F S E P

Program and Budget Handbook

❋ Title I

❋ English Learners (Title III/EIA-LEP)

March 2013

Los Angeles Unified School District
Federal and State Education Programs Branch

Errata

The ***Program and Budget Handbook, March 2013*** has been updated to reflect the changes that resulted from the No Child Left Behind (NCLB) Waiver and the Local Control Funding Formula. References to Program Improvement (PI) were deleted pursuant to the No Child Left Behind Waiver for the California Office to Reform Education (CORE) districts for fiscal year 2013-2014. With the adoption of the 2013-2014 Governor's Budget Act, Economic Impact Aid resources were converted to Local Control Funding Formula (LCFF).

- **Page A-3:** The following statement was deleted: "As a Program Improvement District, the achievement rate of these students must be accelerated to meet the objectives of the District's Performance Meter Matrix and the Federal NCLB accountabilities."

- **Page A-10:** Description of the NCLB Waiver replaced the description of *PI Local Educational Agency (LEA)*. As a result, some of the key mandates of PI identification are no longer mandatory, e.g., schools are not required to notify parents of their PI status or to set aside 10% of their Title I allocation for professional development (70A56).

- **Page A-14:** Description for *Program Improvement (PI) Schools* was deleted.

- **Page A-15:** Description of Economic Impact Aid – State Compensatory Education (EIA-SCE) was deleted and replaced with a description of Local Control Funding Formula (LCFF) for the following programs:
  - ➢ Economic Impact Aid – State Compensatory Education (EIA-SCE)
  - ➢ Economic Impact Aid – Educationally Disadvantaged Youth (EIA-EDY)
  - ➢ Economic Impact Aid – Educationally Disadvantaged Youth Title I Hold Harmless

- **Page A-22:** The following was deleted from *Developing a School Budget*: "However, SSCs at schools in Program Improvement Years 3, 4, 5 and 5+ status must come to a consensus and recommend the budget to the educational service center (ESC)." Also, a reference to ESC superintendents of these schools reviewing and recommending the budgets was deleted.

- **Page A-23:** EIA-SCE was deleted as a funding source for *Budget Adjustment Request*.

- **Pages A-26 & A-27:** Program code 70A56 was deleted. Expenditures in 70A56 have been transferred to program code 7S046.

- **Page A-28:** Number 1 – References to program code 70A56 were deleted.
  Number 2 – Commitment number changed for *Other Books* from 420001 to 420010.
  Number 8 – The following statement was deleted: "For schools that are allocated EIA-SCE, a reasonable amount of funds may be used for SSC/Advisory Committee expenses."

- **Page A-29:** Number 11 – Changed to "A maximum of five percent (5%) of a school's allocation can be budgeted in IMA for fiscal year (FY) 2013-2014. The specific item(s) or supplemental program must be described on the budget justification page."

- **Page A-29:** Number 12 – The following guideline has been added: "General supplies (object code 4501) are closed in Title I for FY 2013-2014. Schools should use the new LCFF or other unrestricted resources to fund general supplies purchases."

- **Pages A-28 through A-38:**
  EIA-EDY (program codes 7V462/74V62) and EIA-SCE (program code 7S539) were deleted as funding sources.

- **Page A-43:** Number 6 – EIA-SCE was deleted as a funding source for Educational Resource Aide.

- **Page A-46:** Item H – EIA-SCE was deleted as a funding source for School Advisory Council/Committee Expenses.

- **Appendix A:** PI/LEA was deleted from the title *PI/LEA Supplemental Instruction/ Intervention Resources Guidelines*.

- **Appendix C:** The list of Title I PI At-Risk Schools was deleted.

- **Appendix D:** The list of Title I PI Schools was deleted.

- **Appendix E:** References to EIA-SCE as a funding source and School Advisory Council (SAC) were deleted from all parent engagement activities.

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Table of Contents

Appendix A: Approved Supplemental Instructional Programs

Appendix B: Programs for English Learners Budget Process

Appendix C: NCLB CORE Waiver Schools

Appendix D: Budget Planning for Parental Involvement

Supplemental Services

Introduction

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

District Instructional Priorities

Office of Curriculum and Instructional Support Services

Theory of Change – Our theory of change links our beliefs, vision and mission to graduate every LAUSD student college-prepared and career-ready. We are creating the conditions for success within every LAUSD school, center, office and program.

If we
• transform human capital by ensuring there are effective employees at every level of the organization focused on improving student outcomes;
• give our students and parents a portfolio of high quality school choice; and
• hold ourselves accountable through strong performance management;
then, every student in our schools will graduate college-prepared and career-ready.

The Instructional Core – The instructional core is the very heart of our service to students; it is about the connection between the teacher, the student and the content of learning:
• Expanding teachers' knowledge and skill;
• Providing academically challenging content; and
• Fostering highly engaged and life-long learners.

