

Federal and State Education Programs

2026–2027

SPSA Program and Budget

Handbook



LAUSD
UNIFIED

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Los Angeles Unified School District

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Los Angeles, California 90017

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Introduction

The *School Plan for Student Achievement (SPSA) Program and Budget Handbook* is designed to support school teams in developing high-quality school plans and aligning federal resources (i.e., Title I and Title III) with strategies and actions aimed at improving student academic achievement.

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

In addition to the *Handbook*, schools are encouraged to visit the Federal and State Education Programs (FSEP) website (<https://fsep.lausd.org>) for access to tools that support data analysis, root cause identification, and the selection of evidence-based interventions.

Regional Title I Coordinators and Emergent Bilingual Coordinators along with staff from the Federal and State Education Programs (FSEP) and Multilingual Multicultural Education Department (MMED), are available to assist schools in developing plans that maximize resources to best support Emergent Bilingual and students who are not yet proficient in California content standards.

Finally, we welcome your comments and suggestions on how we can better support your efforts to ensure all students are on a path to becoming college and career ready.

District Instructional Program



Division of Instruction

District Instructional Program

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

Key components of the department include providing:

1. Standards-based curriculum and evidence-based instructional practices aligned to the Teaching and Learning Framework (TLF)
2. Interim assessments and progress monitoring of priority standards
3. Professional development for teachers and administrators to improve effective use of high leverage strategies and resources.
4. Integration of evidence-based strategies to support the learning of all students, including Emergent Bilingual, Standard English Learners, and students with Special Needs
5. Coordination, recommendation, and advocacy for policy at the local, state, and national level
6. Teacher professional development to promote college and career readiness

The focus for all instructional disciplines is to support students in reading, writing, listening, and speaking skills to develop viable arguments citing evidence from multiple sources and apply real-world contextualization in tasks that promote reasoning and problem solving. Students will:

- a. Demonstrate independence and perseverance
- b. Effectively communicate and justify thinking
- c. Think critically and apply content learning to new situations
- d. Respond to varying audiences

- e. Comprehend and critique the thinking of others
- f. Value evidence
- g. Use technology, media and other tools appropriately and strategically
- h. Collaborate with, understand and value other perspectives and cultures

Interdisciplinary instructional goals include:

- a. Integrating ideas and methods from multiple disciplines to gain a deeper understanding of complex real-world issues.
- b. Learning to consider ideas from multiple perspectives and identify biases
- c. Intentional focus on student-centered application and inquiry

Individual discipline instructional goals include:

- English Language Arts
 - a. An integrated model of literacy
 - b. Text complexity and growth of comprehension
 - c. Content Knowledge incorporating narrative and informational text types and responding to reading and research
 - d. Flexibility in communication and collaboration
 - e. Conventions, effective use, and vocabulary
 - f. Foundational Skills using Science of Reading approach
 - g. MTSS in building Foundational Literacy skills for grades K-12
- English Language Development
 - a. Standards-Based Comprehensive ELD program comprised of Designated and Integrated ELD.
 - b. Integrated and Designated ELD instruction
 - c. Interacting in Meaningful Ways

- d. Learning About How English Works & Reading Foundational Skills
- e. Language and Literacy in English Acceleration Program (L2EAP)
- f. Newcomer Program with Primary Language Instruction
- g. Accelerated Program for Long Term English Learners (6-12)
- Dual Language Education Programs
 - a. Bilingualism and biliteracy,
 - b. Academic achievement in both languages
 - c. Sociocultural competence.
- History-Social Sciences
 - a. Standards-Based Content Knowledge
 - b. Historical Thinking and Analysis Skills
 - c. Reading, Writing, Speaking and Listening skills in HSS
- Mathematics
 - a. Standards-Based Content Knowledge
 - b. Effective use and application of student and teacher mathematical practices
 - c. Knowledge, understanding of rigor in mathematics, which includes helping students to pursue conceptual understanding, procedural skills and fluency, and application with equal intensity as well as problem solving and reasoning.
 - d. Affirm mathematic learner's identities and leverage mathematical strengths as a resource.
- Physical Education
 - a. Standards-Based Content Knowledge
 - b. Movement skills and movement knowledge
 - c. Fitness skills and fitness knowledge
 - d. Positive self-image and personal development
 - e. Social development
- Science
 - a. Implement the 3 dimensions of the Next Generation Science Standards:
 - i. Science and Engineering Practices,
 - ii. Disciplinary Core Ideas, and
 - iii. Cross-Cutting Concepts
- b. Implement inquiry-based instruction through real world context, i.e. Phenomena
- Social Emotional Learning (UTK-12)
 - a. Knowledge and application of the six [Social Emotional Learning \(SEL\)](#) Competencies and [Transformative SEL](#)
 - b. Addresses the three [Components of SEL Implementation](#) into their instructional Practice
 - c. Thoughtful and systematically [integrates Social Emotional Learning](#)
 - d. Support students with usage of the [SEL Portfolio](#) in alignment with District Goal 4
 - e. Fosters welcoming and inclusive environments and creates a sense of belonging through the [SEL Signature Practices](#)
- Arts Education
 - a. Provide focused, sequential instruction in at least one area of the arts (dance, vocal/instrumental music, theatre/film, visual/media arts).
 - b. Encourage artistic strategies that integrate literacy and numeracy skills.
 - c. Engage in additional arts experiences through [Arts Community Network partners](#).
 - d. Utilize [Cultural Arts Passport \(CAP\)](#) funding to offer in-person arts experiences, including field trips, on-campus performances, events, and workshops outside of regular school hours
- Counseling
 - a. Provide comprehensive support in academic achievement, college and career readiness, and social-emotional development.
 - b. Ensure students graduate prepared for post-secondary opportunities.
 - c. Work with students to develop individualized graduation plans that

incorporate strategies for prevention, interventions, and enrichment

- [EdTech Innovation](#) (formerly Instructional Technology Initiative)

- a. Integrating innovative technology practices to enhance and transform teaching and learning, empowering students to solve real-world challenges.
- b. By embedding digital citizenship, students learn to navigate the digital world responsibly and ethically. Incorporating computer science equips them with problem-solving and computational thinking skills, while artificial intelligence literacy fosters creativity, critical thinking, and data-driven decision-making.
- c. Prepare students to thrive in a rapidly evolving technological landscape.
- d. [ISTE Standards](#) serve as the framework for high quality technology integration.

- [Digital Citizenship](#)

- a. Empowering students with skills for responsible and ethical digital engagement, as well as balanced, healthy, and purposeful use of technology.
- b. UTK-12 students are required annually to complete a mandatory digital citizenship lesson and submit the Responsible Use Policy (RUP). Completion of both is recorded in MiSiS.
- c. Cultivating a positive, authentic digital footprint for college and career success
- d. Digital Citizenship Competencies: Inclusive, Informed, Engaged, Balanced, & Alert

- [Computer Science Education](#)

- a. UTK to 5th grade students receive 20 hours of computer science instruction each year
 - i. [Code.org](#)

- b. 6th to 8th grade students complete at least one rigorous and relevant computer science course

- i. Computer Science Discoveries

- c. 9th to 12th grade students have access to a computer science pathway

- i. Exploring Computer Science

- ii. Advanced Placement Computer Science Principles

- iii. Advanced Placement Computer Science AB

- [Esports](#)

- a. Electronic sports (Esports) are competitive video gaming. Esports blends creativity with strategy and teamwork.

- b. Esports competitions often involve challenges such as speed-building, resource management, and problem-solving in custom-designed worlds.

- c. Esports foster teamwork, communication, and leadership as players collaborate to achieve shared goals, adapt strategies in real time, and manage team dynamics with creativity and critical thinking (SEL in Esports).

- d. Through esports, players strengthen critical thinking, communication, and media literacy by analyzing game content, developing strategies, and coordinating effectively through written and verbal communication (Literacy in Esports).

- e. Players apply data analysis and probability skills to interpret statistics, assess risks, and make strategic decisions that optimize gameplay outcomes (Numeracy in Esports).

Federal Programs



Title I

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

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

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

Schools that have been approved to operate a Schoolwide Program (SWP) may provide services to all students including students with disabilities (students with active Individualized Educational Programs (IEPs), students with a Section 504 plan, or students suspected to have a disability) and Emergent Bilinguals. However, based on prioritized needs, a school must particularly address the

needs of low-achieving students and those at-risk of not meeting the state student academic achievement standards.

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

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

Title I funds are allocated to schools based on poverty percentages on the annual Title I ranking. These percentages are determined by the number of low-income students, aged 5 to 17, and enrolled on California Basic Educational Data System (CBEDS) day. Schools that rank at or above the established threshold may receive Title I resources; schools that serve concentrations of poverty at or above 75% are guaranteed funding.

Supplemental Funds

Supplemental funds are those funds which are granted to districts and schools for **specific program purposes** and which are over and above the general revenue funds the districts and schools receive to support the core program. Supplemental funds must be used to support and enhance the District's core program.

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

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

it were not receiving Title I funds. The allocation must be done without regard for a school's Title I status (i.e., neutrally). A Title I neutral methodology ensures that State and local funds to a Title I school are not reduced based on the school receiving Title I, Part A funds because the methodology for allocating State and local funds to schools does not consider Title I status.

Other federal funds still adhere to the following three guidelines to ensure they do not violate this key fiscal rule:

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

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

- **Necessary** – The expenditure must address an identified need and support one or more goals outlined in the school plan.
- **Reasonable** – The cost must not exceed what a prudent person would consider appropriate under the circumstances at the time the decision was made.
- **Allocable** – The goods or services must be chargeable to the program in proportion to the benefits received.
- **Authorized** – The expenditure must be permitted and not prohibited under applicable state or local laws and regulations.
- **Adequately documented** – Sufficient documentation must be provided to support the expenditure.

Schoolwide Program Schools

Under Section 1114 of the *Every Student Succeeds Act (ESSA)*, Title I schools may choose to operate a Schoolwide Program (SWP). To receive SWP certification, schools must complete a year of planning with a technical assistance provider unless the local educational agency determines that less time is sufficient to develop and implement the plan. The School Site Council (SSC) with input from advisory committees, is responsible for developing a comprehensive plan to reform the academic program. This plan must

include evidence-based intervention strategies to ensure all students achieve proficiency or advanced levels on state assessments. SWP planned improvements serve as a framework to align all school efforts with student achievement, as measured by adequate yearly progress in the four core areas: Literacy, Mathematics, Science, and History/Social Sciences. Schools are accountable for the academic performance of all students, with particular focus on supporting low-achieving students.

Targeted Assistance Schools

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

assistance. Eligible children are identified by the school as failing to meet the state's challenging academic achievement standards.

Targeted assistance schools use the program resources to implement effective methods and instructional strategies that are based on evidence-based interventions to help participating children meet the state’s challenging academic standards. TAS should provide extended learning time, an accelerated, high-quality curriculum and minimize removing children

from the regular classroom for supplemental instruction. State certificated teachers in a TAS receive professional development on how to implement academic achievement standards in the classroom. TAS programs work collaboratively with parents and family members to increase parent and family engagement through services such as family literacy.

State Identified Schools

The California Department of Education (CDE) identifies schools for improvement efforts in an accountability model based on continuous improvement. CDE determines identifications based on the California School Dashboard (visit caschooldashboard.org).

There are three identification categories:

- 1. Comprehensive Support and Improvement (CSI)
- 2. Additional Targeted Support and Improvement (ATSI)
- 3. Targeted Support and Improvement (TSI)

For more information on eligibility or exit criteria for CSI, ATSI or TSI, review the Every Student Succeeds Act (ESSA) Assistance Criteria link from CDE’s 2025 Technical Guide at: <https://www.cde.ca.gov/ta/ac/cm/dashboardguide.asp>

Comprehensive Support and Improvement (CSI)
CSI identification is based on schoolwide performance across multiple indicators on the California School Dashboard.

For the 2026-27 school year, no new CSI schools will be identified. However, previously identified CSI schools that do not meet exit criteria will maintain CSI status. These continuing CSI schools must adhere to the following mandates:

- Write a plan with stakeholders that:

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

The School Plan for Student Achievement (SPSA) includes the above plan requirements and describes the use of additional funds from the State to support CSI schools. The plan will be approved and monitored by the school, the district and the State. CSI schools must submit timely evaluations of their plans.

Additional Targeted Support and Improvement (ATSI) and Targeted Support and Improvement (TSI)

ATSI and TSI identification is based on student group performance over two years across multiple indicators on the California School Dashboard.

No new ATSI schools will be identified for 2026-27 implementation, though previously identified ATSI sites that do not meet exit criteria will continue in the status. CDE will identify TSI sites for implementation in 2026-27. Both ATSI and TSI must meet the following mandates:

- Write a plan with stakeholders that:
 - is informed by all indicators

- is based on the findings of a comprehensive needs assessment
- identifies resource inequities
- includes evidence-based interventions
- Implement the plan

The SPSA includes the above plan requirements. For ATSI and TSI schools, the plan is approved by the school and district and monitored by the district. ATSI and TSI schools must submit timely evaluations of their plans.

Exiting School Identifications

CDE reviews school data on the California School Dashboard annually to determine if a school

meets exit criteria. Additional information about exit criteria is available in the Dashboard Technical Guide here:

<https://www.cde.ca.gov/ta/ac/cm/dashboardguide.asp>. Select the Every Students Succeeds Act (ESSA) Assistance Criteria link.

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

Parent and Family Engagement

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

and one-time funds received by the school site specifically for family engagement.

Title I Schools

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

Title III

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

Title III, Section 3115(g), requires that funds be used "to supplement the level of federal, state, and local public funds that, in the absence of such availability, would have been expended for programs for limited English proficient children and immigration children and youth and in no case to supplant such Federal, State, and local public funds."

Title III (7T197)

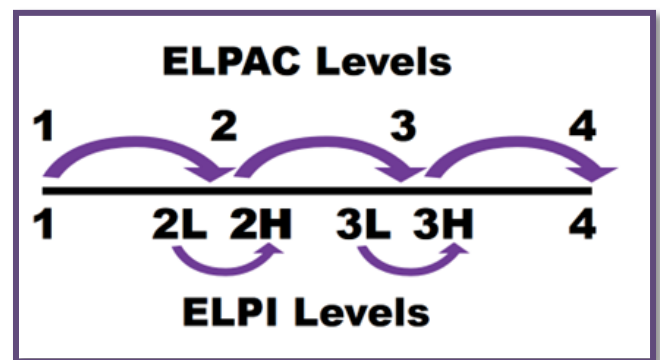
Under the 2015 Elementary and Secondary Act of 1965, as amended by the Every Student Succeeds Act (ESSA), Districts receive supplemental Title III funds to ensure all ELs attain English proficiency, develop high levels of academic achievement, and meet the same challenging state standards as all other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

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

enhance educational programs for EBs, which include parent, family and community engagement.

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

With the passage of ESSA, state and districts are required to set goals and targets for the performance of EBs in reading/language arts, mathematics and progress toward English language proficiency. One of the multiple measures of the state accountability system is the English Learners Progress Indicator (ELPI) which measures progress of EBs towards English proficiency. The ELPI uses 6 levels to measure progress as follows:



Students need to increase at least one ELPI level per year or maintain ELPI level 4. All districts and schools are measured by the California Dashboard accountability measures in the progress made.

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

2025 Multilingual Multicultural Master Plan

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

The 2025 Multilingual Multicultural Master Plan, provides guidance to District staff and all educational partners on the expectations the District holds for each school in addressing the linguistic and academic needs of Multilingual Learners. LAUSD serves a richly diverse student population representing a vibrant tapestry of languages, cultures, and multigenerational perspectives. The 2025 Multilingual Multicultural Master Plan outlines a system-wide instructional approach grounded in six key commitments:

- Honoring the Whole Child
- Bringing an Asset-Based Lens
- Celebrating Multilingualism and Multiculturalism
- Ensuring High-Quality Instruction for All
- Partnering with Families and Communities
- Providing Integrated Systems and Supports

These commitments align with the four principles

of the [California EL Roadmap](#).

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

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

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

Professional Development for Teachers of Emergent Bilinguals

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

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

- Designed to improve the instruction and assessment of EBs;
- Designed to enhance the ability of teachers and school-site administrators to understand and implement curricula, assessment measures and practices, and instructional strategies for EBs;
- *Effective* in increasing children's English language proficiency or substantially increasing the subject matter knowledge,

teaching knowledge, and/or teaching skills of teachers of EBs; and

- Ongoing, and of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in the

classroom. This does not include one-day or short-term events, unless they are part of a teachers' comprehensive professional development plan that is based on a comprehensive needs assessment.

Progress Monitoring and Intervention

Progress Monitoring for EBs

As part of the Student Support and Progress Team (SSPT), schools are required to monitor the linguistic and academic progress of Emergent Bilinguals throughout the academic year. When an EB is at-risk of not making adequate progress, the school must provide targeted acceleration services based on individual student need. Schools must maintain records of EB monitoring, enrichment and acceleration, and the results of the support provided.

In addition, EBs are expected to make adequate progress each year by meeting or exceeding state English Language Development standards and established performance targets. The meeting the ELD standards is measured by progress on the ELPI, Summative English Language Proficiency Assessments for California (sELPAC), and by attaining passing marks or grades in the grade level ELD courses or ELA. For more information, refer to [REF-070901.2 Monitoring the Academic Progress of English Learners, ETK-12](#), dated October 24, 2022.

EBs are expected to make progress on sELPAC each year as measure by the ELPI until they meet the reclassification criteria. In addition, Secondary EBs are expected to complete and pass one grade level ELD courses each year until the reclassification criteria are met.

Potential Long-Term English Learners (PLTEs) and Long-Term English Learners (LTEs) are expected to meet or exceed the minimum progress expectation as outlined in [REF-070901.2 Monitoring](#)

[the Academic Progress of English Learners, ETK-12](#),

Attachment A-2. According to Board resolution dated June 12, 2018, "schools are to prepare students initially identified as Emergent Bilinguals in kindergarten or first grade to be Reclassified Fluent English Proficient (RFEP) by the end of fifth grade."

