds to purchase Class Size Reduction teachers
Charter School In-lieu of EIA (Program 13724)	Funding for charter schools that existed before the introductionof the Local Control Funding Formula (LCFF); intended to be spent for the EIA program
TIIG Class Size Reduction Program	Funding from the state to implement reduction of class size in grades TK-3
Classified Employee	An employee of a school district who is in a position notrequiring teaching certification
Differential	Additional salary for having a specific degree, school activity such as coaching, etc.
Districtwide Targeted SchoolResource	Instructional programs recognized as a districtwide resource to support the targeted student population
Duplicated Pupil Percentage	Percentage of duplicated student count to enrollmentbased on a three-year rolling average
Duplicated Student Count	Duplicated count of pupils who (1) are English learners, (2) meetincome or categorical eligibility requirements for free or reduced-price meals under the National School Lunch Program, and (3) are foster youth. “Duplicated count” means that eachpupil is counted for each of the criteria met.

Item	Description
Education Protection Act (EPA)	Funding that is included in LCFF; intended to be spent for teacher salaries only
Elementary and Secondary School Emergency Relief Funds (ESSER)	Funds received from the federal government as an aid to state education agencies as a result of the COVID-19 pandemic
Employee Roster Report	A report that lists all funded and unfunded positions/staff at a school site
Estimated Rates (Sheet)	List of various budget items and districtwide average costs for each budget item
Flexibility	The ability of schools to repurpose specific school resources
General Supplies	Items that are for use in a school's office or central offices; not used for instructional purposes
Grant	Funds received based on an application to the state or the federal government, or a foundation
Instructional Calendar	A calendar that shows the dates and the number of days a school is in session
Instructional Materials	Items that are used for teaching purposes
K-3 Class Size Average Dashboard	Dashboard created to assist elementary schools and Regions in managing class enrollment and averages in Grades K-3
Longevity Differential	Additional salary based on the number of years an employee has worked
Local Control Funding Formula (LCFF)	Funding formula introduced by Gov. Jerry Brown in fiscal year 2013-14 that replaced the old funding formula called Revenue Limits
MiSiS	My Integrated Student Information System
Modified Consent Decree	Represents the commitment of LAUSD's Board of Education that the District's Special Education program will follow all applicable federal laws
National Board Certified (NBC) Teachers	National Board Certification provides high-quality professional development for experienced teachers and allows teachers to gauge their skills and knowledge against objective standards of advanced practice. Funds received for this program is part of the LCFF.
Non-position	Budget items that are not in the form of positions/staff, e.g., instructional materials, general supplies, etc.
Norm-based/Norm-generated	Refers to a school resource that was allocated based on norm enrollment count
Norm Day	The fifth Friday of the instructional calendar
Norm Day Settle-up	The process of recalculating the estimated revenues and budgeted expenditures to reflect the most current P-2 ADA and Norm Day enrollment
Norm Enrollment	The count of student enrollment as of Norm Day

Item	Description
Off-norm	Refers to a school resource that is not based on Norm Day enrollment; a school resource in addition to norm-based resources
Other Post-Employment Benefits (OPEB)	Costs that the District spends for retirees, i.e., lifetime health benefits
Pilot Schools	Schools that were created to be models of educational innovation and to serve as research and development sites for effective urban public schools
Position(s)	Budget items that are in the form of personnel/staff
Program Code 10332	Norm-based Assistant Principals and Assistant Principals, Student Counseling Services are allocated in this program code
Program Code 10552	Program where schools receive their SENI TSP allocations.
Program Code 10989	Effective school year 2019-20, Class Size Reduction Teachers andTeacher Librarians are allocated in this program code
Program Code 11119	Funds intended for the Dual Language Program
Program Code 11227	Funds intended for the JROTC Program
Program Code 13027	Funds received by all K-12 schools intended for instruction and general school operations only
Program Code 13723	Funds for Charter School Categorical Block Grant
Program Code 13724	Funds for Charter School In-lieu of EIA
Program Code 14858	Title I schools with grades 9-12 receive counselor positions inthis program code
Request for Personnel Action (RPA) Form	A form that indicates a position's funding, personnel assignment attributes, the necessary approvals, and the personnel action requested
Restricted	Refers to resources that have restrictions on how they should be used
School Budget Signature Form	Form used to make changes to a school's budget
School Resource	An allocation received by a school, e.g., staff/positions, instructional materials, general supplies, etc.
SENI	See Student Equity Needs Index
Shared Sites	Refers to a school campus that is shared by multiple home cost centers, i.e., home cost center and shared cost center(s)
Specially-Funded Program	Usually refers to grants
Staffing and Resources Report	A report that shows the current budgets of a school; includes positions and non-position budget items