Strategies – Strategies refer to the set of common sense approaches we use to support the instructional core to help every LAUSD student achieve his/her maximum potential:
1. Transform teaching and learning so that all youth graduate college-prepared and career-ready.
2. Ensure there are effective employees at every level of the organization focused on improving student outcomes.
3. Provide a portfolio of high-quality schools for all youth, families and communities.
4. Ensure a safe, caring, and nurturing environment for all youth.
5. Operate an effective, efficient, and transparent organization in order to assure the public trust.

Instructional Priorities - Teaching and Learning Foci – Our teaching and learning foci are the specific actions we will take to improve student achievement:
• Transition to the **Common Core State Standards** in English Language Arts (ELA) and Mathematics by the year 2014-15 in K-12 so that content, teaching and learning are focused around concepts and skills to help students develop a deeper understanding and apply their knowledge.

• Implement the **English Learner and Standard English Learner Master Plan and Special Education Inclusion** to ensure students have equity and access to a high-quality education.

• Ensure that all students graduate with the option to enroll directly into a university and are prepared for a career by implementing our **College and Career Readiness through A-G Initiative**.

• Implement the **Educator Growth and Development Cycle** to achieve our goal that every student will be taught by an effective teacher, every day, in a school led by an effective school leader, surrounded and supported by an effective team by 2016.

Additional Details
In the 2013-2014 school year, the District will continue the transition to the Common Core State Standards (CCSS). This transition is scheduled to phase in over three years at which time the state will implement a new assessment in 2014-2015 developed by the SMARTER Balanced Assessment Consortium (www.smarterbalanced.org). The CCSS support the District's goal that every student, pre-school through adult, receives quality, standards-based instruction that enables all students to graduate college-prepared and career-ready.

The District began the transition to the CCSS in

kindergarten, 1st and 6th grades during the 2012-2013 school year. The other grades transition beginning in the 2013-14 school year.

In November 2012, the State of California adopted new ELD Standards for English Learners in alignment with the CCSS. These standards will be phased in over the course of the next two years.

The District serves a diverse student population that includes a substantial percentage of English Learners (ELs), Standard English Learners (SELs), Students with Disabilities (SWDs), Gifted and Talented Education (GATE) students, and Socioeconomically Disadvantaged students. The majority of these students have not met NCLB student achievement benchmarks.

A new English Learner Master Plan has been adopted and will serve as a guiding document to ensure that academic achievement in both language and content is reached by ELs. To reach this goal, the District has established the following instructional priorities:

1. Use a multi-tiered system of support driven by data to improve core instruction and move all students to proficiency;
2. Align instruction to the California Content Standards with a focus on literacy and numeracy across all content areas and continue transitioning to the CCSS;
3. Continue the **instructional shifts** to the Common Core State Standards as follows:

   ELA/Literacy
   1. **Build knowledge** through **content-rich nonfiction** and **informational texts**
   2. Ground reading and writing in **evidence from text**
   3. Regular practice with **complex text** and its **academic vocabulary**

   Mathematics
   1. **Focus** strongly on the California Content Standards
   2. **Coherence**: Think across grade levels, and link to major topics within grade levels
   3. **Rigo**r: Require **fluency, application**, and **deep understanding**

English Language Development
   1. English learners develop full, receptive and productive proficiencies in English
   2. English Language Development is addressed in the domains of listening, speaking, reading and writing

4. English learners receive instruction that builds on their previous education and reflects their language proficiency levels
5. Use of standards-aligned instructional materials and strategies differentiated to meet the needs of diverse student groups
6. Systemic implementation and consistent use of Academic Engaged Time (AET) that results in improved student outcomes
7. Professional development and collaboration that ensures the use of multi-tiered, data-based instruction and intervention to improve instruction
8. Monitoring of program effectiveness through student-centered, data-based decision making
9. Increased involvement of staff, parents, and community
10. Increased use of technology integrated into instruction
11. Targeted services and use of evidence-based programs to the lowest-performing student groups
12. Provision of equitable access to the core curriculum for English learners and Standard English learners to ensure their academic achievement
13. Increased successful completion of A–G requirements for all students
14. Increased integration of literacy and numeracy though the arts to improve access to the core curriculum
15. Provision of equitable access to the core for students with disabilities.

Multi-Tiered, Data-Based Instruction and Intervention

Response to Instruction and Intervention (RtI^2) is a systemic multi-tiered framework that guides the development of a well-integrated and seamless system of instruction (e.g., literacy, numeracy, language development, and positive behavior support across content areas), and provides

intervention that is matched to student need and directed by student outcome data from multiple measures. RtI^2 embraces evidence-based instruction and the District's Discipline Foundation Policy. It provides the structure within which all efforts of LAUSD fit to ensure that the instructional, academic, and behavioral/social emotional needs of all students are the highest priority, including English learners (ELs), Standard English learners (SELs), Students with Disabilities (SWDs), and Gifted and Talented Education (GATE) students.