Schools are expected to use [Title III](#) funds to meet the following achievement accountabilities:

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

Progress Monitoring for RFEP Students

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

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

Adequate progress is measured as follows:

School Level	Academic Marks/Grades*	Basic Skills Assessment
Elementary	Composite scores of 3 or 4	Overall Scores At Grade Level or Higher or Meets or Exceeds Standards (Grades 3-5/6)
Secondary	C or better	Overall Scores At Grade Level or Higher or Meets or Exceeds Standards (Grades 6-8, 11)

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

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

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

School Plan for Student Achievement (SPSA)



School Plan for Student Achievement

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

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

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

- Pillar 1: Academic Excellence:
Graduation/College Career, ELA, Math, EL Programs, Other Academic Content
- Pillar 2: Joy and Wellness
- Pillar 3: Engagement and Collaboration

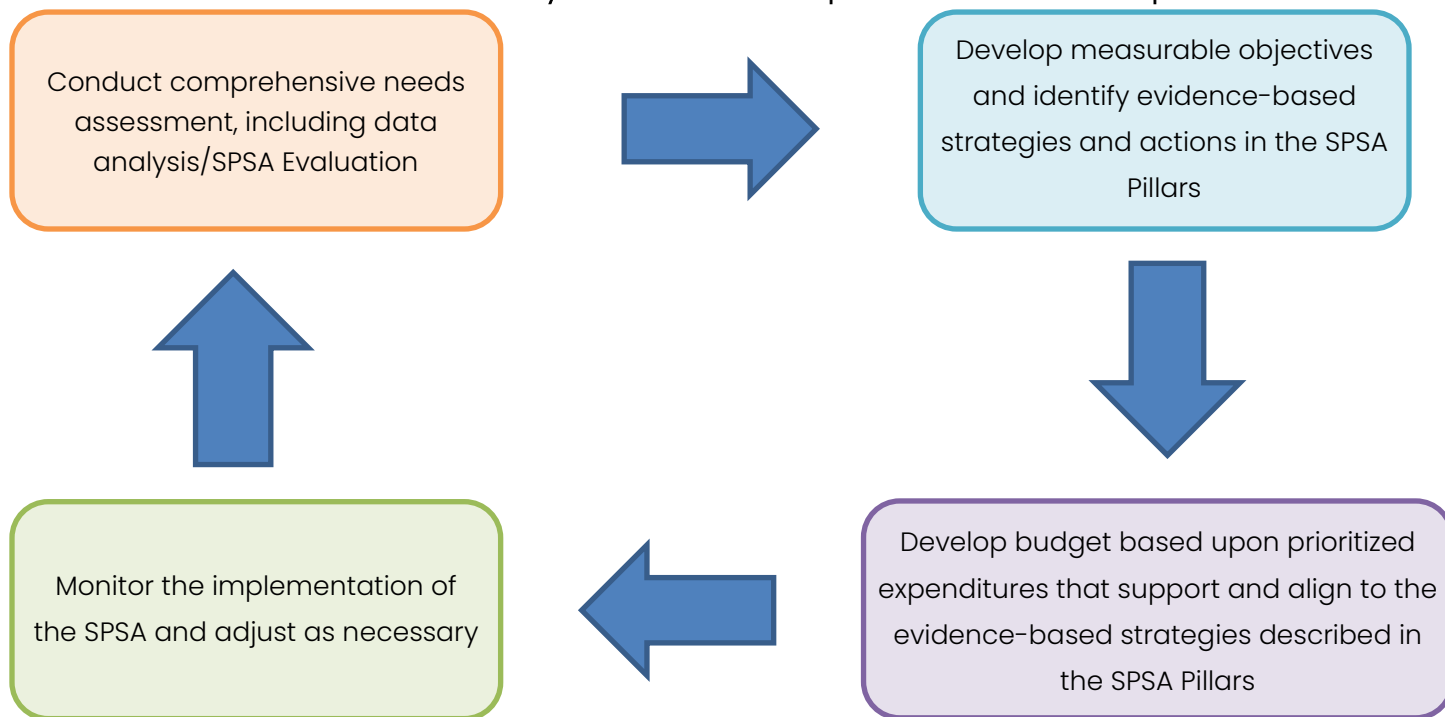
The strategies in the school plan must be consistent with the actions described in the Local Control Accountability Plan (LCAP) and LCAP Federal Addendum and identify how state and federal requirements will be implemented. The SPSA also consolidates all plans required for programs funded through the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

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

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

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

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



Conduct the Comprehensive Needs Assessment:

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

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

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

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

Develop Measurable Objectives, Strategies, and Actions:

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

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

- Implementation Objectives: Objectives aligned to a strategy within the SPSA that, when

implemented effectively with fidelity, will result in improved student outcomes.

- Improvement Objectives: Objectives aligned to formative and/or summative assessment data that measure improved student outcomes.

Measurable Implementation and Improvement Objectives should be written as a SMART Goal:

Specific, Measurable, Attainable, Relevant, Time-Based

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

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

School strategies should describe an evidence-based approach that will be used to support improved student outcomes. School strategies can be implemented in a variety of ways, may involve multiple action steps, and specify what the approach is to implement the strategy, why the

strategy is being implemented, and who will benefit from implementation of the strategy.

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

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

Develop a Budget:

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

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

confirm the allowability of expenditures in Program 7E046.

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

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

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

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

Monitor SPSA Implementation:

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

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

SPSA Modification/Budget Adjustment Request:

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

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

SPSA Modifications, including budget adjustment requests, must be reviewed with council/committee members and are required to have the signature of the principal certifying that the SPSA Modification has been prepared in accordance with EC 64001(i) and all corresponding documentation is on file at the school site.

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

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

Title I School Level Decision Making Resource

Step 1 Data

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

Yes

No

Step 2 Needs Assessment

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

Yes

No

Consider using other funding.

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

Consider using other funding.

Yes

No

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

Is the cost reasonable?

Consider using other funding.

Yes

No

Step 3 Evaluation

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

When in doubt, contact your Regional Title I Coordinator.

Consider using other funding.

Step 4 Approval

Adapted from a LACOE document

Reporting Expenses

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

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

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

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

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

Federal and State Mandates



Federal Program Monitoring

State and federal laws require the California Department of Education (CDE) to monitor the implementation of categorical programs operated by Local Educational Agencies (LEAs). This monitoring is conducted in part through the Federal Program Monitoring (FPM) process, which alternates between an onsite and an online review every two years. An FPM onsite review includes data and document analysis, stakeholder interviews, and classroom observations at selected schools. An FPM online review consists of data and document review only.

The purpose of FPM is to monitor LEAs for compliance with requirements for each categorical program, including fiscal requirements. LEAs are responsible for maintaining compliant categorical programs at their schools. The CDE conducts FPM reviews every two years, covering half of the LEAs in the state. As a result, the Los Angeles Unified School District (LAUSD) is monitored twice every four years by state staff who specialize in one or more of these programs.

Federal Single Audit

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

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

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

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

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

Time and Effort Reporting Documentation

All personnel who are compensated from a federal and/or state categorical resource must complete either a Periodic Certification form or a multi-funded time reporting form (Refer to [BUL-2643.15, Documentation for Employees Paid from Federal and State Categorical Programs](#)).

If using a Periodic Certification, the school should complete this document for the employee and get

the supervising administrator's signature after each federally funded assignment or at the end of each semester for a position

When a teacher attends a federally funded training during the regular work hours, the supervising official should complete and sign the Periodic Certification at the end of the activity. If the school is time-reporting the training, the

teacher should also submit the training certification to the time reporter at the school site. The time reporter **should charge the teacher's time to the appropriate federal program and the substitute should be charged to the funding source generally used to pay for the teacher's time.**

Day-to-Day Substitutes for federally funded class-size reduction teachers or teacher librarian should complete a Periodic Certification for **each day of substitute time**. The substitute sign-in log that lists the program code and teacher's name and signature could be used to meet this requirement.

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

Schools operating an approved Schoolwide Program (SWP) and using only these federal monies to fund positions do not need to complete a multi-funded personnel time-reporting record sheet but must still complete a Periodic Certification as previously stated.

Single Cost Objective Employees

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

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

Note: In general, if school-site employees are funded solely by the Title I Schoolwide Program, they should complete a Periodic Certification for

each certification period of such employment and **not** a multi-funded time report each pay period. However, there are certain exceptions to this as noted in [BUL-2643.15, Documentation for Employees Paid from Federal and State Categorical Programs](#).

Swapping Position Control Numbers:

Because of Time & Effort reporting requirements, the swapping of a position that has been funded at the beginning of a school year with general funds to one that is funded with Title I requires approval from the Title I Office. Any requests for swapping will require the Regional Title I Coordinators' approval.

Retroactive Payroll Using Title I Funds:

Since Time & Effort certification forms are required to be completed "in a timely manner," schools will not be able to use Title I to retroactively pay staff who were either funded from general fund and/or attended a training paid from general funds. The only exception is for those instances when the school can complete a periodic certification or a monthly multi-funded time report that is due at a future date and even this exception must meet special conditions. Please contact your Regional Title I Coordinators for guidance.

Time and Effort Reporting Certification Deadline:

Please follow the time reporting payroll certification deadline as issued by Payroll Services Branch for the fiscal year to avoid disallowed payroll expenditures that may hit the following fiscal year. Schools will be required to pay back unallowed payroll expenditures with the school's general fund account.

All multi-funded time reports should be submitted to the time reporter at the end of each month to ensure timely payroll adjustments are made as needed. All Periodic Certifications should be

completed by the school by January 31st and July 31st.

In addition, the [FSEP website](#) has a link to access all the Title I Time and Effort Reporting documents and a FAQ section.

Equipment

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

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

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

Purchase of Equipment

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

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

Capitalized equipment is a restricted item and requires prior approval from CDE. Capitalized Equipment PRs must be **submitted in Ariba by January 30th so that equipment is received by May 5th of the current school year.**

Maintenance and Rental of Equipment

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

Categorical Equipment Inventory

Schools must maintain a historical inventory record for each piece of categorically-funded equipment. Schools should follow the procedures listed in [BUL-3508.10: Inventory Requirements for Equipment Purchased with Categorical Program Funds](#).

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

A physical check of the equipment inventory must be conducted every two years, and the results of the physical check must reconcile with the inventory records in Attachment B of [BUL-3508.10](#).

An electronic CEI form should be submitted through an online form that is available on the Federal and State Education Programs Branch's website after all equipment has been received for the school year.

Disposal of Equipment

Schools will need to address the Disposal of Equipment on their current CEI for categorically funded equipment with a disposition status of salvaged, missing, stolen or lost for equipment with a total cost of \$500 or more.

- **Stolen, Lost or Missing Equipment** – A police report (iSTAR or ITS helpdesk ticket number when a police report is not applicable) must be filed within 30 days for all equipment being discovered lost, stolen, or missing. The report number (police, iSTAR or ITS) with a date must be listed under Section III’s “Reason for Disposal” and “Date of Disposal” columns on the CEI. Once an item has been reported as stolen, lost, or missing, a safeguard number

under “Safeguard Number” to mitigate future losses must be added. Excessive number of devices and/or historical repetition might require a statement that expands on the safeguards or provides a reason for the excessiveness.

- **Salvaged Equipment** – If the equipment is not being used because the project has changed, been moved, or because it is worn or obsolete, then disposal is authorized. Within 30 days, declare those items as “Salvaged” with a date under Section III’s “Reason for Disposal” and “Date of Disposal” columns on the CEI.

Note: Items under \$500 still need to be reported salvaged, missing, lost or stolen but do not need to be added on the CEI.

District Monitoring

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

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

Contracted Bus Services; Software Licenses; and Instructional Contracts)

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

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

Budget Terms and Guidance



Budget Terms and Guidance

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

Certificated

A. Teachers

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

Direct services may include:

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

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

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

2. **CPA Differential Coordinating (C basis)**...based on the UTLA contract Article IX, 3.5b, non-classroom teachers paid on the Preparation Salary Table (including but

not limited to counselors, "in-house deans," coordinators and advisers) who either (1) are assigned to a location other than a school site, or (2) accept a position which includes extra pay for hours and/or duties which are related to, or an extension of, their basic non-classroom assignments - are to have a daily scheduled obligation of eight hours (exclusive of duty-free lunch).

3. **Teacher Differential, Coordinating (C basis)**...a supplemental payment which is added to the salary of a state certificated teacher for performing additional responsibilities related to a supplemental assignment based on funding. This differential is paid to a teacher who performs program-related activities outside the regular six-hour work day.
4. **Teacher Release Day**...to pay a regular status teacher who attends a Title I funded activity (attend professional development training, plan Title I activities, analyze data, conduct classroom observations) during the basic assignment with federal funds. Teacher Release Day may not be purchased for the purpose of releasing teachers for curricular trips or for providing intervention. Since the Teacher Release Day/Hrs. is budgeted per hour, if a teacher is attending a Title I/Title III funded activity, the school can choose to pay for part of the day (hours).

When describing the expenditure, indicate the number of days/hours budgeted not just a lump sum. *For teachers funded from Title I funds, the substitute that covers that teacher must be compensated with Teacher Release Day – Day to Day Subs for Categorically Funded Teacher (TCH REL DTD SUB CAT). The budget item# is 10378.

5. **Day-to-Day Substitute Teachers, Benefitted Absence**...A maximum of **four** days of Day-to-Day Substitute (Budget Item #10562) must be budgeted in Title I to cover the benefitted absence of register-carrying/Class-Size Reduction (CSR) and Supplemental Electives teachers purchased from Title I. Per the General Fund Manual, "if the register-carrying teacher is fully funded with specially-funded programs (e.g., Title I), the District allocates 6 substitute days after norm day". This means that Title I will pay for 4 of the 10 substitute days of a register-carrying teacher and the District will pay for the other 6 days. When funding less than 1.0 FTE, the number of days should be equivalent to the percentage/number of the position that is purchased (prorated based on the full-time equivalency). This means that if the school is only using Title I funds to pay for ½ of the position, then 2 days will need to be budgeted from Title I for the benefitted absences.

Reporting Illness/Non-Illness time for Title I CSR teachers: Time Reporters must use the respective program code when time reporting the day-to-day substitute replacing the funded register-carrying/CSR teacher for a benefitted absence, i.e., illness, personal necessity, kin-care. Absence for the fifth day forward should be time reported from program 13027 (see General Fund School Programs Manual).

Unused days may be repurposed in the second semester for use during the current fiscal year if the position is unfilled and will continue to be unfilled for the rest of the year. A budget adjustment request,

complete with School Site Council date of approval and Regional reviewer signatures, must be submitted.

6. **Teacher, Auxiliary, Secondary...**

a secondary register-carrying, state certificated teacher assigned to teach one additional class period each day in a shortage field in English Language Arts, Mathematics, History/Social Science, and Science in a SWP school. The teacher receives regular rate of pay. Only Title I Schoolwide Program schools may purchase auxiliary teacher time for class size reduction in the core academic areas or intervention. The SPSA page description of the teacher auxiliary must include the subject area to be taught and the grade level.

7. **Teacher, Categorical, Limited Contract ...**a

special contract permits the hiring of a state certificated person in temporary status to 1) provide instruction to participating students (Limited Contract Teacher Intervention) or 2) have coordinating responsibilities (Limited Contract Teacher). Assigned time may not exceed 48 hours per pay period. These teachers may be contracted by more than one school; however, the limitation on total hours remains. Budget the total annual hours needed times the hourly rate. Refer to the Estimated Rate Sheets to determine the appropriate position, budget item number, and hourly rate.

8. **Teacher, Non-Register Carrying...**an off-

norm position. The state certificated teacher is a non-register carrying teacher to serve students identified as being in need of supplemental assistance in basic and advanced skills in literacy and

Mathematics, History/Social Science, and Science. The basic assignment for this position is a "Teacher." The non-register carrying teacher must provide direct services for 100 percent of the workday and may not be the only teacher for the grade and subject taught (this must be a supplemental position). While non-register carrying teachers can now be multi-funded with a general program, the position only exists in categorical programs in allowable percentages of .50 and 1.0 FTE.

9. **Teacher, Supplemental Electives ...**Funds

may be used to pay for a state-certificated, register-carrying teacher to supplement the base elective courses offered at the secondary school (i.e., those provided during the previous school year). The elective course(s) offered by this teacher must be above and beyond the school's traditional offerings and must be data-driven. The teacher must provide direct services for 100% of the workday.

Only **Schoolwide Program** schools may fund this position, and **prior approval from the Title I office is required**. Documentation demonstrating how the proposed electives exceed traditional offerings must be **readily available upon request** and presented **at the time of budgeting**.

10. **Teacher Replacement Pay...**to pay register carrying teachers to provide classroom coverage for a Title I funded Class Size Reduction Title I and CSI funded secondary class-size reduction teachers who cover classes during their conference period must be paid with the same funding source as the teacher of record (the teacher that is being replaced).

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

Paraprofessionals who assist in classroom instruction and who were hired with Title I funds after July 1, 2002, must have one:

- completed two years of higher education study,
- obtained an associate's (or higher) degree, or
- passed a formal state or local academic assessment that demonstrates knowledge of and the ability to assist in teaching reading, writing, and mathematics or reading, writing, and mathematics readiness.

All paraprofessionals are budgeted by position:

- **Instructional Aides** – three hours a day
- **Education Aides** – three or six hours a day
- **Library Aides** – three or six hours a day
- **Teacher Assistant** – one to six hours a day

1. **Teacher Assistant (TA)**...provides services under the **direct supervision** of a state certificated classroom teacher. The TA is a student enrolled in a two- or four-year college who provides reinforcement and support of instruction to participating students in the classroom.

This includes paraprofessionals who:

- provide one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher,
- assist with organizing instructional and other materials,
- provide instructional assistance in a computer laboratory,
- assist with parent and family engagement involvement activities,

- provide support in a library or media center, or
- act as a translator.

As of July 1, 2017, Teacher Assistants (0953) assignments are processed by the Human Resources Division, [Teacher Assistant Unit](#).

The TA is budgeted per the number of hours, the number of days and the percent funded. If a school needs to multi-fund the position, please see the restrictions below:

- 1-hour and 2-hour positions must be 100% funded (cannot multi-fund)
- 3-hour and above positions can be multi-funded 50% or 100%

With regard to health and medical benefits for Teacher Assistants, please refer to the General Fund School Programs Manual, located on the School Fiscal Services Branch website, for directions on how to allocate funds for these expenditures.

Teacher Assistants may not serve as supervision aides during their Title I-funded assignment.

2. **Teacher Assistants Paid Non-Working Days (PNWD)**: Teacher Assistant employees do not receive vacation and illness benefits like other employees. Instead, they accrue generic days off called "Paid Non-Working Days" or PNWD. It is recommended that schools allocate separately for PNWDs under budget item #14895.

While most Title I-funded teacher assistants have a "Degree Track" status which accrue .0445 credit hour for each hour of paid service, there are still some Non-degree Track Teacher Assistants that may accrue .0167 hour instead. Please be mindful of these charges as each

individual school's PNWD usage may vary. Should there be an overdraft in the Title I program because of these charges, the school's general funds will be affected through payback. For additional information, please refer to Payroll Concepts Manual, February 2021 and 2014-2017 Collective Bargaining Agreement Unit F (Teacher Assistants).

In addition to PNWDs, schools should allocate for their Teacher Assistants that have bilingual differentials under Budget Item #11728. Title I payroll overdraft caused by unallocated teacher differentials may result in general fund payback.

Source: Payroll Concepts Manual, February 2021

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

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

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

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

1. **Counselor Assistant**...works with participating students; has a bachelor's degree and is enrolled in a program at a recognized college or university leading to a credential in pupil personnel services. When assigned to an elementary school,

the Counselor Assistant must be supervised by an elementary school counselor or a school psychologist assigned to that school.

2. **Counselor, Elementary School**...provides counseling services to participating at-risk students to improve achievement and social adjustment. Budgeted as days per week.
3. **Counselor, Secondary School**...Title I secondary schools operating a SWP may purchase the services of a full-time secondary counselor to reduce the student-to-counselor ratio. A coordinating differential may be paid in addition to the regular salary; differential must be budgeted separately. Budgeted as days per week.
4. **Counselor, PSA**...works with participating students, parents, and the school to increase school attendance. Budgeted as days per week.
5. **Nurse, School**...may be budgeted as days or half days per week to provide supplementary health service to participating students.
Psychologist, School...provides specialized pupil services for individuals or groups of participating students. These employees suggest prescriptive activities for teachers working with participating students. Time should be budgeted as days per week.
Note: This is a supplemental position, and mandated testing may not be completed during the Title I-funded portion of this position.
6. **Psychiatric Social Worker**...provides specialized services to identified students to remove emotional, behavioral, and

family crisis barriers to learning. Budgeted as days per week.

7. **Teacher Librarian (Title I, Schoolwide Program Schools ONLY)**...aligns the school library media program, collection, and services with the school curriculum; collaborates with classroom teachers to plan, develop, and implement units of study that promote literacy and integrate information skills to meet District standards. If purchasing this position, four days of Day-to-Day Substitute, Benefitted Absence (Budget Item #13984) must also be budgeted. When budgeting for this position, a differential for Teacher Librarian must also be allocated (Budget Item #14112).