Item	Description
Staffing/Position Simulator	An Excel worksheet that serves as a tool for determining the number of staff a school generates based on Norm Day enrollment
Statistical Report	A document that shows the number of students and average daily attendance (ADA) as of a specific school month
Student Equity Needs Index	Formula that considers various indicators of need to determine most Targeted Student Population (TSP) allocations
Targeted Instructional Improvement Block Grant (TIIBG)	Funding that was intended for the District's court-ordered and voluntary desegregation programs; this funding is included in the LCFF and is now unrestricted
Targeted Student Population (TSP)	Refers to students identified as English learner, eligible for free and reduced-price meals, and foster youth
Unduplicated Student Count	Unduplicated count of pupils who (1) are English learners, (2) meet income or categorical eligibility requirements for free or reduced-price meals under the National School Lunch Program, or (3) are foster youth. "Unduplicated count" means that each pupil is counted only once even if the pupil meets more than one of these criteria.
Unduplicated Pupil Percentage (UPP)	Refers to the percent of the total number of students identified as English learner, eligible for free and reduced-price meals, and foster youth over the total enrollment
Unrestricted	Generally, refers to resources that do not have any restriction on how they should be used; an exception is TSP resources

FORMS AND REPORTS

LOS ANGELES UNIFIED SCHOOL DISTRICT
Human Resources Division
Administrative Assignments Unit
REQUEST FOR ALTERNATE STAFFING PATTERN (ASP) FOR 2024-2025
(must be renewed annually)

TO: Maria Voigt, Administrator **Date:** _____

FROM: _____
Regional Superintendent/Designee

School Requesting Alternate Staffing Pattern:
School name and cost center code _____

Region _____

Rationale for Request: _____

REQUIRED: The administrator or other employee listed below holds a valid Pupil Personnel Services (PPS) credential and will oversee the counseling office in the absence of the APSCS.

Employee Name _____ Employee number _____

The Assistant Principal, Secondary Counseling Services position will be converted to:

☒ **Assistant Principal, Secondary (Generic) (0659)**

If an ASP is granted during Budget Development, but the employee identified during this process is no longer at the school effective July 1, 2024, the school is required to identify another employee who meets the credential criteria. If unable to do so, the position will be converted back to an Assistant Principal, Secondary Counseling Services (0531) position.

Identify the Position Control Number to be utilized for this ASP_____
(This should be the same PCN of the AP SCS to be converted.

_____ _____
Name and signature of principal requesting ASP Date

This bottom portion is to be completed by the Region Superintendent before submitting to HR:

☐ Approved

☐ Not Approved

_____ _____
Name and Regional Superintendent signature Date

Please submit this completed ASP request no later than Friday, March 29, 2024 to maria.voigt@lausd.net in the Administrative Assignments Unit.

HR APPROVAL_____ DATE_____

LAUSD/HR Form 9145 01/2021

LOS ANGELES UNIFIED SCHOOL DISTRICT
HUMAN RESOURCES DIVISION
CERTIFICATED ASSIGNMENTS AND SUPPORT SERVICES

REQUEST FOR AUXILIARY TEACHERS

TO: Regional Superintendent DATE: _____

FROM: _____ _____
Principal School

SUBJECT: **ASSIGNMENT OF AUXILIARY TEACHERS**

It is requested that the following teacher(s) be assigned the extra teaching periods indicated to fill Position Control Number _____ effective _____.