D. Extended School Day Activities

1. **Teacher/Coach/Librarian/Counselor/Coordinator X-Time (Non-Tutor)**...to pay a regular status Teacher/Librarian/Coach/Counselor/Coordinator who is performing additional duties related to the program outside their basic assignment basis (e.g., after school, Saturdays) or for employees not performing regular ongoing duties related to the Title I or Title III Program.

Activities include:

- Analyze data, review student work
 - Attend mandated Title I or Title III allowable trainings outside of the basic assignment (e.g., after-school, Saturdays)
- Please refer to the Superintendent's Inter-Office Correspondence titled "[Update: Professional Development Pay Rates and Criteria for Mandated Professional Development for Certificated Staff](#)" dated August 24, 2015 for additional information.

- Plan, organize, and coordinate locally designed intervention
- Provide/conduct Professional Development for all stakeholders
- Conduct program/student evaluation activities
- Discuss best practices, identify student needs and plan differentiated instruction
- Assist and facilitate the writing of the SPSA
- Coordinate and provide parent and family engagement workshop activities
- Coordinate the identification of eligible students in TAS program
- Train community members/parents
- Develop/organize/select/evaluate instructional materials
- Develop/monitor/approve program activities and expenditures
- Maintain compliance documents
- Distribute program materials
- Monitor ongoing program compliance
- Develop schedules for program intervention
- Prepare for FPM

When describing the expenditure, indicate the number of hours budgeted and if using Title III, how the activity directly supports Emergent Bilinguals. For professional development payment, refer to the Superintendent's Inter-Office Correspondence titled "[Update: Professional Development Pay Rates and Criteria for Mandated Professional Development for Certificated Staff](#)" dated August 24, 2015 for additional information

2. **Teacher/Coach/Librarian/Counselor/Coordinator X-Time (Tutor)**...to pay a regular status Teacher/Coach/Librarian/Counselor/

Coordinator to tutor or provide intervention to students outside of the basic assignment.

i.e., afterschool, Saturdays, the following descriptions and Budget Item Numbers must be used:

- **Tutor Teacher X-Time** – Budget Item #10376 (classroom teacher/coach*)
- **Coordinator X-Time (Tutor)*** – Budget Item #14691
- **Librarian X-Time (Tutor)*** – Budget Item #14699
- **Counselor X-Time (Tutor)** – Budget Item #14687

When describing the expenditure, please indicate the number of hours budgeted

*For positions with differentials, the person cannot be paid until after their regular assigned day (including the hours for the differential).

Note: When using Title III funds, schools must form classes solely comprised of EL students.

3. **Administrative X-Time:** to pay for administrative salaries for intervention and/or site-based professional development (PD) on unassigned days and/or Saturdays. (budget item #11458) Can be purchased during budget development (for additional information please refer to [BUI-101500.1, Extra Duty Pay for Certificated Administrators Policy](#), dated June 19, 2023). Schools purchasing Administrative X-time are required to maintain documentation along with the intervention flyer, attendance/participation, and/or PD agenda for auditing purposes. For a Budget Adjustment Request (BAR) after budget development, this

documentation may need to be submitted with the SPSA modification and BAR. Please consult with your Regional Title I Coordinator.

For an administrator who is supervising intervention or facilitating a PD, up to one additional hour beyond the instructional program day or PD may be paid to the administrator for in-person events, and up to 30 minutes for remote/virtual events. For example, if the in-person intervention instructional program is scheduled for 8:00 a.m. to 12:00 p.m. (4-hour student intervention), the most that a supervising administrator can be paid for the day with Title I funds is 5 hours. If the remote/virtual intervention instructional program is scheduled for 8:00 a.m. to 12:00 p.m. (4-hour student intervention), the most that a supervising administrator can be paid for the day with Title I funds is 4.5 hours.

Admin X may only be budgeted and time reported for the specific job assignment. Failure to do so may result in a payback due to an overage or unapproved activity in the SPSA.

Note: If budgeting X-Time for Assistant Principal, Secondary Counseling Services (APSCS), use Budget Item #10854.

4. **Certificated Training Rate...**to pay a regular status certificated employee who attends a non-mandated Title I or Title III allowable training outside of the basic assignment (e.g., after-school, Saturdays). The certificated professional development rate is limited to certificated employees for staff development activities designed to improve job competency. Please refer to Human Resources and Personnel Policy

Guides. Also refer to the Superintendent's Inter-Office Correspondence titled "[Update: Professional Development Pay Rates and](#)

[Criteria for Mandated Professional Development for Certificated Staff](#)" dated August 24, 2015 for additional information.

Classified

A. Clerical

1. **Clerical Overtime/Relief/X/Z-time...** Clerical Overtime or Relief is **not** an allowed expenditure in the Title I Program (7S046, 70S46, 7T691, 7E046). Schools may still budget Clerical X/Z-Time in Title I (7S046, 70S46, 7E046).

Clerical X/Z-time is generally paid for clerical staff on unassigned days or if the person is not an 8-hour/day employee. If a clerical employee works a regular work week (40 hours per week) and works on a Saturday, it is considered Clerical OT (which is not allowed in the Title I program). If budgeted in Program 7E046, it must only be used to support the school's parent and family engagement program. Schools that have payroll charges in Clerical/Custodial OT will be required to pay back with general funds.

Refer to the [Classified Employee Handbook](#) or Payroll Services for the correct usage of Clerical X/Z-Time. Please be aware that Clerical X/Z-time is not paid at time and a half.

2. **Classified Training Rates...** payments to classified staff for participating in professional development activities outside the regular assignment.
3. **Office Technician...** provides clerical services in connection with the Title I program. A school-specific duty statement with the

specific activities for this position if funded with federal funds may be requested.

4. **Senior Office Technician...** performs difficult or complex clerical tasks related to the Title I program. May provide work direction to a few clerical employees. A school-specific duty statement with the specific activities for this position if funded with federal funds may be requested.

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

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

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

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

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

Because of the passage of Assembly Bill (AB) 670 (Chapter 582/2017), Community Representatives were placed into classified service. Schools can purchase 1, 2, 3, 4, 5, and 6-hour positions. A school will not be allowed to fund any new 8-hour Community Representative; however, existing 8-hour position may continue. Review the job description for Community Reps as this position is designed to assist, support and guide families through the Parent and Family Center and workshops.

Schools can now multi-fund this position with federal and unrestricted funds. Please contact your Regional Title I Coordinator for applicable programs approved as a Single Cost Objective. Please note per [BUL-4814.2](#), [Multiple Assignments](#): "Classified employees who work 1000 hours or more in a fiscal year are permanently enrolled into the California Public Employees' Retirement System (CalPERS), thereby causing both the District and the individual to contribute to the retirement system". The school is required to budget for these expenses.

Contact your fiscal specialist for more information on the additional cost.

Note: Community Representative Z-Time is not allowable in Title I.

If you currently fund a Community Rep who is organizing family engagement calendars, workshops and programs consider promoting them to a Parent Resource Assistant or Parent Resource Liaison. You may also consider continuing with a Community Rep and funding one of these positions which are assigned in the job description.

4. **Parent Resource Liaison**...assists in maintaining a program or a parent center or community center of a local school by providing various resources and information to parents through workshops, orientations, and training programs.

Note: Parent Resource Liaison and Parent Resource Assistant Z-Time is not allowable in Title I.

5. **Parent Resource Assistant**...positions in Parent Resource Assistant, Parent Resource Assistant (Armenian Language), Parent Resource Assistant (Korean Language), and Parent Resource Assistant (Spanish Language) will be located in parent centers and will assist in providing direct support to parents disseminating information, maintaining parent-school communication, and assisting in programs and outreach activities for parents.

Schools can multi-fund these positions with federal and general funds in 5% increments.. Please note per [BUL-4814.2](#), [Multiple Assignments](#): "Classified employees who work 1000 hours or more in a fiscal year are permanently enrolled into

the California Public Employees' Retirement System (CalPERS), thereby causing both the District and the individual to contribute to the retirement system". The school is required to budget for these expenses. Contact your fiscal specialist for more information on the additional cost.

C. Paraprofessional

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

instructional reinforcement activities with students in the Advancement Via Individual Determination (AVID) Program.

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

5. **Library Technician**...helps students and teachers in a school library media center and performs clerical and computer duties to support library functions. Provides guidance and assistance to students in the selection of books and in using other library resources. Helps teachers in the instruction of information retrieving skills from the District's computerized library system.
6. **Educational Resource Aide**...assists in supporting and extending the focus of the school's instructional program under the direct supervision of a state certificated teacher. Assists in maintaining a safe and nurturing environment and supports and strengthens school-community relations. Schools participating in the Title I Schoolwide Program may purchase this position with Title I funds.
Because this position works directly with students, only 3- or 6-hour per day positions will be allowed.
7. **Instructional Aide**...provide direct services to program participants under the **direct supervision** of a state certificated classroom teacher.

D. Extended School Day Activities

1. **Multiple Assignments**...a part-time employee assigned less than four hours per day may not be given additional assignments if the total hours for all combined assignments exceed 79 hours per pay period.

2. **Custodial Relief and Overtime**...These items are unallowable in the Title I Program (7S046, 70S46, 7E046).

Unclassified

A. Professional Expert...payment to persons for working on a special project or for leading workshops. Work is to be temporary, unique, nonrecurring or for a specific, limited period of time. Duties are those not customarily performed by a classified, certificated, or unclassified (except professional expert) employee. Person must be a current or retired district employee. Budget annual amount for each position at rates shown on the separate instruction sheet, "Special Rate Page."

Professional experts may not be used to purchase extended learning/tutoring and do not work directly with students.

Prof Expert: Professional expert assignments cannot be processed until the request has been approved by the Office of the Superintendent (a completed Freeze Form is required). The approval should occur prior to the Budget Adjustment Request (BAR) process.

Contracts

A description of how the services provided by the contractor supplement the instructional program to improve academic achievement for participating students and the established need must be included in the SPSA.

As part of the monitoring process, there will be an additional review process for contracts purchased with Title I funds and it will require schools to upload the required Title I documentation in the Ariba Purchase Requisition (PR).

Note: Contracted personnel may not perform the duties of any classified, unclassified, or certificated employee. Questions should be referred to the Contract Administration Branch at (213) 241-3087.

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

A. Contracted Instructional Service...funds for contracts with non-district individuals or firms for providing instructional programs/services.

Identify the name of the company and type of services that will be provided. Schools may not independently contract for services. All contracts are made with LAUSD and must be processed by the [Procurement Services Division](#).

When purchasing an instructional contract, A description of how the services provided by the contractor supplement the instructional program to improve academic achievement for participating students and the established need must be included in the SPSA page.

Schools will be asked to submit the SPSA page and quote/draft contract/draft Memorandum of Understanding (MOU) when submitting a PR for an instructional contract prior to approval.

If a school needs to purchase a contract to a single vendor beyond \$25,000, allocate the first \$25,000 under Commitment Item # 580030 at Budget Item # 50002. The amount beyond

\$25,000 needs to be allocated under Commitment Item # 510010 at Budget Item # 50255. Essentially, up to \$25,000 in a contract expenditure will be subject to indirect cost rate calculation and any amount beyond that is considered a sub agreement and will be exempt from such (California School Accounting Manual, 2019 Edition, Procedure 915).

In addition, there will be a review process for contracts purchased with Title I funds. The review process will require schools to upload the required Title I documentation in the Ariba PR.

Note: Contracted personnel may not perform the duties of any classified, unclassified, or certificated employee. Questions should be referred to the Contract Administration Branch at (213) 241-3087.

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

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

- Maintenance of Equipment (Other than Toshiba) – Commitment Item #560006

Using the incorrect commitment item may result in payback with general funds or denial of the expenditure.

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

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

- Rental of Equipment (Other than Toshiba) – Commitment Item #560011

Using the incorrect commitment item may result in payback with general funds or denial of the expenditure.

Rental/Lease Equipment, Instructional: Schools that are leasing instructional equipment such as Apple computers or smart boards (excluding copiers) must budget using Rental/Lease Equipment. Rental/Lease Equipment PRs must be submitted in Ariba by January 30th so that equipment is received by May 5th of the current school year. The Commitment Item is #560011 and the Budget Item is #50256.

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

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

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

E. Non-Instructional Contracts–Other

Services...may include Information Technology (IT) service contracts for schools and/or offices.

F. Software License Maintenance

(renewals)...funds to pay for maintaining internet-based publications and materials that supplement the core instructional program and are specific only to the classroom, delivery of instruction, and intervention, as well as periodic costs of licensing, support, or maintenance agreements for non-equipment items, such as software. Examples include online services for improving literacy, annual site licenses for Mathematics and Literacy skills, subscription fees for online resources for teachers and students, and other interactive learning simulations.

Start and End date of Software Licenses

Purchases: The latest start and end date for a new or a renewal of a software license contract must occur by May 5th and end within the current school year when using the current year's Title I funds*. Per District's [MEM-2464.21, Carryover Policies For School Account Balances as of June 30](#), "instructional materials and other school allocations are intended to provide services and resources for a school's population in the year of allocation." This memorandum is issued annually. To avoid any delays in processing, please ensure that

invoices and quotes for software licenses reflect the subscription period.

*The end date for software licenses regardless of when the licenses were purchased/ renewed must be June 30 of the current school year. An exception will be made for schools that need access to the licenses for approved summer activities. As a reminder, the goods receipt must be processed in Ariba by June 30 of the current school year. Otherwise, per the California Department of Education fiscal auditors, the school may be required to pay back with general funds for Title I software license that is received after the May 5th deadline.

In addition, there will be a review process for software licenses purchased with Title I funds. The review process will require schools to upload the required Title I documentation in the Ariba PR. Schools may also use the P-Card to purchase Software License Maintenance (renewals) with Title I funds. Please follow P-Card procedures regarding usage restrictions. Orders with subscription periods that go beyond the June 30 deadline without an explanation will be rejected. Invoices and quotes need to reflect the subscription period.

Renewal of Software License: When budgeting for renewal of software licenses use Software License Maintenance (Commitment Item #580020, Budget Item #50243).

Software Licenses with Professional Development (PD):

- If a quote has a separate cost for PD services, schools will need to budget the PD contract under commitment item 580030 (Contracted Instructional Services) in addition to the software license budget

item (Renewal – Commitment Item 580020 or New License – Commitment Item 430010).

- If the quote does not have a separate charge for the PD, the entire cost can be charged to the Software License commitment item.

First Time Purchase of Software License: For initial (first time) purchases of software for instructional purposes, use Commitment Item

#430010, Budget Item #40269 (Supplemental Instructional Materials). Licenses purchased in the previous year, regardless of the funding (General or federal), are considered a renewal for the new school year.

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

Conferences, Professional Development and Curricular Trips

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

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

As part of the monitoring process, an additional review will be required for conferences/professional development, and curricular trips, and admission fees funded by Title I. Schools must upload the required Title I documentation (SPSA page, quote/invoice, conference flyer, Concur Approved Status Report for staff or approved 10.12.2 Travel Claim form for parents) in Ariba and/or during P-Card reconciliation. For virtual conferences, the Concur Approved Status Report (for staff) and the 10.12.2 form (for parents) may not be needed. Please consult with Procurement for the most up-to-date information. This additional review also applies to trips booked directly through the District's Transportation Branch.

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

As a result, for conferences/professional development, curricular trips, and admission fees that could be interpreted as "entertainment" or not directly benefiting the at-risk Title I students, schools must provide a higher level of justification. The FSEP office may require additional documentation and/or information prior to approval, such as: A lesson plan, purpose and intent of the activity, list of attendees, explanation of how the expenditure will benefit students academically, how the expenditure supports the academic program, data used to determine the need, and plan for monitoring implementation of the strategy.

A. Conference Attendance... funds for all expenses including travel. Specific conferences/institutes must be identified. Each conference must be approved for attendance by the Regional

Superintendent and/or the Office of the Superintendent. Delegates may attend local and other approved conferences with costs reimbursed by the program.

1. **Staff Conference Attendance**...must be an integral part of the professional development activities at the school. This expenditure line pays for conference registration within the Los Angeles area or travel accommodations and registration for Title I allowable conferences outside of the Los Angeles area.

Identify titles/names of conferences specifically in the SPSA and the need for attending that conference and how it will benefit at-risk students. Schools may use the P-Card, or Ariba for this expenditure. Staff Conference Attendance includes reimbursement for conference registration fees, hotel, mileage, airfare, per diem, etc. There is no limit for Staff Conference Attendance if the cost is reasonable and allowable.

For conferences that might be interpreted as “**entertainment**” or not benefiting the at-risk Title I students but that the school considers instructional and is requesting to be funded with Title I, the FSEP office may require additional documentation and/or information (i.e., purpose and intent, who will be attending, how the expenditure will benefit students academically, how the expenditure supports your academic program, the data used to determine the need, how the information will be shared with other teachers not attending, how the effectiveness of this strategy will be monitored) prior to approval. When the burden of proof of the benefit to the Title I

program is high, schools may want to consider funding these conferences with general funds.

This commitment item number can also be used to pay for registration cost associated with a professional development webinar for staff members.

Schools are required to follow District policy as it pertains to conference attendance. Schools who are requesting the use of Title I funds to pay for a conference, whether it is in the city or outside of the city, must submit a travel request in the Concur Travel Management System. Information about Concur and Job Aids are available on the [Travel and Conference website](https://www.lausd.org/Page/19728) (<https://www.lausd.org/Page/19728>). Please remember to include a copy of the approved SPSA page(s) that names the specific conference prior to attending the conference. All travel approvals are now granted within Concur and failure to secure all required approvals in advance will cause a delay or a denial of the use of Title I funds for reimbursement.

Due to requirements for “reasonableness”, Title I funds cannot be used to pay for hotel and per diem fees for attendees who attend a conference within 45 miles of the school. For virtual conferences, the 10.12.2 form (for parents) may not be needed. Please consult with procurement for the most up-to-date information.

In addition, there will be a review process for conference attendances purchased with Title I funds. The review process will require schools to upload the required Title I documentation [SPSA page, conference flyer, quote/invoice and Concur Approved

Status Report] for staff in Ariba or through P-Card reconciliation. For Ariba and P-Card Reconciliation for parents attending a conference, the school will need to submit SPSA page, conference flyer, quote/invoice and approved 10.12.2 Travel Claim form.

Restrictions on June Staff Conference Attendance: The restrictions to June Staff Conference Attendance using federal funds (Title I) have been lifted with certain caveats. Please be aware that Title I funds **do not** carry over and therefore all travel expenses must be expended by **June 30**. In addition, regardless of the federal funds expended date, schools need to be aware of Procurement closing deadlines that may affect when travel documents (Travel Requests entries and Travel Claim Reimbursement Requests) need to be submitted. These earlier deadlines are posted in the Procurement Year-End Closing Timelines memorandum that is published annually in February/March of the current school year. If travel charges or claim reimbursements are submitted after the Procurement deadlines and the charges are posted to next year's Title I funds, schools will be required to reimburse the federal program with school site general funds. Also, schools are required to include a general fund program along with the Title I fund program when submitting to attend a June conference. For guidance on June conferences using federal funds, please contact FSEP at 213-241-6990 and ask to speak to a compliance specialist.

2. **Parent Conference Attendance...**

Conferences must be an integral part of the parent and family engagement

activities identified in the SPSA. Please see [BUL-6748.2, Parent Conference Attendance](#).

There will be a review process for conferences purchased with Title I funds. The review process will require schools to upload the required Title I documentation (SPSA page, conference flyer, quote/invoice and approved Travel Form 10.12.2) in the Ariba and/or P-Card reconciliations).

- B. Curricular Trips...**budget using the costs shown on the [Estimated Rate Sheets](#). List specific planned destinations with the academic purpose of the trip in the SPSA page. Curricular trips (in-person or virtual) are to **supplement** the core instructional program and to improve academic achievement for participating students. The **established need and description for such services and activities** must be addressed in the SPSA including the specific names of field trip sites. Schools may choose to list a few destinations with the same academic purpose if the trip is dependent on the reservation availability (i.e., Aquarium of the Pacific, Santa Monica Pier Aquarium, Cabrillo Beach Marine Museum, Roundhouse Marine Studies Lab).

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

For curricular trips that might be interpreted as "entertainment" or not benefiting the at-risk Title I students but that the school considers instructional and is requesting to be funded with Title I, the FSEP office may require additional documentation and/or information (i.e., lesson plan, purpose and intent, who will

be attending, how the expenditure will benefit students academically, how the expenditure supports your academic program, the data used to determine the need, how the effectiveness of this strategy will be monitored) prior to approval.

Curricular Trips Booked through the

Transportation Services Division: As with all Title I curricular trips, the destination must be specifically described in the SPSA for the determination of allowability. The Title I Office will be an additional reviewer of curricular trips that are booked through the [online field trip system](http://fieldtrip.lausd.net) (fieldtrip.lausd.net). Please plan accordingly for the additional approval process to ensure that there is enough time for booking your trip. Title I curricular trips must be booked only through the [online field trip system](http://fieldtrip.lausd.net) (fieldtrip.lausd.net) at least 15 days before the trip and must include the SPSA page that describes the destination.

In addition, because of audit findings, schools will not be allowed to book Title I curricular trips for the months of **May and June** if using the District's Transportation Services Division. Schools can still utilize the P-Card or Ariba to book trips through [approved charter bus companies](#) for May and June. The Title I Office will reject any request for curricular trips booked through the District's Transportation Services Division that are scheduled for May 1 to June 30.

Please be aware that the actual transportation costs, including fringe benefits and overhead charges, may be more or less than the curricular trip rate quoted in the [Estimated Rate Sheets](#). Therefore, schools need to be mindful of overdrafts in their budget for the curricular trip expenditure line. For more

information, on how the District Transportation Service Division charges for field trips, please see [Transportation Services Branch](#).

Schools will not be able to submit "Expenditure Transfer Requests" for transactions involving bus trips that are processed via transportation job cost unit. This means that the FSEP Office cannot process a request from a school to reverse the charges of a Transportation Services Division bus from general fund to Title I funds.

Curricular Trips with P-Card: Schools will be able to use their P-Card (if they have applied for one) to pay for Title I allowed curricular trips with the appropriate documentation attached.

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

Based on the Education Department General Administrative Regulations (EDGAR), 2CFR Part 200 Section 200.438, costs of **entertainment** including amusement, diversion, and social activities and any associated costs are **unallowable** with federal funds (Title I). For admission fees that might be interpreted as "entertainment" or not benefiting the at-risk Title I students but that the school considers instructional and is requesting to be funded with Title I, the FSEP office may require additional documentation and/or information (i.e., lesson plan, purpose and intent, who will be attending, how the expenditure will benefit students academically, how the expenditure supports your academic program, the data used to determine the need, how the effectiveness of this strategy will be monitored) prior to approval.

Equipment, Materials, and Expense Reimbursement

A. Alteration and Improvement of Buildings...

Alterations and Improvements (A & I) is not an allowable expenditure with Title I funds.

B. Equipment...There are three classifications of equipment. General Supplies Technology, Non-Capitalized equipment, and Capitalized equipment. All equipment purchases must be described and justified in the SPSA. The description should make clear how the equipment supports the instructional program and how students will benefit from its use. Cost estimates regarding installation charges may be obtained from the vendor or the Maintenance and Operations office. Please note that alterations and improvements are not allowed with the Title I program.

Purchase of equipment—copy machines, computers, poster maker, 3-D printers, etc.—should be supplemental, reasonable, not excessive. Equipment purchased for non-classroom use must be placed in offices related to the categorical program from which it is funded. These expenditures cannot replace the basic responsibility of the District to fund equipment. Title I schools wanting to purchase or lease an additional copier using Title I funds, must first ensure that the school already has a dedicated copier purchased with non-federal funds for general purpose use.

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

In addition, there will be a review process for Non-Capitalized Equipment, Capitalized Equipment, and General Supplies-Technology purchased with Title I funds. The review process

will require schools to upload the required Title I documentation in the system of purchase.

Schools and offices must place a red label on all equipment purchased with categorical funds. Labels may be obtained from the Office of Federal and State Education Programs Branch.

Note: Please refer to the California Accounting Manual and [BUL-3508.10, Inventory Requirements for Equipment Purchased with Categorical Program Funds](#), (Attachment B) before discarding equipment purchased through categorical funds.

1. General Supplies-Technology... equipment with a total final cost of less than \$500 (including tax, shipping and other ancillary charges).

430001- General Supplies-Technology is equipment with a total final below \$500. The Budget Item # is 40127.

These items may be used in the classrooms and parent centers. Examples include, but are not limited to small and attractive items that have a unit cost of less than \$500, such as:

- Laptops, Netbooks
- iPads, iPods
- E-readers
- Projectors (overhead/LCD)
- Graphing calculators
- Document readers
- Classroom Printers
- Chromebooks
- Keyboards
- Fire Sticks
- Apple TV

- Flash Drive/Memory Cards
- Speakers/Headphones/Earbuds

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

Although these items are not required to be listed on the categorical equipment inventory, it is highly recommended that a red label should be placed on them, and the school should have a system in place for tracking and safeguarding these attractive items.

Schools can purchase computer protection software such as Deep Freeze. For the first time purchase of the software, schools must use the General Supplies-Technology commitment item #. For renewals of the software, schools must budget under Software License Maintenance (Commitment Item #580020, Budget Item #50243)

Note: In general, items appearing in the District's Supplies and Equipment Catalog are mostly general supplies and, therefore, cannot be funded with Title I resources. However, FSEP has identified a list of equipment in the General Stores Catalog that can be purchased under General Supplies-Technology with Title I funds. For a list of these items, please visit the [FSEP](#) or [General Stores Distribution website](#). The following items are now also an exception and allowable out of General Supplies Technology: printer toner, printer ink cartridges, toner for Title I copiers, projector bulbs, laptop/Chromebook batteries, laptop/Chromebook chargers. All other general supplies expenditures (e.g., bond paper, pencils, pen, folders, coloring pencils,

crayons, paint, etc.) remain unallowable when funded with Title I resources.

2. **Non-Capitalized Equipment**—Equipment with a total final cost between \$500 and \$9,999.

440001- Non-Capitalized Equipment with a total final cost of between \$500 and \$9,999.

- For classroom equipment – Non-Capitalized Equipment, Classroom – use Budget Item #40124. The purchase of Duplo machines, laminator, and poster maker may be purchased as Classroom equipment.
- For non-classroom equipment – Non-Capitalized Equipment, Other – use Budget Item #40125 (i.e. equipment for out-of-classroom Title I-funded staff or for the Parent Center)

Commitment items must not be used interchangeably to pay for ancillary fees. Failure to adhere to this guideline can result in an audit finding that requires corrective action by the school.

3. **Capitalized Equipment** – Single Equipment Item costing \$10,000 or more (Restricted Item): Purchase, lease, or rental of a single equipment item costing over \$10,000 requires central-office approval. Since federal law states that Capitalized Equipment purchased with Title I funds requires prior written approval from the California Department of Education (CDE), schools should contact their Regional Title I Coordinators regarding additional required forms and procedures that need to be completed along with the Budget Adjustment Request. Schools must enter the budgeted amount into the manual

Budget Adjustment Request form, attach the appropriate required documentation (vendor's quote and CDE form) and submit to the Region for approval. Once Regional reviewers have approved the request, the Region will forward the manual Budget Adjustment Request form with the vendor's quote to the FSEP office.

Once FSEP receives the approval from CDE, the Regional Title I Coordinator will inform the school that the capitalized equipment request was approved, and the school can proceed to finalize the process with their fiscal specialist.

640001- Capitalized equipment with a total final cost of \$10,000 and above. (for Capitalized Equipment, Classroom use Budget Item #60033)

Cost of Equipment: There may be instances when the total cost of equipment at the time of the submission of an order is different from the actual invoice (e.g., incorrect tax calculation, missing shipping costs, etc.). This may cause the expenditure line to be overdrawn. Therefore, it is highly recommended that a school add an additional 10% to the budget to cover any unforeseen overages. If a school decides not to add the additional 10%, it will be the responsibility of the school to remedy the overage by completing a Title I budget adjustment with a modification to the SPSA. A payback to the Title I Program will occur if the school is not able to complete this process prior to the school year ending (check Procurement deadlines).

Deadline for Title I Equipment Purchases (General Supplies-Technology and/or Capitalized/Non-Capitalized Equipment): All

Title I Capitalized/Non-Capitalized Equipment PRs must be submitted in Ariba by **January 30th** so that equipment is received by May 5th of the current school year. Title I General Supplies-Technology orders must be submitted in Ariba or in SAP by January 30th as well. Otherwise, per the California Department of Education fiscal auditors, the school may be required to pay back with general funds for Title I equipment that is received after the May 5th deadline. Per District's [MEM-2464.21, Carryover Policies For School Account Balances as of June 30](#), "instructional materials and other school allocations are intended to provide services and resources for a school's population in the year of allocation." This memorandum is issued annually. Ariba orders for Title I Equipment submitted after January 30th and using the current year's Title I funds may not be approved.

Separation of Non-Capitalized Equipment from Capitalized Equipment and Ancillary Charges:

Non-Capitalized Equipment purchases with a total cost of \$500 to \$9,999 (including tax, shipping, and other ancillary charges) and Capitalized equipment purchases of \$10,000 or higher should be budgeted separately. Ancillary charges include the following: taxes, freight/shipping costs, warranty, E-waste fees, MDM License fees, LAUSD software bundle charges, Computrace Tracking Software, and technology equipment set-up fees.

Additional technology accessories not included with the equipment (case, tablet keyboard, etc.) should not be included in the ancillary charges when determining the total cost of Non-Capitalized and Capitalized Equipment. These technology accessories may

be purchased as General Supplies-Technology if allowable under Title I.

C. Custodial Supplies...limited to those consumable supplies (toilet paper, toilet seat covers, soap, paper towels, trash bags) used in connection with Title I Intervention program services. The restriction has been lifted for custodial supplies but it is part of the additional approver process. The allowable allocation is limited to **\$2.50 per student** per Title I Intervention session. Schools will need to submit the following in Ariba: SPSA page, quote, and the flyer or notification to parents describing the intervention. The description must include:

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

Instead of a flyer, schools may submit a signed copy of Attachment A (Intent To Offer) from the *Locally Designed and Funded Intervention Programs* reference guide issued by Beyond the Bell. Use Maintenance/Operations Supplies Budget Item 40183, Commitment Item 430003.

- [REF-142713.0, Locally Designed and Funded Intervention Programs, Grades UTK-12](#)

D. Supplemental Instructional Materials (SIM formerly called IMA)... A reasonable amount of a school's allocation can be budgeted in materials meant to supplement the instructional program (ELA, Mathematics, History/Social Science, Science) and are not required by the core curriculum. SIM are specific to the classroom, delivery of instruction, and intervention.

Examples include:

- Classroom library books
- Supplemental *publisher* workbooks

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

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

There is a review process for SIM items purchased with Title I funds and will require schools to upload the required Title I documentation in the Ariba. Please see [BUL-134711.1, Additional Review Process for Title I Expenditures](#) for more information.

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

Examples include:

- Professional Development (PD) Books or Training Materials for PD. Materials will not be specifically used with students
- Reference Materials for student use in the classroom or in the library (ex. thesaurus, picture dictionaries, atlases)
- Books for the School Library including e-books

Targeted Assistance Schools are excluded from purchasing Other Books for the school library

There will be a review process for Other Books purchased with Title I funds. The review process will require schools to upload the required Title I documentation in Ariba.

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

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

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

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

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

Parent Training Allowance: Parent Training Allowance to pay for childcare is allowable through general and Title I parent funds (7E046) with the attachment of a birth certificate for school records. Please see [BUL-6748.2, Parent Conference Attendance](#).

Supplemental Services



Supplemental Services

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

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

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

For a more extensive list of allowable positions, please refer to the [Estimated Rate Sheets](#) posted on the School Fiscal Services Branch website.

Support Services



Classified Employee Services

Instructional Assistance Positions

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

Instructional Aide I positions may be budgeted for **three hours per day only**. Instructional Aide Literacy (4496) and Instructional Aide Math (4499) may be budgeted for **six hours per day only**. All other instructional positions may be budgeted in the following ways: three hours per day or six hours per day.

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

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

Language (4925); Instructional Aide I (4991 only). Instructional Aide Computer Lab (4495).

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

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

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

Below is a list of the most commonly used forms:

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

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

Office Technician/Senior Office Technician

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

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

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

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

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

Office Technician

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

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

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

- Performs other related Title I duties as assigned.

Senior Office Technician

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

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

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

School Counseling Services

The primary role of a **School Counselor** is to eliminate barriers to academic success by providing comprehensive support in academic achievement, college and career readiness, and social-emotional development. School counselors serve a critical role in helping students reach their full potential and achieve successful outcomes, ensuring they graduate prepared for post-secondary opportunities. They work with students to develop individualized graduation plans that incorporate strategies for prevention, interventions, and enrichment. As student advocates, school counselors promote equity and access for all students. For Secondary Schools, this position may be funded to reduce the student-to-counselor ratio once the base program has been met.

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

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

Pupil Services and Attendance (PSA) Counselor

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

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

The Duties of a School-Site PSA Counselors*

The services provided by a Pupil Services and Attendance (PSA) Counselor should align with activities outlined in the School Plan for Student Achievement (SPSA).

PSA Counselors possess broad knowledge of education code, district policies, data systems (MiSiS, FOCUS, MyData), Elevate Scorecards, and requirements for special and targeted student population.

PSA Counselors:

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

*Duties Dependent on Purchased Time: The scope of the PSA counselor's duties is based on the amount of purchased time allocated. School site administrators should meet with the PSA counselor to identify key support areas and set targeted goals/activities.

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

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

School-site administrators are responsible for adherence to core attendance procedures, including:

- Ensure the establishment of School Attendance Team, in collaboration with the PSA Counselor, to review attendance data, monitor interventions, and align support
- Creating a Culture of Attendance and communicating the importance of attendance to all stakeholders
- Establishing and monitoring enrollment and attendance, and withdrawal procedures in accordance with District policies

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

For additional information, please contact Rudy Gomez, Director of Pupil Services and Attendance at rxg6404@lausd.net, or your Regional Pupil Services and Attendance Administrative Coordinator

School Psychologist

Psychological Services

School psychologists are highly trained support personnel who can provide a broad range of services to students, families, and staff. Schools may consider allocating additional funding to support the goals for improving student academic performance and Social-Emotional Learning outcomes as outlined in the SPSA:

Special Education Support Services:

- School Psychologists conduct psychoeducational assessments in relation to a student's cultural, environmental, and language background
- Participate in Individual Education Program (IEP) meetings to interpret findings of individual case studies to principals, teachers, parents, students, and all stakeholders
- Assist the IEP team in determining eligibility for special education services, discuss appropriate educational placement and propose supports, as needed
- Gather baseline data, analyze progress monitoring data and propose recommendations to address behaviors that impact learning
- Collaborate with parents, school staff, and outside agencies/providers on the development of positive behavioral intervention strategies, Behavior Intervention Plans and/or Functional Behavior Assessments

Consulting with Parents/Guardians:

- School Psychologists engage with parents/guardians to develop skills to help their children succeed at home and in school
- Facilitate communication between home and school

- Assist parents/guardians in understanding a student's unique needs
- Serve as liaison with community agencies that provide services to support students and families

Collaborating with Teachers and School Staff:

- School Psychologists collaborate with teachers to address challenges within the instructional setting and support implementation of evidence-based interventions
- Promote Social-Emotional Learning framework and Positive Behavior Interventions & Support at the classroom level
- Collaborate with the school site leadership and other school support staff to identify school-wide concerns and promote Multi-Tiered Systems of Support
- Work with various community agencies to provide additional support to students and families, as needed

School-Wide Practices to Support Learning:

- Promote pre-referral intervention support strategies and inclusive practices
- Facilitate classroom and school-wide interventions for learning, behavioral, and social-emotional development
- Apply Universal Design for Learning strategies to optimize student learning and achievement
- Provide counseling, social skills training, academic, and behavioral interventions

Prevention and Intervention:

- Provide information to school staff and parents regarding developmental expectations in language/communication, social skills, behavior and cognitive abilities as they relate to learning

- Promote preventive and responsive services that enhance learning, mental and behavioral health, physical and psychological safety
- Serve as member of school site Crisis Intervention Team and implement effective crisis prevention, protection, mitigation, response, and recovery.

Psychological Services

Comprehensive Support Services:

- School Psychologists are highly trained in counseling and educational interventions, child development, learning, behavior, motivation, curriculum and instruction, assessment, school organization and educational law
- Tailor services to the individual needs of students ages 3 through 21 to help children and youth succeed academically, socially, behaviorally and emotionally
- Strengthen working relationships between educators, parents and community services to create a safe, healthy, and supportive learning environment
- Support Student development of Social Emotional Learning competencies including Growth Mindset, Self-Efficacy, Self-Management, and Social Awareness
Provide direct counseling services to students; individually and in groups

School Climate and Social-Emotional Learning:

- Promote mental health in the school setting
- Deliver school-based mental health services such as group, individual and crisis counseling
- Coordinate supports with community resources and health care providers to provide students
- Partner with parents/guardians and teachers to create healthy school environments
- Provide crisis Intervention, including participation in risk and threat assessments

Academic and Behavior Support:

- School psychologists are knowledgeable about a variety of academic, social-emotional and behavioral programs
- Provide differentiated instruction strategies to enhance access to the core curriculum
- Identify appropriate evidenced-based interventions and collaborate in their implementation
- Assist with fidelity of pre-referral interventions and student progress monitoring
- Collaborate on the development of school-wide academic, social-emotional, and behavioral interventions

Professional Development:

- School Psychologist collaboratively facilitate staff and parent presentations based on needs assessments to develop targeted presentations, such as:
 - Parent Education Workshops
 - Anti-bullying
 - Least Restrictive Environment and Inclusive Learning Practices
 - Understanding Language Acquisition and Learning Disabilities
 - Social-Emotional Learning framework and competencies
 - Positive behavior expectations and Tier-I supports and intervention
 - Tier II and Tier III behavior support, intervention and progress monitoring strategies

For further information, please email Sergio Avilés, Director, Psychological Services: sergio.aviles@lausd.net
You may also contact the Psychological Services Support Administrator in your Region.

Psychiatric Social Worker (PSW)

There is growing research and evidence that shows children who receive school-based mental health services demonstrate positive academic outcomes, including increased rates of high school graduation, increased feelings of school connectedness, higher grade-point average (GPA), decreased absenteeism, and decreased incidences (incidents) of suspension and expulsion. School Mental Health Psychiatric Social Workers (PSWs) are highly trained clinical social workers that provide a continuum of school-based mental health and school social work services. Working alongside other specialized service providers, school staff and community partners, PSWs coordinate mental health care for students and school communities, utilizing a multi-tiered system to provide prevention, early intervention, and intensive support. PSW services align with the pillars, priorities and strategies called for in the 2022–26 LAUSD Strategic Plan, specifically Pillar 2: Joy and Wellness.