Name	Emp No.	Status	Subject Periods Currently Taught*	Funding Source**
1.				
2.				
3.				
4.				
5.				
6.				

*Example: 2 math, 3 science **Example: 13027, 10989, 11020

STATEMENT TO BE SIGNED BY EACH AUXILIARY TEACHER:

In accepting an auxiliary teaching position, I understand that I must be authorized to teach the auxiliary subject, fulfill all regular duties, and serve the conference period either before or after school, and that this auxiliary period may be terminated at any time during the semester.

1. _____ Date _____
2. _____ Date _____
3. _____ Date _____
4. _____ Date _____
5. _____ Date _____
6. _____ Date _____

_____ APPROVED: _____ _____
Principal's Signature Regional Superintendent Date

Completed form to be sent to HR Personnel Specialist.

LAUSD/HR Form 1765 12/2022

REQUEST FOR PERSONNEL ACTION

ACTION REQUESTED FOR POSITION *(Please check the box to the left of the action you are requesting)*:

☐ **New Position**	☐ **Modify** *(Change)* **Position**	☐ **Delimit Assignment** *(Person)*
☐ **Continue Current Position**	☐ **Defund** *(Close)* **Position**	

POSITION/TITLE *(Please check the box to the left of the title/position)*:

☐ **Teacher Assistant**	☐ **Professional Expert** ----	☐ **Coach / Teacher Advisor** ----
☐ **Education Aide**	☐ **Student Aide** ----	☐ **Support Services** (Specify Class Title Below)
☐ **Classified Relief**	☐ **Community Rep.** ----	**Job Title**
☐ **Temporary Certificated Assignment** ----		☐ **Other**

EMPLOYEE / ASSIGNMENT / FUNDING INFORMATION: *(Use "tab" to move to the next field)*

Name					Person ID		
	(Last)		*(First)*	*(M.I.)*			
Beginning Date		Ending Date		Job Code		Rate	
Differential		Personnel Sub Area		Hours per day		Total annual fiscal hours *	
Calendar Option			Emp Sub Group	----			
From Org Unit Name			To Org Unit Name				
Comments							

**Mandatory for Part-time employees.*

BUDGET AND PAYROLL / TIME REPORTING: *(Use "tab" to move to the next field)*

SACS Fund		Functional Area		EE Group	
LAUSD Program Name			Position ID Number		
IN PLACE OF:	Name			PERNR	

I certify that the assignment of this employee is in accord with Board Rule 1911 (Nepotism) and avoids the assignment of close relatives of cohabitants to work in situations where conflicts of interest could arise.

REQUESTED BY:

Org Unit Name			
Region		Fund Center / Org Unit Code	
Principal / Administrator / Supervisor Signature		Print Name	Telephone No.
Email	Date	Contact person	Telephone No.

If required, appropriate processing packets must be attached to this request. Teacher Assistant packets are available from the Instructional Assistance Office and may be requested by calling (213) 241-6300.

Schools: Please return completed form to the Regional Business and Finance Office.

FOR BUSINESS AND FINANCE OFFICE USE ONLY			
Authorizations:		Date processed:	

FOR HUMAN RESOURCES USE ONLY							
Assign. Tech.		Date:		Auditor:		Date:	

LAUSD/HR Form 9073 01/23

REFERENCES AND TOOLS

ABCs of Norm - https://www.lausd.org/Page/18778

Budget Adjustment Request Form - https://www.lausd.org/Page/18778

Carryover Memorandum - https://www.lausd.org/Page/18778

Estimated Rate Sheets - https://www.lausd.org/Page/18778

K-3 Class Size Average Dashboard – https://focus.lausd.net

Norm Enrollment and Staffing Dashboards - https://focus.lausd.net

Staffing Bulletins – https://www.lausd.org/Page/18778

Staffing/Position Simulator – https://www.lausd.org/Page/18778

For additional references, access the School Fiscal Services Branch website.