Utilizing a Service Delivery Plan (SDP), which serves as a roadmap for assessing and responding to school needs, PSWs implement culturally responsive universal/early intervention strategies aimed at promoting critical wellness and social-emotional well-being. These include but are not limited to providing professional development and training opportunities for students, parents, caregivers, and staff on topics such as:

- Mental Health Awareness
- Psychological First Aid
- Staff Wellness and Self Care
- Trauma and Resilience Informed Schools
- Crisis Preparedness, Response, and Recovery
- Suicide Prevention, Intervention, and Postvention (including self-injury)
- Self-Injury Education and Awareness
- Threat Assessment and Management
- Inclusive and Welcoming Environments

These workshops are aligned to the following policies:

- [BUL-5800.1, Crisis Preparedness, Response, and Recovery](#)
- [BUL-5799.2, Threat Assessment and Management \(Student-to-Student, Student-to-Adult\)](#)

- [BUL-2637.5, Suicide Prevention, Intervention and Postvention](#)
- [BUL-5212.3, Bullying and Hazing Policy \(Student-to-Student\)](#)
- [Integrated Safe School Plan](#)
- [BUL-133307.0, Discipline Foundation Policy: Multi-Tiered Systems of Support for Behavior and Social-Emotional Well-Being using Positive Behavior Interventions and Supports/Restorative Practices \(PBIS/RP\)](#)

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

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

- **Workspace:** Appropriate workspace that allows for confidential information sharing, sensitive

conversations, and facilitation of intensive mental health supports

- **Materials:** Access to supplies and materials to support implementation of counseling services, classroom interventions, and school-wide events (i.e., copies, paper, electronic devices, etc.).
- **Protected Time:** Designated, uninterrupted time for implementation of universal and targeted interventions, as well as legally compliant documentation and reporting mandated by mental health law and policy.
- **Multidisciplinary School Site Crisis Team and After-Hours Crisis Support:** An established team that is adequately prepared to address crisis and critical incidents, including plans for after-hours crisis support, when applicable.
- **Professional Development:** Designated time for expanded professional development to enhance job-related skills and opportunities, which are typically facilitated at a District site by School Mental Health.

Please see the following chart for a more detailed description of PSW supports and services.

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

Universal Strategies & Services

- Collaborate with school leaders to transform and create school climates that are affirming and inclusive
- Conduct universal needs assessments to identify students' risk and protective factors using standardized assessment tools
- Collect and analyze data to identify trauma exposure and social-emotional needs to effectively triage and provide appropriate services
- Provide classroom interventions using the FOCUS Resilience Curriculum, Erika's Lighthouse, and other evidence-based/informed interventions and community defined best practices
- Implement an array of school-wide campaigns and initiatives that promote welcoming learning environments, strong relationships, school connectedness, whole-child well-being, and strong social-emotional skills, mental health, and wellness
- Coordinate graduate level social work intern training programs to maximize mental health support to schools while promoting a mental health career pathway

Targeted Strategies & Services

- Engage parents and caregivers through psychoeducation and training (i.e., FOCUS for Parents, Resilience Curriculum, and other trauma informed interventions or workshops)
- Conduct social emotional assessments, triage, and referrals and linkages to school/community health, mental health, and basic needs resources
- Serve as an active member of school-based multidisciplinary teams to provide a mental health and whole-child well-being perspective
- Support District, Regional and School initiatives, such as but not limited to: iMatter, Home Healing, iATTEND, Every School Safe, PBIS/Restorative Practices, conflict mediation, bullying prevention, etc.
- Provide group interventions using the FOCUS Resilience Curriculum, Erika's Lighthouse, Cognitive Behavior Intervention for Trauma in Schools (CBITS), and other evidence-based/informed interventions and community defined best practices

Intensive Strategies & Services

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

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

School Nurse

A School Nurse provides the following basic services:

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

Additional Duties of a School Nurse

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

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

Instructional Support



Categorical Program Adviser (CPA)/Title I Coordinator

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

Direct services may include*:

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

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

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

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

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

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

Job	Job Title	Budget Item Description	Budget Item	PS group	Lv	Subarea
19100704	ADVSR, CTEGORCL PGM	CAT PRG AD CIT	117360	27	10	CSXX
		CRD DIF CAT PRG ADV	11681			

Class-Size Reduction (CSR) Teacher

Only Title I Schoolwide Program schools may use Title I funds to purchase register-carrying teachers for the purpose of reducing class size in English/Language Arts, Mathematics, Science, and Social Studies. Title I funds are supplemental and may not be used to supplant the core instructional program. To purchase a Class Size Reduction (CSR) teacher with Title I funds, the school must retain all normed teachers allocated to the site and must have a normed teacher assigned to the subject area in which the CSR teacher will serve. The CSR teacher is intended to reduce student-to-teacher ratios within a specific subject area.

The need for this position must be based on data for improving student academic achievement and be included in the school's School Plan for Student Achievement (SPSA).

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

differentiates instruction for students not meeting grade-level standards.

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

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

When funding a position with Title I resources, only a Title I Schoolwide Program school can purchase the services of a CSR teacher. **A Title I targeted assistance school cannot use categorical funds to purchase a CSR teacher. CSR teachers part of a centralized program must also adhere to the table below and align with the approved centralized plan.**

Per [BUL-2643.15, Documentation for Employees Paid from Federal and State Categorical Program](#), a CSR teacher at a Title I SWP school is a Single Cost Objective; therefore, when funding with Title I resources, a semi-annual certification is required.

Please use the most recent [Estimated Rate Sheets](#) published in the [School Fiscal Services Branch](#) website. website to find the Budget Items for Class-Size Reduction teachers.

Interventionist, Elementary

In [REF-141108.0 Evidence-Based Intervention](#) and [REF-141107.0 Early Literacy Instruction: Implementing Evidence-Based Practices to Support All Learners](#):

all schools are required to provide tiered intervention support to students in alignment with Pillar 1 C, Eliminating Opportunity Gaps, of the Los Angeles Unified (LAUSD) Strategic Plan. As outlined in the Literacy and Numeracy Intervention Model, schools are required to implement the following four components:

- quality first instruction from the classroom teacher;
- direct support for struggling students led by an interventionist;
- professional development through an Interventionists Academy;
- and a family engagement and empowerment academy.

Schools may purchase the Interventionist, Elementary position to provide direct services to students in multiple content areas in high-need elementary schools. Interventionists will follow the Division of Instruction's guidance and participate in the Interventionists Academy as described in the Elementary Literacy and Numeracy Interventionists Implementation Guide to strengthen the coherence across all schools in the implementation of a Literacy and Numeracy Intervention Model within a Multi-Tiered Systems of Support (MTSS) Framework.

Interventionists will provide additional support to accelerate the development of early literacy and numeracy skills for students in elementary schools. In addition, interventionists will provide pedagogical support for classroom teachers through modeling lessons, team-teaching, and lesson planning to enhance whole group and

differentiated, small group instruction.

Interventionists will help build instructional coherence across all classrooms and respond to achievement data by engaging in the Plan, Do, Study, Act Cycle of Improvement alongside teachers and administrators.

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

Based on an analysis of student achievement data, a school may choose to use site-based categorical resources to fund an Interventionist, Elementary to provide direct services to students in multiple content areas. The Interventionist, Elementary will participate in the implementation of a Multi-tiered System of Support (MTSS) that includes providing direct support to students and facilitating professional development on the implementation of effective strategies and Tier 1 and Tier 2 interventions in the classroom.

The Interventionist, Elementary is part of the school staff and works under the direction of the school-site administrator.

The Interventionist, Elementary, duties include the following:

- Provides direct instruction using effective evidence-based instructional strategies.
- Identifies learning needs and limitations with teachers to administer effective intervention strategies via re-teaching and professional development.
- Collaborates and co-plans with other teachers to share effective instructional practices for core content areas, including differentiated small group instruction.
- Participates in co-teaching opportunities to support students.
- Supports schools in implementing robust instructional programs to strengthen instruction in all core content courses.
- Infuses social emotional learning and behavior support into core instruction to build growth mindset and self-efficacy for students.
- Supports schools in data analysis by using multiple benchmark measurements, such as assessments, diagnostic assessments, and progress monitoring data to provide targeted instruction and intervention for students that supports growth.
- Supports schools in leveraging online learning platforms and district data systems to

implement multi-tiered systems of support (MTSS) that utilize highly effective differentiation strategies for all students including Emergent Bilinguals, Standard English learners, students with disabilities, socioeconomically disadvantaged students, and gifted students.

- Participates in professional development at the assigned schools.
- Attends monthly professional development offered by the Division of Instruction
- Supports community engagement and parent involvement.

Schools participating in categorically funded programs are subject to process evaluation and audit. The Interventionist, Elementary, Coordinator whose assignment is funded in part by categorical programs is to be involved in that planning and assessment process.

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

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

Job	Job Title	Budget Item Description	Budget Item	PS group	Lv	Subarea
19100706	ASMT,NONCLSRM,PREP	ELEM INTERVENTIONIST	18049	27	10	BSXX
		INTERVENTIONIST DIFF	15266			

For additional information, please contact the Regional Director.

Interventionist, Secondary

As outlined in [REF-141108.0 Evidence-Based Intervention: Implementing Evidence-Based Practices to Support All Learners](#); all schools are required to provide tiered intervention support to students in alignment with Pillar 1 C, Eliminating Opportunity Gaps, of the Los Angeles Unified (LAUSD) Strategic Plan. These services are supervised by the principal and implemented by the general education teachers:

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

The District has adopted a multi-tiered approach to teaching and learning. [BUL-6730.1, A Multi-Tiered System of Support Framework for the Student Support and Progress Team](#), outlines the Multi-Tiered System of Support (MTSS) framework for the Student Support and Progress Team. MTSS addresses the needs of all student subgroups, including Emergent Bilinguals (EB), Standard English Learners (SEL), students with disabilities (SWD), expelled students, students in foster care or experiencing homelessness, socioeconomically disadvantaged students, and those in Gifted and Talented Education (GATE). MTSS aligns school-wide initiatives, supports, and resources, while implementing continuous improvement processes (PDSA) at every level of the system (school-wide, classroom, and individual students) (CA Dept. of Education).

Based on an analysis of student achievement data, a school may choose to use site-based

categorical resources to fund an Interventionist to enhance its implementation of the multi-tiered framework to teaching and learning.

The Interventionist is part of the school staff and works under the direction of the school-site administrator.

Interventionist duties include the following:

- Use of multiple measures of data to identify areas of strength and need for instruction and behavior
- Provide direct instruction, demonstrates, and models effective instructional practices, including differentiated small group instruction and tier 2 interventions.
- Provide targeted and differentiated support based on identified needs, coaching, and follow-up, including co-teaching and co-planning.
- Provide professional development in implementing evidence-based instructional strategies
- Support community engagement and parent involvement through workshops and training
- Implements multi-tiered instruction and intervention services.
- Participate in Regional Interventionist Academy to support school's implementation of the MTSS framework, Plan, Do, Study, Act (PDSA) Model, differentiated instruction and strategies, and progress monitoring
- Support leadership team to determine effectiveness and gaps of academic interventions through data analysis
- Develop and monitor student intervention plans using the Interventionist Implementation Guide.

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

The Interventionist should have a clear understanding of the individual school's instructional and intervention needs.

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

Job	Job Title	Budget Item Description	Budget Item	PS group	Lv	Subarea
19100706	ASMT, NONCLSRM, PREP	INTERV SEC ACAD LNG	17156	27	10	BSXX
19100706	ASMT, NONCLSRM, PREP	INTERV SEC ELA	17152	27	10	BSXX
19100706	ASMT, NONCLSRM, PREP	INTERV SEC MATH	17153	27	10	BSXX
19100706	ASMT, NONCLSRM, PREP	INTERV SEC SCI	17157	27	10	BSXX
		INTERVENTIONIST DIFF	15266			

For additional information, please contact the Regional Director.

Middle School Literacy Interventionist

The Middle School (MS) Literacy Interventionist provides direct intervention support and services to students in English Language Arts at middle schools with the goal that selected students to pass their classes with a C or better and improve their literacy skills. The MS Literacy Interventionists align their work to the Secondary Interventionist Implementation Guide that provides coherence across all schools in the implementation of a Literacy and Numeracy Intervention Model within a Multi-Tiered System of Support (MTSS) Framework. The intervention model is based on student data and evidenced-based practices to accelerate student literacy learning. The intervention model includes direct instruction, models lessons, and engages professional development on literacy strategies to improve Tier 1, Tier 2, and Tier 3 classroom instruction.

As outlined in REF-141108.0, all schools must provide tiered intervention support aligned with Pillar 1C: Eliminating Opportunity Gaps of the LAUSD Strategic Plan. Principals oversee these interventions, implemented by general education teachers, which include

- Professional development
- State-mandated interventions
- Data collection and reporting

LAUSD's Multi-Tiered System of Support (MTSS) framework, detailed in [BUL-6730.1](#), addresses the needs of all student groups, including EL, SEL, SWD, foster youth, socio-economically disadvantaged, and GATE students. MTSS aligns school-wide resources and initiatives, using the Plan-Do-Study-Act (PDSA) cycle to ensure continuous improvement at the school, classroom, and individual levels

The Middle School Literacy Interventionist may be centrally funded or site funded but is part of the school staff and works under the direction of the school-site administrator.

MS Literacy Interventionist primary duties include the following:

- Provides direct instruction demonstrates, and models effective instructional practices for teaching reading, including differentiated small group instruction and tier 2 interventions.
- Provides targeted and differentiated support based on identified needs, coaching, and follow-up, including co-teaching and co-planning.
- Incorporates a structured analytical, student-centered approach to building the capacity of school teams to identify and support all students struggling with reading, including those showing signs of dyslexia.
- Participate in Regional Interventionist Academy to support school's implementation of the MTSS framework, Plan, Do, Study, Act (PDSA) Model, differentiated instruction and strategies, and progress monitoring
- Develops and monitors student intervention plans using the Interventionist Implementation Guide.
- Supports schools in implementing their district-adopted curriculum and the Science of Reading Framework.
- Supports schools infusing social-emotional learning and behavior supports into

instruction to build a growth mindset and self-efficacy for student's struggling in reading.

- Supports schools in data analysis by using multiple benchmark measurements, such as assessments, diagnostic assessments, and progress monitoring data, to provide targeted instruction and intervention for students that supports growth along the continuum of literacy development.
- Supports schools in leveraging online learning platforms and district data systems to implement multi-tiered systems of support (MTSS) that utilize highly effective differentiation strategies in reading/literacy for all students including Emergent Bilinguals, Standard English learners, students with disabilities, socioeconomically disadvantaged students, and gifted students.
- Provides professional development at the assigned schools in implementing evidence-based instructional strategies that promote students' ability to read

grade-level texts with fluency and comprehension.

- Supports community engagement and parent involvement through workshops and trainings

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

The Middle School Literacy Interventionist must have a valid Clear California teaching credential in English OR Clear base California teaching credential with authorizations which permits teaching in the subject area of English appropriate for the grade level span of the assignment:

- Supplementary Authorization in English (requires 20 semester units of eligible coursework)
- Introductory Subject Matter Authorization in English (requires 32 semester units of eligible coursework)
- Limited Assignment Permit in English

If the schools decide to fund this position, the employee must follow the Literacy Interventionist Implementation Guide and participate in all district mandatory training and professional development to enhance the science of reading strategies to support foundational literacy.

Job	Job Title	Budget Item Description	Budget Item	PS group	Lv	Subarea
19100706	ASMT, NONCLSRM, PREP	MS INTERVENTIONIST	20790	27	10	BSXX
		INTERVENTIONIST DIFF	15266			

Intervention/Prevention Support Coordinator

As outlined in [REF-141108.0 Evidence-Based Intervention](#) and [REF-141107.0 Early Literacy Instruction: Implementing Evidence-Based Practices to Support All Learners](#); all schools are required to provide tiered intervention support to students in alignment with Pillar 1 C, Eliminating Opportunity Gaps, of the Los Angeles Unified (LAUSD) Strategic Plan.

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

- Core standards-based instruction
- Differentiated instruction with Core (Tier 1) Intervention in the core program
- Small group differentiated instruction
- Professional development
- State Mandated Intervention
- Maintenance of required data and reports

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

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

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

Intervention Support Coordinator duties include the following:

- Use of data (multiple measures) to identify areas of strength and need for instruction and behavior
- Implements multi-tiered instruction and intervention services and resources.
- Develops and delivers lessons to students in specific subject area using evidence based interventions.
- Delivery of professional development in the MTSS framework and Plan, Do, Study, Act (PDSA) Model, analysis of data, differentiated instruction and strategies, and progress monitoring
- Through the data analysis, support leadership team on determining effectiveness and gaps of academic/social emotional interventions
- Trainings and workshops for parents/guardians on the Multi-Tiered System of Support (MTSS) framework and model and how to support students at home
- Development and monitoring of student intervention plan utilizing an integrated data and MTSS data based system for intervention.
- Participation in the leadership on the Student Support Progress Team (SSPT) and support of substantial compliance activities involved in

working with students with disabilities. The Intervention/Prevention Support Coordinator is not the Administrator designee for IEPs (Individualized Education Program)

- Support the effective inclusion of students with disabilities by bridging instruction between general and special education
- Serve on Student Support and Progress Team (SSPT) and support interventions resulting from the SSPT
- Support General and Special Education teachers and staff on delivery of effective and researched base instructional strategies
- Attend monthly professional development offered by the Division of Instruction.

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

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

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

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

**Budget item 13301 to be used for shared sites. Consult with your fiscal specialist for support.*

For additional information, please contact the Regional Director.

Instructional Coach, Elementary or Secondary

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

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

Roles and Responsibilities

- **Demonstration Teacher/Co-Teacher**

- Collaboratively plan and conduct demonstration focus areas determined by data and school need to address applicable content areas, including Integrated ELD lessons, and Designated ELD lessons as appropriate with the classroom teacher that emphasize good first teaching which includes:
 - Standards-based instruction using core curriculum resources
 - The use of effective evidence-based instruction in literacy, math, and other content areas
 - The use of access strategies (Academic Vocabulary, Constructive Conversation Skills, EL Instructional Approaches, Graphic Organizers, and Cooperative Grouping), Academic Engaged Time, and checking for understanding aligned to grade-level standards and content
 - Differentiation of instruction with targeted attention to the identified needs of

student groups such as students with disabilities, foster youth, homeless students, Emergent Bilinguals, Standard English Learners, GATE students, etc.

- The multi-tiered approach to support academic achievement and intervention
- Use of pre- and post-conferences for planning and debriefing lessons
- Use of digital/technology tools and supplemental resources

- **Mentor**

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

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

Required Qualifications

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

Desirable Qualifications

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

Funding Options

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

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

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

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

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

Multilingual Multicultural Accelerated Learning Coach (MMALC)

The District's Local Control Accountability Plan (LCAP) identifies coaching as a critical component of a multi-tiered approach to teaching and learning, also known as Multi-Tiered System of Support (MTSS). The role of the Multilingual Multicultural Accelerated Learning Coach (MMALC) is to support the consistent implementation of the District's Strategic Plan, the Multilingual Multicultural Instructional Master Plan, professional development, and instructional planning for all multilingual learners. The MMALC provides support to the school in building teacher capacity in standards-based literacy across the content areas aligned to CA content standards and English Language Development (ELD) standards, using a multi-tiered approach to instruction, including the problem-solving model, and evidence-based strategies as part of an effective Comprehensive ELD program [consisting of Designated ELD (dELD) and integrated ELD (iELD) instruction]. This position is designed to provide direct, supplemental services for all multilingual learners [Emergent Bilinguals (EBs) and Reclassified English Proficient Students (RFEPs)] who are at risk of not meeting grade level academic standards. Moreover, the Multilingual Multicultural Accelerated Learning Coach (MMALC) may provide professional learning/training opportunities to families of EB students with an emphasis on Potential Long-Term English Learner (PLTEL)/ Long-Term English Learner (LTEL), data and on ways to support language and literacy at home. These supplemental positions support EBs, RFEPs, and their families solely, excluding other language classification groups. This position is designed to support the consistent implementation of the District's Title III Initiatives, *2025 Multilingual Multicultural Master Plan*, and related professional development and instructional planning for Emergent Bilinguals (International Newcomers, PLTELS and LTELS, ELs with disabilities) and Dual Language Education students [English Only (EO), Reclassified students (RFEPs), and Initially Fluent English Proficient Students (IFEP)].

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

Roles and Responsibilities

- **Demonstration Teacher/Co-Teacher**

- Collaboratively plan and conduct demonstration lessons across all content areas with the classroom teacher that emphasize good first teaching which include:
 - Standards-based instruction
 - The use of effective evidence-based instruction, access strategies (Academic Vocabulary, EB Instructional Approaches, Elegance of 12 Suite of Strategies, Instructional Conversations, Graphic

Organizers, and Cooperative Grouping), Academic Engaged Time, and checking for understanding aligned to grade-level standards and content

- Differentiation of instruction with targeted attention to literacy, and linguistic needs of at risk EBs and RFEPs utilizing effective Designated ELD (dELD) and/or Integrated ELD (iELD) strategies as a part of the Comprehensive ELD Program

- The multi-tiered approach to support academic achievement and acceleration (utilizing Tier I, II, and III supports)
- Use of pre- and post-conferences and focused observations for planning and debriefing lessons
- Use of technology tools
- **Provide push-in supplemental acceleration support to students for 60% of assignment**
 - Provide direct acceleration services to targeted small groups of EBs (minimum of 3.6 hours/day) during dELD and iELD
 - Hold data chat with students to review progress data and set linguistic/academic goals
- **Mentor**
 - Provide opportunities for teachers to reflect on their teaching practice, including the utilization of Culturally and Linguistically Relevant instructional strategies
 - Assist and support teachers in the implementation of district-adopted curriculum, district-created lessons, and supplemental materials
 - Assist and support teachers with instructional strategies that support the delivery of grade- level content to EBs and RFEPs
 - Promote standards-based literacy and numeracy through:
 - demonstration lessons through modeling collaboration and co-teaching
 - focused observation
 - Work with teachers to manage, interpret, and use formative assessment data, systematically examine student work, plan and deliver appropriate instruction, acceleration and accommodation strategies for EBs and RFEPs
- **Facilitator**
 - Provides literacy professional development emphasizing teaching and learning, including standards-based instruction; use of effective evidence-based practices, access strategies, academic engagement time, checking for understanding aligned to grade-level content standards
 - Guide, support and ensure implementation of an accelerated academic language development program which includes a comprehensive standards-based English English Language Development (ELD) program through Designated ELD (dELD) and Integrated ELD (iELD) in and through the academic content areas
 - Support collaborative work that contextualizes teaching and learning in regard to evidence-based practices and identified needs of multilingual learners
 - Facilitate the analysis of data and student work that reflects a problem-solving approach
 - Foster improved communication and collaboration among staff by working with teachers to identify and address areas of need for EBs
 - Support the academic achievement of EL student populations/facilitating on-site/ online professional development
 - Meet regularly with site administrators, teachers, and support personnel to analyze data and further communicate and strengthen instructional support to school staff
 - Monitors the progress of students' academic language development individually, by typology groups, and school-wide, using MiSiS report, dashboards, and Whole Child 2.0

- Required to attend District and Region professional development related to expanding coaching expertise, pedagogical repertoire, content knowledge, and systematic analysis of student work data within the multi-tiered framework

Required Qualifications

- Minimum of five years of teaching experience at the elementary school level (elementary coach) or at the secondary level (secondary coach)
- Appropriate certification to teach Emergent Bilinguals (CLAD, BCLAD, SB395 or SB 1969 certificate)
- Possess a valid California elementary teaching credential (elementary coach) OR
- Possess one of the following required teaching credentials for secondary coach:

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

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

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

Desirable Qualifications

- Experience in working with EB and RFEP students

- Completion of any relevant professional development
- Knowledge of and ability to conduct peer coaching or mentoring for instructional staff
- Effective Experience in collaborative planning, delivery of instruction, and differentiated professional development
- Knowledge of MTSS (Multi-Tiered System of Support) and instructional methodologies and effective research-based strategies to promote achievement for diverse learners
- Experience with FOCUS, MyData, MiSiS, and other District reporting and tracking systems
- Effective oral and written communication skills
- Collaborative team-building skills and the ability to work effectively with teachers, parents and administrators of all racial, ethnic, linguistic, disability and socioeconomic groups
- Teaching experience at more than one grade level

Funding Options

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

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

Note: The MMALC cannot be combined with any other position

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

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

Job	Job Title	Budget Item Description	Budget Item	PS group	Lv	Subarea
11100843	Instrl Coach, Elem	MM ACADEMIC LANGUAGE COACH – ELEM	18093	27	13	BSXX
		MM ACAD LNG CCH-DIFF	18018			
11100846	Instrnl Coach, Sec	MM ACADEMIC LANGUAGE COACH - SEC	18020	27	10	BSXX
		MM ACAD LNG CCH-DIFF	18018			

Standard English Learner Instructional Coach, Elementary or Secondary

The District's Local Control Accountability Plan (LCAP) identifies coaching as a critical component of a multi-tiered approach to teaching and learning, also known as Multi-Tiered System of Support (MTSS). The role of the Standard English Learner (SEL) Instructional Coach is to build teacher capacity around Culturally and Linguistically Responsive Teaching (CLR) and Mainstream English Language Development (MELD) to increase academic English proficiency while promoting standards-based literacy across the content areas. Under the direction of the school-site principal, the SEL Instructional Coach will work collaboratively with general and special education teachers, administrators, program coordinators, and other staff to promote standards-based literacy and numeracy across content areas aligned with the California Content Standards. The coach will employ a multi-tiered approach to instruction, including the problem-solving model and evidence-based strategies, to provide access to core instruction and acceleration for all students, including Standard English Learners, socioeconomically disadvantaged students, students with disabilities, and GATE students. This position is designed to support the consistent implementation of the Strategic Plan and the 2025 Multilingual Multicultural Master Plan for Emergent Bilinguals and Standard English Learners and related professional development and instructional planning for Standard English Learners (African American, Mexican American, Hawaiian American, and Native-American).

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

The SEL Instructional Coach is a 7-hour B-basis support position and does not include the evaluation of teachers.

Roles and Responsibilities

- **Demonstration Teacher/Co-Teacher**
 - Collaboratively plan and conduct demonstration lessons with the classroom teacher that emphasize good first teaching which includes:
 - Standards-based instruction
 - The use of effective evidence-based instruction, access strategies (Academic Language Development, Instructional Conversations, Advanced Graphic Organizers, and Cooperative/Communal Learning), Academic Engaged Time, and checking for understanding aligned to grade-level standards and content
 - Differentiation of instruction with targeted attention to SELs academic and linguistic needs utilizing effective MELD strategies
 - The multi-tiered approach to support academic achievement in Tiers 1 & 2
 - Use of pre-and post-conferences for planning and debriefing lessons
 - Use of technology tools
- **Provide push-in acceleration support for 60% of assignment**
 - Provide direct acceleration services to targeted small groups of SELs (minimum of 3.6 hours/day for 1.0 FTE) during MELD

- Hold data chat with students to review progress data and set linguistic/academic goals
- **Mentor**
 - Provide opportunities for teachers to reflect on their teaching practice, including the utilization of Culturally and Linguistically Relevant Instructional Strategies
 - Assist and support teachers in the implementation of district-adopted textbooks and support materials
 - Assist and support teachers with instructional strategies that support the delivery of grade-level content to all students, including SELs, SWDs, socioeconomically disadvantaged students and GATE students
 - Promote standards-based literacy and numeracy through:
 - demonstration lessons through modeling collaboration and co-teaching
 - focused observation
 - Work with teachers to manage, interpret, use formative assessment data, systematically examine student work, plan and deliver appropriate instruction, acceleration and accommodation strategies for SELs
- **Facilitator**
 - Support collaborative work that contextualizes teaching and learning on evidence-based practices and identified needs of SELs
 - Facilitate the analysis of data and student work that reflects a problem-solving approach.
 - Foster improved communication and collaboration among staff by working with

teachers to identify and address areas of need for SELs

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

Required Qualifications

- Minimum of five years of teaching experience at the elementary school level (elementary coach) or at the secondary level (secondary coach)
- Appropriate certification to teach Standard English Learners (CLAD, SB395 or SB 1969 certificate) or willingness to gain certification within one year
- Possess a valid California elementary teaching credential (elementary coach) OR
- Possess one of the following required teaching credentials for secondary coach:
 - Middle School** – Secondary Single Subject credential in English/Language Arts, Mathematics, History/Social Science, Science or Multiple Subject Credential

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

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

Desirable Qualifications

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

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

Funding Options

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

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

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

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

Job	Job Title	Budget Item Description	Budget Item	PS group	Lv	Subarea
11100843	Instrl Coach, Elem	SEL-INST COACH-ELEM	13981	27	14	BSXX
		DIFF EL/SEL INS CO E	13294			
11100846	Instrnl Coach, Sec	SEL-INST COACH-SEC	13982	27	14	BSXX
		DIFF EL/SEL INS CO S	13303			

Non-Register Carrying Teacher

Schools may purchase the services of a non-register carrying teacher, as an off-norm position. The non-register carrying teacher is a state-certificated teacher who serves students identified as needing supplemental assistance in literacy and Mathematics, History/Social Science, and Science. The basic assignment for this position is a "Teacher." The non-register carrying teacher must provide direct services for 100 percent of the funded workday. The selected non-register carrying teacher(s) plan and deliver appropriate instruction, provide direct instruction and intervention to address the targeted needs of specific students, and possess knowledge of the multi-tiered approach to instruction/problem-solving model that differentiates instruction for students not meeting grade-level standards. While non-register carrying teachers can be multi-funded with a general program, only percentages of .50 and 1.0 FTE are allowable in Title I.

Per [BUL-2643.15, Documentation for Employees Paid from Federal and State](#), a non-register carrying teacher is not a Single Cost Objective; therefore, when funding with Title I and another fund a multi-funded time report (MFTR) certification is required. Refer to [BUL-2643.15](#) for further guidance. The Problem-Solving/Data Coordinator is a support position and does not include the evaluation of teachers.

The non-register carrying teacher duties include the following:

- Provides direct instruction using effective evidence-based instructional strategies.
- Identifies learning needs and limitations with teachers to administer effective intervention strategies.
- Collaborates and co-plans with other teachers to share effective instructional practices for core content areas, including differentiated small-group instruction.
- Participates in co-teaching opportunities to support students.
- Supports the school in implementing robust instructional programs to strengthen instruction in all core content courses.
- Infuses social-emotional learning and behavior support into core instruction to build growth mindset and self-efficacy for students.
- Supports the school in data analysis, using multiple benchmark measurements such as assessments and progress monitoring data to provide targeted instruction and intervention, implementing a multi-tiered system of support (MTSS) that utilizes highly effective differentiation strategies for all students.
- Participates in professional development at the assigned school.

The Non-Register Carrying Teacher will be involved in the implementation of the SPSA to assist with closing the achievement gap and should have a clear understanding of the individual school's instructional and intervention needs. These needs must be articulated in the SPSA and should list the activities necessary to reach the objectives. Activities in the categorically funded programs are designed to supplement district services.

Job	Job Title	Budget Item Description	Budget Item	PS group	Lv	Subarea
11100731	Elementary Teacher	NONREGC TCHR EL 1TK	13020	27	9	CSXX
11100736	Secondary Teacher	NONREGC TCHR SEC 1TK	114133	26	9	CSXX

Problem-Solving/Data Coordinator

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

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

Roles and Responsibilities

- The Problem-Solving/Data Coordinator has three primary job responsibilities:
 - Staff Training:
 - Facilitate training for problem-solving model (PS) and Response to Instruction and Intervention (RtI²)
 - Work collaboratively with the school-based leadership team to develop and implement the PS/RtI² training agenda for the school year
 - Technical Assistance
 - Provide technical assistance to building administrators, teachers, parents and the school leadership team to facilitate implementation of the problem-solving and RtI² activities
 - Provide non-evaluative classroom observation and feedback, modeling and other supportive assistance necessary to implement the PS/RtI² process
 - Data Collection and Management
 - Serve as the site Data Coordinator
 - Facilitate the management and interpretation of data necessary to develop, implement and evaluate Tiers 1, 2 and 3 interventions
 - Serve as the primary source of school data to support the evaluation of intervention services

Required Qualifications

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

- Ability to travel to other sites/locations

Desirable Qualifications

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

- Skills in analyzing and using data to make instructional and behavior decisions
- Familiarity with various District and other databases (i.e., FOCUS, Whole Child, MISIS, CERS, CA Dashboard, i-Ready, Open Data and Achieve the Core)
- Ability to conduct research and data gathering activities that support staff training

Funding Options

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

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

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

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

Program and Budget Guidelines



Program and Budget Guidelines		Title I & CSI 7S046 - 7T69I	Title III 7T197
 - Budget Guideline is applicable to the program  - Not Allowed			
Budget General Guidelines			
1.	Allocations: The following applies to allocations for categorical resources: - All new, sending, and reconfigured schools will receive 90% of their estimated Title I allocation. - All existing schools will receive 95% of their Title I projected allocation, adjusted for mandated set-asides if applicable	✓	✗
2.	Arts: When funding with Title I resources, the Arts may be utilized to enhance students' academic skills that support proficiency in English/Language Arts and Mathematics; however, allowable expenditures for this purpose are limited to the following services: Contracted Instructional Services may be funded. These services must incorporate the Arts in supporting Tier II intervention in English/Language Arts and Mathematics for students not meeting grade-level standards. Professional Development that ensures teachers are skilled in delivering Tier II intervention that integrates Arts strategies designed to enhance students' academic skills in English/Language Arts and Mathematics. Based on the Education Department General Administrative Regulations (EDGAR), 2CFR Part 200 Section 200.438, costs of entertainment including amusement, diversion, and social activities and any associated costs are unallowable with federal funds (including Title I).	✓	✗
3.	Budget Assistance: Schools should contact the Regional fiscal specialist for budget development, budget transfers, and the Position with Incumbent (PWI) Report for federal and state funded employees.	✓	✓
4.	Expenditures and SPSA, and Repayments: The use of all federal funds allocated to school sites (i.e., Title I and Title III) must be adequately described in the School Plan for Student Achievement (SPSA). The SPSA is an auditable document during Federal Program Monitoring (FPM) reviews and other audits. All expenditures must be allowable in accordance with program regulations and meet federal cost principles such as "necessary" and "reasonable". The FSEP office routinely monitors all Title I expenditures throughout the year. For expenditures that are questionable, FSEP may require additional information and/or documentation (i.e., lesson plan, purpose and intent, who will be attending, how the expenditure will benefit students academically, how the expenditure supports your academic program, what data was used to determine the	✓	✓

Program and Budget Guidelines  - Budget Guideline is applicable to the program  -Not Allowed		Title I & CSI 7S046 - 7T691	Title III 7T197
	need, how will the effectiveness of this strategy be monitored). In instances where expenditures are deemed unallowable, schools will be required to use general funds to pay back the Title I/Title III program.		
5.	Feeder Schools Allocations: Feeder schools will receive a projected percentage of their allocations in Fiscal Year (FY) 2026-2027. These allocations are based on a projected low-income count. Please note that if actual norm day enrollment is lower than projected, the feeder school is responsible for that difference and will be required to return the overage and to fund positions from other school site resources.	✓	✗
6.	Funds in Pending Distribution (Commitment Item #430009): Schools should address all Title I funds that are in the Pending Distribution commitment item no later than Ground Hog Day (February 2nd). Schools will need to submit a SPSA Modification on or before February 2nd to the Region for approval. If the funds remain in Pending Distribution after February 2nd and no modification has been submitted, the funds may be "swept up." All unused funds will be used as part of the reallocation process for all Title I schools.	✓	✗
7.	Negative Budget Amount (Commitment Item #430077): Any negative budget amount under Commitment item #430077 must be zeroed out. If funds are available at commitment item # 430009, schools are advised to use this first to offset the negative budget in 430077.	✓	✗
8.	Prior Year Credit: If issued a credit from the prior year, the funds will be returned to the central office categorical program, as a prior year credit would affect the school's current allocation and violate Title I ranking and serving rules.	✓	✗
9.	Gifting of Public Funds Prohibition: Article XVI, Section 6 of the California Constitution prohibits the gifting of public funds including federal funds. Therefore, the use of federal grant funds for purchasing prepaid store cards—i.e. retail/grocery stores, Amazon, iTunes, convenience stores, gas cards, etc. is not allowable. Because prepaid cards are considered "cash equivalents," their use cannot be controlled, and does not meet the necessary and reasonable standard required by federal regulations.	✓	✓
10.	Health and Welfare Benefits: Health and welfare benefit calculations for both classified and certificated staff have been updated to better align with positions funded with general funds or categorical resources. Contact your Fiscal Specialist for details.	✓	✓

Program and Budget Guidelines			Title I & CSI 7S046 - 7T691	Title III 7T197																																	
 - Budget Guideline is applicable to the program  -Not Allowed																																					
11.	Rental of Facilities: Rental of facilities is <u>not allowable</u> with federal resources by school sites.																																				
12.	Salary Savings: A Budget Adjustment is required to capture salary savings for a position that is vacant for a minimum of 20 workdays .																																				
13.	New Schools or Schools New to Title I: For schools new to Title I or new schools <u>opening</u> , all Title I funds are placed in Pending Distribution. Prior to the formation of the SSC and the development and approval of the SPSA, a reasonable amount of funds can only be transferred to Teacher X-time. These expenditures must be approved by the Regional Director or Community of Schools Administrator.																																				
Certificated (Teachers, Out-of-Classroom Personnel, Itinerants, Teaching Assistants), Classified and Unclassified Personnel																																					
14.	Certificated Basis: Most certificated positions funded with categorical resources may only be budgeted on “C” basis. However, there are “B” basis options for specifically identified coach positions. Refer to the instructional support descriptions.																																				
15.	Itinerant Support Personnel – School Psychologist, PSW, PSA Counselor, IT Support Tech (Minimum Funding for Supplemental Time): The minimum for funding supplemental itinerant support personnel when purchased with Title I funds is 0.1 FTE (1/2 day). In determining cost, please ensure that the Estimated Rate Sheets are used. Multi-funding the FTE for Itinerant Support Personnel can be done either 100% or 50% when using both CSI funds and Title I (7S046).																																				
16.	Percentage Options for Most Commonly Funded Title I Personnel: <table><tr><th>Budget Item Description</th><th>Job Title</th><th>Available Funding %</th></tr><tr><td>CAT PRG AD CIT</td><td>Categorical Program Advisor (CPA)</td><td>10, 20, 30, 40, 50, 60, 70, 80, 90, 100</td></tr><tr><td>Community Rep A</td><td>Community Representative</td><td>5% increments beginning with 5%</td></tr><tr><td>Community Rep C</td><td>Community Representative</td><td>5% increments beginning with 5%</td></tr><tr><td>TCHR SUPP ELEC</td><td>Teacher, Supplemental Elective</td><td>20, 40, 50, 60, 80, 100</td></tr><tr><td>CSR TCHR ELEM GK-G6 ITK</td><td>CSR Teacher, Elementary</td><td>20, 40, 50, 60, 80, 100</td></tr><tr><td>CSR TCHR MS G6</td><td>CSR Teacher, MS 6th grade</td><td>20, 40, 50, 60, 80, 100</td></tr><tr><td>CSR TCHR SEC (ELA, HSS, MTH) ITK</td><td>CSR Teacher, Secondary</td><td>20, 40, 50, 60, 80, 100</td></tr><tr><td>CSR TCHR SEC SCI ITK</td><td>CSR Teacher, Science, 1 TK</td><td>20, 40, 50, 60, 80, 100</td></tr><tr><td>CSR TCHR ELD HS</td><td>CSR Teacher, Secondary, ELD</td><td>20, 40, 50, 60, 80, 100</td></tr><tr><td>MM ACADEMIC LANGUAGE COACH - ELEM</td><td>Instrl Coach, Elem</td><td>5% increments beginning with 5%</td></tr></table>		Budget Item Description	Job Title	Available Funding %	CAT PRG AD CIT	Categorical Program Advisor (CPA)	10, 20, 30, 40, 50, 60, 70, 80, 90, 100	Community Rep A	Community Representative	5% increments beginning with 5%	Community Rep C	Community Representative	5% increments beginning with 5%	TCHR SUPP ELEC	Teacher, Supplemental Elective	20, 40, 50, 60, 80, 100	CSR TCHR ELEM GK-G6 ITK	CSR Teacher, Elementary	20, 40, 50, 60, 80, 100	CSR TCHR MS G6	CSR Teacher, MS 6 th grade	20, 40, 50, 60, 80, 100	CSR TCHR SEC (ELA, HSS, MTH) ITK	CSR Teacher, Secondary	20, 40, 50, 60, 80, 100	CSR TCHR SEC SCI ITK	CSR Teacher, Science, 1 TK	20, 40, 50, 60, 80, 100	CSR TCHR ELD HS	CSR Teacher, Secondary, ELD	20, 40, 50, 60, 80, 100	MM ACADEMIC LANGUAGE COACH - ELEM	Instrl Coach, Elem	5% increments beginning with 5%		
Budget Item Description	Job Title	Available Funding %																																			
CAT PRG AD CIT	Categorical Program Advisor (CPA)	10, 20, 30, 40, 50, 60, 70, 80, 90, 100																																			
Community Rep A	Community Representative	5% increments beginning with 5%																																			
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CSR TCHR ELEM GK-G6 ITK	CSR Teacher, Elementary	20, 40, 50, 60, 80, 100																																			
CSR TCHR MS G6	CSR Teacher, MS 6 th grade	20, 40, 50, 60, 80, 100																																			
CSR TCHR SEC (ELA, HSS, MTH) ITK	CSR Teacher, Secondary	20, 40, 50, 60, 80, 100																																			
CSR TCHR SEC SCI ITK	CSR Teacher, Science, 1 TK	20, 40, 50, 60, 80, 100																																			
CSR TCHR ELD HS	CSR Teacher, Secondary, ELD	20, 40, 50, 60, 80, 100																																			
MM ACADEMIC LANGUAGE COACH - ELEM	Instrl Coach, Elem	5% increments beginning with 5%																																			

Program and Budget Guidelines				Title I & CSI	Title III
✔ - Budget Guideline is applicable to the program ✖ -Not Allowed				7S046 - 7T691	7T197
	MM ACADEMIC LANGUAGE COACH - SEC	Instrnl Coach, Sec	5% increments beginning with 5%		
	ITIN ELEM COUNS SCH	Elementary Counselor	By hours/days		
	INSTRL COACH EL CIT	Instructional Coach, Elementary	50, 60, 70, 80, 90, 100		
	INSTRL COACH SEC CIT	Instructional Coach, Secondary	50, 60, 70, 80, 90, 100		
	INTVN/PREV SUP COOR	Intervention/Prevention Support Coordinator	10, 20, 30, 40, 50, 60, 70, 80, 90, 100		
		Itinerants (School Nurse, Psychologist, PSW, PSA)	Minimum funding 10%		
	NONREGC TCHR EL 1 TK	Non Register Carrying Teacher, Elementary	50, 100		
	NONREGC TCHR SEC	Non Register Carrying Teacher, Secondary	50, 100		
		Paraprofessionals (TA, Ed Aide III, Instructional Aide I, Ed Resource Aide)	1-hour and 2-hour positions must be 100% funded (cannot multi-fund); 3-hour and above positions can be multi-funded 50% or 100%		
	PRNT RSR ASST CIT	Parent Resource Assistant	20, 40, 50, 60, 80, 100		
	PRNT RSR AST ARMC IT	Parent Resource Assistant (Armenian)	20, 40, 50, 60, 80, 100		
	PRNT RSR AST KORCIT	Parent Resource Assistant (Korean)	20, 40, 50, 60, 80, 100		
	PRNT RSR AST SPNCIT	Parent Resource Assistant (Spanish)	20, 40, 50, 60, 80, 100		
	PRNT RSR LIASN CIT	Parent Resource Liaison	20, 40, 50, 60, 80, 100		
	PROB SOLV DT CORD C1	Problem Solving-Data Coordinator	10, 20, 30, 40, 50, 60, 70, 80, 90, 100		
	COUNS SEC CIT	Secondary Counselor	20, 40, 50, 60, 80, 100		
	TCHR E LIB CIT C	Teacher Librarian, Elementary	50, 100		
	TCHR S LIB CIT	Teacher Librarian, Secondary	50, 100		
	For positions not specifically listed, the funding options are 50% and 100%.				
17.	Other Federally Funded Personnel Who Cover Classes: Charge the appropriate District account when a federally funded person substitutes for a District-funded teacher.			✔	✔
	Note: Day-to-day Substitute Benefited Absence should be budgeted for Register Carrying/Class-Size Reduction and Supplemental Electives Teachers must be budgeted using the same funding source from which the CSR teacher is purchased.			✔	✖

Program and Budget Guidelines		Title I & CSI	Title III												
✓ - Budget Guideline is applicable to the program ✗ -Not Allowed		7S046 - 7T691	7T197												
18.	Out-Of-Classroom Personnel – Program Funding Guidelines: If the position is not considered a Single Cost Objective and not 100% funded with Title I funds, see Program and Budget Guideline #16 for the allowable percentages. The remaining percentage of the position, not funded with Title I, must be funded with no more than two unrestricted programs (General Fund). For example, a school could fund a Problem-Solving/Data Coordinator with the following percentages: - Restricted Fund: 50% from Title I (7S046) - Unrestricted Funds: 25% with General Fund School Program (13027) and 25% from Student Equity Needs Index (SENI) (10552) The only exceptions where two federal funds/programs can be combined are: - MMALC Coach in a SWP school. Schools that receive Title III funds can combine their Title I and Title III funds to make up the allowed percentages for a MMALC Coach. Since the minimum percentage to fund a MMALC Coach on the SPSA is 10% and if the school’s Title III funds are less than 10% of the position, the school can: use Title III to pay 5% (whole percentage) and use Title I to pay 5%, 10%, 15% etc. (this is an example) - Parent Resource Liaison/Parent Resource Assistant in a SWP school. Schools can combine 7S046 and 7E046 to make up the allowed percentages. For Time-Reporting documentation requirements for Title I funded positions (multi-funded or fully-funded), please see Title I Time and Effort Reporting.	✓	✗												
19.	Multiple sites Classified Assignments: Schools attempting to combine classified assignments for one individual are limited to the following combinations: <table><tr><td></td><td>Location A</td><td>Location B</td></tr><tr><td>6-Hour Position</td><td>3-Hour</td><td>3-Hour</td></tr><tr><td>8-Hour Position</td><td>3-Hour</td><td>5-Hour</td></tr><tr><td>8-Hour Position</td><td>4-Hour</td><td>4-Hour</td></tr></table>		Location A	Location B	6-Hour Position	3-Hour	3-Hour	8-Hour Position	3-Hour	5-Hour	8-Hour Position	4-Hour	4-Hour	✓	✗
	Location A	Location B													
6-Hour Position	3-Hour	3-Hour													
8-Hour Position	3-Hour	5-Hour													
8-Hour Position	4-Hour	4-Hour													
20.	Multi-Funding Classified and Unclassified Positions: If using Title I funds (7S046), the only two percentage options available for funding are 50% or 100%. If the 50% option is chosen, 0.50 FTE must be charged to Title I (7S046) and the remaining 0.50 FTE must be funded with no more than two General Fund unrestricted programs. For example, a school may fund an Office Technician using Title I (7S046) for 50% and General Fund School	✓	✗												

Program and Budget Guidelines		Title I & CSI 7S046 - 7T691	Title III 7T197
 - Budget Guideline is applicable to the program  - Not Allowed			
	Program (13027) for 25% and SENI (10552) for the other 25%. Please be reminded that all multi-funded positions will require time-reporting documentation to be completed for each Title I funded position.		
21.	CalPERS cost and Other Miscellaneous Payroll Issues: Schools with any classified positions such as Community Reps, Counseling Assistants, etc. that complete 1,000 hours of service in one year are covered by CalPERS and the school is required to budget for these expenses. Schools with certificated employees that are currently covered with CalPERS must also allocate for these costs in accordance with the respective hours of service completed and corresponding position. In addition, schools are also responsible for allocating differential, degree, longevity costs, and other incidental cost to any Title I funded positions. Contact your fiscal specialist for more information on the additional expenses.	✓	✗
22.	Z Holiday Pay: For positions funded out of Title I, costs related to holiday pay for employees will be triggered proportionate to the position funding percentage and as such, school must allocate for the employee z time if there's an intent to have employee work a day before or after the holiday. If not, this will cause an overdraft in supplemental salary line for that position. Please contact your fiscal specialist for questions.	✓	✗
Instructional Materials			
23.	P-Card Restrictions Utilizing Title I Funds: Title I resources (Program Codes 7S046, 70S46, 7T691, 7E046) may not be used to reconcile Procurement Card (P-Card) expenditures except for admission fees, conference registration fees, curricular trips, software license renewal, Other Books Supplemental Instructional Materials (SIM), and General Supplies Technology (GST). For these six exceptions, schools are required to submit Title I documentation when reconciling. Please review BUL-134710.0, Restricted Use of P-Card, Ghost Card and Travel Card (T-Card) for Title I Program Purchases for the procedures for charging the P-Card. Note: Although Title I policy allows a school to use the P-Card for purchasing new and renewals of software licenses, schools must still follow Procurement policy with regards to the use of P-Card for purchasing software licenses (submission of Credit Card Exception Request form). Also, District policy requires that any vendor selling software licenses that requires student login must comply with the Unified Digital Instructional Procurement Plan (UDIPP). Procurement Services	✓	✗

Program and Budget Guidelines		Title I & CSI 7S046 - 7T691	Title III 7T197
 - Budget Guideline is applicable to the program  - Not Allowed			
	Division has information online regarding vendors who meet this requirement.		
24.	Test Preparation Materials: Title I funds <u>may not</u> be used to purchase test preparation materials. The intent of these funds is for intervention, including materials that are used for academic preparation and are embedded in the standards-based instructional program.	X	X
25.	Visual & Performing Arts and PE Materials: Categorical funds <u>may not</u> be used for Supplemental Instructional Materials (SIM) to support A-G required Visual and Performing arts and Physical Education in secondary schools.	X	X
Procurement End of Year Deadlines			
26.	Title I Other Expenditures: In order for students to benefit from the Title I funds in the year that the funds were allocated, the deadline for Title I program expenditures will be fixed earlier than general Procurement, P-Cards and Imprest cut-off dates. All Title I Ariba Procurement Requisitions (PRs) (except for equipment which must be ordered by January 30th) and Imprest Claims must be received by 5 pm on May 5th to be considered for processing. All Title I P-Card purchases must be made by May 5th to be considered for processing (verified by the invoice date). Please plan accordingly. To assist in the process of using Title I funds to purchase goods and services, please review the following documents regarding the procedures and documentation required: • BUL-134711.1, Additional Review Process for Title I Expenditures • BUL-134710.1, Restricted use of P-Card, Ghost Card and Travel Card (T-Card) for Title I Program Purchases • REF-1706.4, Imprest Funds • Title I Cheat Sheet	✓	X
27.	Goods Receipt: Goods receipt for all expenditures including Title I must be processed in Ariba on or by June 30th of the current school year otherwise, it will be considered a disallowed expenditure for the following fiscal year and schools will be required to pay back with general funds. Schools will be responsible for ensuring that goods and services will be delivered on or before June 30. Any open POs will be closed. If schools do not do the GR on time and there are pending invoices due to goods/services being rendered, then the schools will be responsible for securing another method of payment for the vendors.	✓	X

Program and Budget Guidelines		Title I & CSI 7S046 - 7T691	Title III 7T197
 - Budget Guideline is applicable to the program  - Not Allowed			
Submission of Required Documents			
28.	Prompt Submission of Title I Related Documents: Title I regulations require that a school has a completed SPSA and a SPSA Evaluation as well as a School Site Council (SSC) that meets state composition requirements for the current year's Title I funds to be expended. Therefore, if a school has not provided the required documentation by the specific deadlines, the school's Title I budget will be frozen until the required documentation (completed SPSA, SPSA Evaluation, SSC Certification) has been submitted. The freezing of a school's Title I budget will also pertain to missing Categorical Equipment Inventory (CEI) and unpaid paybacks.	✓	✗
Using Title I Funds to Purchase Items			
29.	Approved SPSA and SPSA Modification: In order to spend Title I or Title III funds, schools must have an approved SPSA/SPSA Modification for the current school year. To verify if the school's plan has been approved, the following phrase appears on the School Identification page: "Approved by Federal and State Education Programs with authority as delegated by the Board." For an approved SPSA Modification, all applicable signatures must be on the modification.	✓	✓
30.	Review Process: There is a review process for all Title I non-payroll expenditures (Conference Attendance, Contracts, Curricular Trips, Equipment, General supplies Technology, Other Books, Software licenses, Supplemental Instructional Materials) purchased through Ariba, Imprest, or P-Card. Schools are required to upload the required Title I documentation. Please refer to the Title I Cheat Sheet for the specific documents required for each expenditure. Failure to provide documentation will result in a delay in the processing of the order or reconciliation. Please plan accordingly.	✓	✗
31.	Title I Deadline Dates That Fall on a Weekend or a Non-Work Day: the new deadline will be on the next workday.	✓	✗
32.	Miscellaneous Bill Payments: This form of payment is not an allowable payment option for schools when using Title I funds.	✓	✓
33.	Potential Funding Variance (PFV): A potential funding variance is a set aside for programs 7S046, 70S46, 7E046, and 7T691. The PFV is used for adjustments within the year. In the case that the PFV is not enough for an adjustment, the school may need to make necessary modifications to	✓	✗

Budget at a Glance

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

Reference: Compensatory Education Program Instrument Section III, Funding

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

 Allowable
  Not Allowed

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Frequently Purchased Items in Title I & Title III For a more extensive list, please refer to the Estimated Rate Sheets posted on the School Fiscal Services Branch website.	7S046 & 7T691 Title I SWP & CSI	70S46 Title I TAS	7E046 Title I Parent and Family Engagement	7T197 Title III
Administrative X-Time	✓	✓	✗	✗
Admission Fees ³	✓	✗	✗	✗
Assistant Principal, Secondary Counseling Services (APSCS) X-Time	✓	✓	✗	✗
Categorical Program Advisor	✓	✓	✗	✗
Certificated Training Rate	✓	✓	✗	✓
Classified Training Rate	✓	✗	✗	✗
Clerical X/Z Time	✓	✓	✓	✗
Community Representative ³	✓	✗	✓	✗
Coordinator X-Time (Non-Tutoring) (for Commitment Item # 190001 staff)	✓	✓	✗	✗
Coordinator X-Time (Tutoring) (for Commitment Item # 190001 staff)	✓	✓	✗	✗
Counselor Aide ³	✓	✗	✗	✗
Counselor Assistant	✓	✗	✗	✗
Counselor, PSA	✓	✓	✗	✗
Counselor, School	✓	✗	✗	✗
Counselor X-Time (Non-Tutor) (for positions under Commitment Item # 120021)	✓	✓	✗	✗
Counselor X-Time (Tutor) (for positions under Commitment Item # 120021)	✓	✓	✗	✗
Curricular Trips	✓	✗	✗	✗
Custodial Supplies (Consumables for Intervention activities - \$2.50 per intervention student)	✓	✓	✗	✗
Day-to-Day Subs, Benefitted Absence ² (Budget Item #10562 for teachers) (Budget Item # 13984 for Librarian)	✓	✗	✗	✗
Day-to-Day Subs (also known as TCH REL DTD SUB CAT) for Title I funded personnel who attend a Title I-funded activity (Budget Item #10378)	✓	✓	✗	✗
Differential, Coordinating	✓	✗	✗	✗
Education Aide II ³	✓	✗	✗	✗
Education Aide X-Time	✓	✓	✓	✗
Educ. Aide III X-Time	✓	✓	✗	✗
Education Aide III (AVID)	✓	✓	✗	✗
Educational Resource Aide	✓	✗	✗	✗
Ed Resource Aide X-Time	✓	✗	✗	✗
MMALC Instructional Coach, Elementary/Secondary	✓	✓	✗	✓
SEL Instructional Coach – B-Basis	✓	✓	✗	✗
General Supplies-Technology	✓	✓	✓	✗
Information Technology Support Assistant (ITSA) ³ (formerly known as Information System Support Assistant)	✓	✓	✗	✗
Instructional Contracts, individual and/or firms ⁴ (up to \$25,000 of a contract/purchase order, use Budget Item # 50002)	✓	✓	✓	✗
Instructional Contracts, individual and/or firms ⁴ (amount beyond \$25,000 of a contract or purchase order, use Budget Item # 50255)	✓	✓	✓	✗
IT Support Technician (ITST) ³ (formerly known as Microcomputer Support Assistant)	✓	✓	✗	✗
Instructional Aide ³	✓	✓	✗	✗
Instructional Coach	✓	✓	✗	✗
Intervention/Prevention Support Coordinator	✓	✓	✗	✗

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

 Allowable
  Not Allowed

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Frequently Purchased Items in Title I & Title III	7S046 – 7T691	70S46	7E046	7T197
For a more extensive list, please refer to the Estimated Rate Sheets posted on the School Fiscal Services Branch website.	Title I SWP – CSI	Title I TAS	Title I Parent and Family Engagement	Title III
Interventionist (Elementary/Secondary)	✓	✓	✗	✗
Library Aide ³	✓	✗	✗	✗
Librarian X-Time (Non-Tutor) (for positions under Commitment Item # 120001)	✓	✓	✗	✗
Librarian X-Time (Tutor) (for positions under Commitment Item # 120001)	✓	✓	✗	✗
Limited Contract Teacher (Intervention or Coordinating)	✓	✓	✗	✗
Maintenance of Equipment ⁵ (Non-instructional)	✓	✓	✗	✗
Mileage	✓	✓	✓	✓
Non-Capitalized Equipment (Classroom & Parent Center)	✓	✓	✓	✗
Non-Capitalized Equipment (Non-classroom)	✓	✓	✓	✗
Nurse	✓	✗	✗	✗
Other Books	✓	✗	✗	✗
Other Non-Instructional Contracts ^{3 5}	✓	✗	✗	✗
Parent Conference Attendance	✓	✓	✓	✓
Parent Resource Assistant ³	✓	✗	✓	✗
Parent Resource Liaison ³	✓	✗	✓	✗
Parent Training Allowances ³	✗	✗	✓	✗
Phone Expense – Title I Office ³	✓	✓	✗	✗
Phone Expense – Parent Center ³	✗	✗	✓	✗
Problem Solving-Data Coordinator	✓	✓	✗	✗
Professional Expert ¹	✗	✗	✗	✗
Psychiatric Social Worker	✓	✓	✗	✗
Psychologist, School	✓	✓	✗	✗
Rental/Lease Equipment, Instructional ³	✓	✓	✗	✗
Rental of Equipment ^{3 5}	✓	✓	✗	✗
Senior Office Technician/Office Technician ³	✓	✗	✗	✗
Software License Maintenance	✓	✓	✓	✗
Staff Conference Attendance	✓	✓	✗	✗
Supplemental Instructional Materials (SIM)	✓	✓	✓	✓
Teacher Assistant	✓	✓	✗	✗
Teacher Assistant Relief	✓	✓	✗	✓
Teacher Librarian	✓	✗	✗	✗
Teacher Parent Activity Differential ³	✗	✗	✓	✗
Teacher Release Day/Hrs.	✓	✓	✗	✓
Teacher/Instructional Coach X-Time (Non-Tutor) (for positions under Commitment Item # 110001)	✓	✓	✗	✓
Tutor Teacher/Instructional Coach X-Time (for positions under Commitment Item # 110001)	✓	✓	✗	✓
Teacher, Auxiliary	✓	✗	✗	✗
Teacher, Class Size Reduction (CSR) ²	✓	✗	✗	✗
Teacher, Non-Register Carrying	✓	✓	✗	✗
Teacher, Supplemental Elective ²	✓	✗	✗	✗

1 – Needs prior approval from the Office of the Superintendent;

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

3 – Needs prior approval for CSI from FSEP

4 – Needs prior approval for 7E046 from Family and Community Engagement Administrator, FACE Unit

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

Appendices



Appendix A:

Programs for

Emergent

Bilinguals

Budget Process



Master Plan Budget Development Process

Supplemental expenditures for the Emergent Bilingual program must be based on the identified needs of participating EBs and program requirements, such as professional development for teachers or acceleration services for EBs. In addition, schools are to use multiple funding sources to meet the requirements of the *2025 Multilingual Multicultural Master Plan*.

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

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

Title III, Section 3115(g), requires that funds be used "to supplement the level of federal, state, and local

public funds that, in the absence of such availability, would have been expended for programs for limited English proficient children and immigrant children and youth and in no case to supplant such Federal, State, and local public funds."

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

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

EB Program Budget Priorities

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

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

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

Title III Budget Priorities (7T197)

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

1. **Professional Development:** Provide EB-related professional development (PD) for teachers, administrators, and other school support staff to improve and implement high-quality Integrated and Designated ELD.

Note: The school must develop and implement an ongoing professional development plan that aligns with the identified needs of EBs and defined within the school's SPSA.

2. **Targeted Acceleration:** To address and remedy the linguistic and academic deficits of identified EBs, Title III funds are to be used to support acceleration activities for EBs.

Note: Non-EB students, including RFEP students, are not eligible to receive Title III funded acceleration or other instructional services.

3. **Multilingual Multicultural Accelerated Learning Coach (MMALC):** To support the consistent implementation of the District's Title III initiatives, including standards-based Designated and Integrated ELD instruction. (For more information, see the [Instructional Support](#) section of this handbook.)

4. **Parent Outreach and Training:** To support training activities related to the instructional program for EBs and designed to assist parents and families to become active participants in the education of their children. (Title III must not be used to support ELAC

activities.)

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

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

Examples include:

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

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

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

1. The expenditure addresses the linguistic and academic needs of EBs and is identified and explicitly described in the school's SPSA or SPSA Modification.
2. Expenditures support the increased academic achievement of EBs and are based upon a thorough analysis of EB data.

Professional Development for Teachers of EBs

Professional development services/resources may include:

1. **Teacher Release Day:** To pay regular status teachers to attend supplemental professional development related to the EB program. **Teacher X-Time (Non-Tutor)** is to be used to pay teachers to engage in EL program related professional development, including dELD and/or iELD planning or analyzing EB program data outside the regular assignment.

This budget item can be used to pay teachers for planning or analyzing data.
 - a. **Teacher Release Day:** During the regular assignment
 - b. **X-Time:** Outside of the regular assignment; fewer than ten (10) consecutive days
2. **Contracted Instructional Services:** Funds for contracts with organizations providing services to improve and supplement the EB instructional program to increase the academic achievement of EBs. The organization must have extensive knowledge of second language acquisition. The name of the company and the services to be provided must be included in the SPSA with explicit details of the services to be provided. The Regional Multilingual Multicultural Academic Language Programs Coordinator and the Multilingual Multicultural Education Department must review and approve the proposed contracted instructional services.

3. **Conference Attendance:** To pay for teachers to attend conferences directly related to improving the academic achievement of EBs. Specific conferences/ institutes must be identified in the SPSA.
4. **Staff Training Rate:** To compensate teachers who attend Master Plan-related professional development outside of the regular assignment.
5. **Mileage:** To compensate staff for miles traveled to and from Master Plan-related training/conferences.
6. **International Newcomer Instructional Aide (4496):** To assist International Newcomer students as they adapt to the educational system and culture of the United States (3hr or 6hr). INIAs support students in developing English language proficiency while striving to meet grade-level academic standards. Through specialized and ongoing training at both regional and central levels, INIAs serve as an essential component of an effective instructional program designed to promote academic success and leverage the cultural assets of International Newcomer students. For more information, reference the [International Newcomer Job Description](#).
7. **Teacher Assistant (TA) Relief:** Funds are for hours worked beyond the regular assignment.

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

School Plan for Student Achievement – Assurances Page

The signature of the ELAC Chairperson on the School Plan Assurances page indicates that the committee had the opportunity to participate in

the budget planning process and provide written recommendations regarding the SPSA and EB Programs.

Note: An ELAC signature does not necessarily indicate approval of the school’s spending plan. If the ELAC signature is withheld, a signed statement

from the ELAC Chairperson that explains why s/he refused to sign the school’s budget assurances page must be attached to the SPSA.

EB Program Budget Adjustment Request

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

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

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

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

system for monitoring effectiveness.

Budget adjustment requests are denied when:

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

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

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

Certificated (1000)

Support staff personnel are required to keep a log of services provided to EBs. Support staff must complete a *Periodic Certification Form* if funded from one source or a *Multi-Funded Time Report Log* form when funded from more than one source (see [BUL-2643.15, Documentation for Employees Paid from Federal and State Categorical Program](#)).

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

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

Supplemental Services of Certificated Staff

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

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

- 1. Identified linguistic and academic needs

2. EBs identified as not meeting the minimum progress expectation for ELs indicated in the *2025 Multilingual Multicultural Master Plan*.

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

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

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

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

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

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

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

Unclassified

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

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

Appendix B:

Budget Planning

for Parent and

Family

Engagement



INTER-OFFICE CORRESPONDENCE
Los Angeles Unified School District

TO: School Principals **DATE:** February 1, 2026

FROM: Antonio Plascencia, Jr., Senior Director
Office of Student, Family and Community Engagement

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

All parent and family engagement programs and activities funded through Title I programs must be developed with meaningful involvement, consultation, and advice of parents of participating children. To address this requirement, and specifically the role of engaging families in developing equity-centered school plans, the Office of Student, Family and Community Engagement (SFACE) has provided a series of modules for use by each school community to support parent outreach and input. The modules assist schools with facilitating conversations about assets and needs, use of data to inform practice, and to develop budgets which invest equitably in the highest opportunity for students and families. School sites are to bring together their school communities to show how all funding streams develop a coherent strategic plan for the school campus. These modules are titled "Budget Development Module Series for School Community" and are located under the Tools For Schools tab on the [SFACE website](#). According to [MEM-6750.8, Notification of Federal Title I Parent Involvement Mandates](#), completion of this requirement must be verified in the Principal's Portal under a heading called the Annual School Goals and Budget Consultation Meeting.

In addition to engaging the broader school community and verifying this engagement within the Principal's Portal, schools must ensure the English Learner Advisory Committee (ELAC) submits recommendations to the SSC and the SSC members are fully involved in 1) planning the program using data, 2) making modifications to the School Plan for Student Achievement (SPSA), 3) monitoring implementation of the SPSA, and 4) assessing the impact of funded programs and activities on student achievement.

Strategic Plan 2022–26 Ready for the World

The following Title I strategies for family engagement are integrated into the Strategic Plan entitled *Ready for World*. Review pages 40–48 and specifically focus on priorities *3A: Strong Relationships* and *3D: Honoring Perspectives*. While each priority is essential to building strong home-to-school communication, engagement and partnership, these are mostly aligned to Title I family engagement. District measures and guidance regarding implementation and deadlines are included in [REF – 6749.8 Principal's Portal Verification for Parent and Family Mandates](#).

Title I Funds

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

Budget Planning Process

1. The school plan for parent and family engagement outlined in the SPSA must be aligned to the District's Strategic Plan, the LAUSD Board of Education Parents as Equal Partners Resolution and Task Force Recommendations, the School Goals for Parent Engagement (Attachment B), and all appropriate federal and state mandates regarding parent engagement. It should include activities, programs, a timeline and resources to support student academic goals and be aligned with the school Title I Parent and Family Engagement Policy. Please refer to School Goals for Parent Engagement (Attachment B) for suggested activities.
2. Funds allocated for parent and family engagement activities must not be used for other purposes. When used inappropriately, the categorical program from which the non-allowable item was expended must be repaid with the general funds' regular program resources.
3. The Budget Planning Sheet for 2026–2027, Attachment A, must be developed with parent recommendations for the projected expenditures.

4. Personnel expenditures, including Community Representatives, Parent Resource Assistants, and Parent Resource Liaisons budgeted from parent and family engagement funds must perform duties and responsibilities that **directly** support the school's plan for parent engagement, as identified in the SPSA. They are not to perform other clerical duties that are not in line with the job classification.
5. Categorical funds are to supplement, not supplant, educational services for parents. These funds may not be used for rental of facilities or for purchasing equipment, other than for translation equipment or technology for the Parent and Family Center when approved by the Region Family and Community Engagement (FACE) Administrative Coordinator.

Funds should be allocated to support parent activities that help meet the School Goals for Parent Engagement, including:

- Training to strengthen parent and family capacity to support their children's learning at home and achievement at school
 - Development of the School-Parent Compact and the school Title I Parent and Family Engagement Policy
 - Translation or phone services, translation equipment and/or Parent and Family Center computer equipment
 - Parent conference attendance
 - Parent and Family Center programs, activities, and staff
6. A differential may be provided to a register-carrying teacher **only** for purposes of coordinating parent engagement activities. Specific duties of the teacher must be above and beyond the duties of the Targeted Student Population Advisor and/or Title I Coordinator. District schools often use the differential to assist the school site administration with organizing Family Action Teams whose purpose is to establish family engagement goals, coordinated programming and outreach to participants.

For further information, please contact the appropriate Region Family and Community Engagement (FACE) Administrative Coordinator or the Office of Student, Family and Community Engagement (SFACE):

<u>Regions</u>	<u>Name</u>	<u>Phone Number</u>
Region North	Laura Fuentes Dr. Jeremiah Gonzalez	818-654-3600
Region South	Ursula Martin	310-354-3400
Region West	Crystal Dukes	310-914-2100
Region East	Megan Guerrero, Amaris Medina	323-224-3100
Options Schools/Virtual Academies	Connie Brandstetter	213-241-0113

Office of Student, Family and Community Engagement
Budget Planning Sheet for 2026-2027

School Name: _____ Location Code: _____

Item No.	Resources	Title I (7E046)		Other: _____	
		QTY	Amount	QTY	Amount
21468	Clerical X/Z Time				
50073	Parent Conference Attendance				
50163	Parent Training Allowance				
50059	Mileage				
11275	Professional Expert (Certificated) (For Parent Engagement Activities)				
10365	Teacher Parent Activity Differential (For Register-Carrying Teacher Only)				
27784	Community Representative Pay (Class A) Rate \$_____				
27785	Community Representative Pay (Class C) Rate \$_____				
26594	Parent Resource Liaison (This position is subject to seniority rights.)				
26958	Parent Resource Assistant (This position is subject to seniority rights.)				
27144	Itinerant SS Parent Resource Liaison				
40269	Supplemental Instructional Materials (SIM) (No office supplies; for parent activities only)				
50243	Software License Maintenance				
40127	General Supplies-Technology				
40125	Non-Capitalized Equipment for Parent Center				
50002	Contracted Instructional Services				
50254	Phone Expenses (For Parent Center; No postage allowed).				
60018	Capitalized Equipment-Audio Visual (for translation only; need prior approval from SFACE)				
Total Budget			\$		\$

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

Oficina De Participación Para Estudiantes, Familia y la Comunidad

Hoja Para La Planificación Del Presupuesto 2026-2027

Nombre De La Escuela: _____

Código De La Escuela: _____

Núm. de Punto	Recursos	Título I (7E046)		Otro: _____	
		Cantidad	Suma	Cantidad	Suma
21468	Horas extras para los oficinistas				
50073	Asistencia de los Padres a Seminarios				
50163	Fondo por Cuidado de Niños Durante Capacitación de Padres				
50059	Millas Recorridas				
11275	Experto Profesional (Titulado) (Para actividades de inclusión de los padres)				
10365	Maestro Padre Actividades Pago Diferencial (Para maestros de clase a cargo de alumno y sus registros)				
27784	Salario del Representante Comunitario (Class A) Tarifa: \$_____				
27785	Salario del Representante Comunitario (Class C) Tarifa: \$_____				
26594	Mediadores de Recursos para Padres (Este puesto se sujeta a derechos de empleo.)				
26958	Asistente de Recursos para Padres (Este puesto se sujeta a derechos de empleo.)				
27144	Mediadores de Recursos para Padres Itinerante				
40269	Materiales de Instrucción Suplementarios (SIM) (Solamente para apoyar las actividades de padres, no para material de oficina)				
50243	Mantenimiento de licencia de programas para la computadora				
40127	Útiles Generales-Tecnología				
40125	Equipo no capitalizado para el centro de padres				
50002	Servicios de Instrucción Contratados				
50254	Gastos por servicios de teléfono (Para el Centro de Padres, no se permiten costos de envío)				
60018	Equipo capitalizado- Audio y video (solamente para traducción; se necesita previa aprobación por parte de SFACE)				
Total Del Presupuesto			\$		\$

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

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

A review of decades of research also indicates that when parents are involved, students have the following:

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

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

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

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

School Goals for Parent and Family Engagement

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

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

The following is a task list of responsibilities and deadlines for parent and family engagement. The District funding and home-to-school ties are dependent on these foundational responsibilities:

Activity/Task	Description	Deadline*
School Site Council Verification and Training	Principal or designee upload membership information and documentation to the Principal Portal serving as evidence that the council is fulfilling its responsibilities. Required training modules for the SSC are available at the Tools for Schools tab found at https://families.lausd.org . Training modules are also available to train members on topics like parliamentary procedures, understanding data, and writing SMART comments.	End of September
English Learner Advisory Committee Verification	Principal or designee upload membership information and documentation to the Principal Portal serving as evidence committee is fulfilling its responsibilities.	End of September
School Site Professional Development for Parent & Family Engagement	School sites are to host at least two professional development sessions in the area of parent and family engagement for school staff.	End of January
School Title I Parent & Family Engagement Policy	Each year, Title I schools are to develop a policy with families and staff. The policy must be distributed to all Title I families.	End of January
District Title I Parent & Family Engagement Policy	Each year, Title I schools are to post the policy online and to send communication about its availability to all families.	End of January
Title I School Parent Compact	Each year, Title I schools are to develop a School Parent Compact with families and staff. The policy must be distributed to all Title I families.	End of January
Monthly Workshops for Families	Schools are tasked to upload a monthly calendar with workshop dates and topics for each month from September–May covering academic, social emotional, and attendance related topics. Title I course modules are available for school sites to engage families as cohorts. To download the course modules, visit Tools for School tab at https://families.lausd.org . A Family Academy Course Catalogue template is available for school site download at https://families.lausd.org under the Tools for Schools tab.	Middle and End of Academic Year
English Learner Advisory Committee Required Training	There are 6 required training topics that need to be presented to the English Learner Advisory Committee. Required training modules for the ELAC are available at the Tools for Schools tab found at https://families.lausd.org . Training modules are also available to train members on topics like parliamentary procedures, understanding data, and writing SMART comments.	Middle and End of Academic Year
Annual Title I Parent and Family Meeting	This meeting must be held at the start of the school year where school sites guide families to learn about specific Title I investments and strategies the school site is leading to accelerate student achievement and the engagement for families to support their child's development. It is recommended for this meeting to inform families and to facilitate exercises such as side-by-side lessons between families and students focused on school strategies, and classroom learning walks, to name a few. These help families see how Title I supports the school community.	End of January
Annual School Goals and Budget Consultation Meeting	This meeting must be held with the school community in the winter/early spring before budget development sessions begin.	End of January

[*REF-6749.8 – Principals’ Portal Verification for Parent and Family Mandates](#)

Appendix C: Supplemental Instructional Programs



LOS ANGELES UNIFIED SCHOOL DISTRICT

Division of Instruction

Supplemental Instruction/Intervention Resources Guidelines

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

Supplemental resources support core instruction, not replace it. Evidence-based supplemental instructional materials within a multi-tiered system of support follow the Plan, Do, Study, Act (PDSA) Cycle of Improvement and include practices or programs that have proven to be effective at producing results and improving outcomes when implemented.

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

Procedures for Selecting Supplemental Instructional Resources

Schools are to follow the procurement and procedures below prior to placing an order for evidence based supplemental materials.

1. Engage in Root Cause Analysis to analyze school data and identify research and/or evidence-based interventions as outlined in the School Plan for School Achievement.
2. Review the [Resources For Identifying Evidence-Based Interventions](#). Materials found listed on these sites are research and/or evidence-based and have been recommended to support tiered instruction and intervention.
3. Review and adhere to budget and program guidelines for purchasing of any evidence-based supplemental instructional materials.

For questions regarding evidence-based supplemental standards-based instructional materials, please contact Elizabeth Bernal, Administrator, Elementary Instruction, Byun-Kitayama, Administrator, Middle School Instruction or Sandra Gephart, Administrator, High School Instruction.

For questions, please contact your Regional Director

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

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

To effectively implement evidence-based differentiated intervention, schools are to use the following structures:

- Focus: Targeted standards aligned instructional cycles that support students' learning needs.
- Group Size: Small group size of no more than 4-6 students.
- Frequency and Duration: A minimum of three times per week for 30-60 minutes per day, or about 50 hours over a semester. Additionally, break periods (e.g., winter break, spring break, etc.) may be utilized to deliver intensive week-long small group sessions focusing on one subject with a highly effective teacher.
- Delivery: While in-person support is recommended, virtual and hybrid models may also be effective.
- Attendance: Expect students to participate in 90% of the sessions to show the most improvement.

Step 1: Validating Research-Based Resources

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

Criteria for Selecting Supplemental Resources:

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

Step 2: Guidelines for Effective Academic Intervention Resources

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

- How will training for the program be implemented?
- How much time needs to be allocated to use this program – 30 minutes, 1 hour, more?
- What specific skills/standards does it address?
- Does it include explicit instruction?
- How does it provide for *academic engaged time* including high levels of student engagement?

- How is student performance feedback provided?
- What supports are available for teacher understanding and support?
- How is student growth documented?
- Is technology required and how will the technology be purchased?