The RtI^2 framework establishes a process for providing increasing levels of instructional time and intensity whereby the needs of all learners are identified, supported early and effectively, and high-performing students have access to accelerated learning. The RtI^2 framework is based on the provision of high quality, first instruction grounded in the California State Standards and the Common Core State Standards and the use of data to identify students for appropriate acceleration and interventions.

RtI^2 implementation is everyone's responsibility and advances academic achievement through frequent progress monitoring, ongoing data collection and analysis as well as the provision of immediate, evidence-based intervention for students who need it.

The RtI^2 model embraces the importance of involving families and the community in collaborative partnerships in culturally relevant ways. Effective partnerships include students, parents, families, community members and educators. A culturally relevant school environment fosters parent involvement, improves student outcomes, and is conducive to accelerated learning.

Academic Engaged Time

Academic Engaged Time (AET) is the number of minutes each day/week during which students receive quality academic instruction and demonstrate behaviors that reflect student engagement in that instruction. Effective use of instructional time, specifically, academic engaged time, is the strongest predictor of student success and achievement at all levels.

Student-Centered, Data-Based Decision Making

Early identification of student needs can prevent learning gaps, provide additional time for instruction/intervention, and develop student potential. Data are first collected early in the year and utilized to inform teacher and support staff decisions at each of the multi-leveled tiers. Fluent and ongoing use of data allows the teacher and support staff to determine if the student should remain with current program supports, modify current supports within a tier, lessen supports by moving to a lower tier or intensify supports by moving up a tier. Data are also used to monitor student growth and acceleration through the provision of strategic and intensive interventions.

Access Goals for English Learners and Standard English Learners

LAUSD is committed to improving services for the District's ELs and SELs by promoting academic excellence, equity and access to core content. Systemic implementation of standards-based instructional practices includes English Language Development (ELD), Mainstream English Language Development (MELD), and Access to Core strategies, and Culturally Relevant and Responsive Education (CRRE). Consistent monitoring of effective delivery of instruction and student achievement indicators is critical to ensure that ELs and SELs develop proficiency in ELA and Math. To achieve equitable access to high quality instruction and learning, the following access goals will be addressed:

1. Continue to meet and exceed English Language Development (ELD) targets as measured by the California English Language Development Test (CELDT)
2. Increase the number of ELs and SELs who demonstrate proficiency on the California Standards Test (CST) in the core curriculum (English language arts, mathematics, science and history/social science)
3. Increase rates of ELs attaining Reclassified to Fluent-English-Proficient (RFEP) status
4. Decrease the rate of Long Term English Learners (LTELs)

5. Provide intervention services for ELs including LTELs not advancing on CELDT level per year
6. Provide intervention services for ELs including LTELs scoring Basic or below on the CST
7. Provide intervention services for all SELs scoring Basic or below on the ELA CST.

Literacy and Numeracy Across All Core Content Areas

The District's instructional priorities are not centered exclusively on reading and math. Rather the priority is literacy and numeracy across content areas. To this end, all content areas (science, history/social science, English language arts, mathematics, and the arts) are essential core instructional areas.

Pre-K-12/Literacy/Language Arts

The District will begin the transition to the CCSS in kindergarten, 1st and 6th grades for the 2012-2013 school year and phase in grades 2-12 over the course of the following two years. As part of the overall district ELA/literacy transition to the CCSS, there will be a greater emphasis across grade levels on the increased use of **text dependent questions**.

A first step in implementing the CCSS for ELA/Literacy is to focus on identifying, evaluating, and creating **text dependent questions**. The standards focus on students' ability to read closely to determine what a text says explicitly and to make logical inferences from it. Rather than asking students questions about their prior knowledge or experience, the standards expect students to wrestle with text dependent questions: questions that can only be answered by referring explicitly back to the text in front of them. In a shift away from today's emphasis on narrative writing in response to decontextualized prompts, students are expected to speak and write to sources – to use evidence from texts to present careful analyses, well-defended claims, and clear information.

The overall goal of the Pre-K-12/Literacy/Language Arts program is to provide all students with rigorous, content-based instruction in the four domains of literacy: reading, writing, listening, and speaking across all content areas. This will be achieved through the use of a balanced and comprehensive use of curriculum, assessment, instruction that provides for a coherent and a systematic mastery of skills. Literacy across content areas is an important and critical goal to achieving student success.

The curriculum for grades Pre-K-3 focuses on explicit and systematic instruction and diagnostic support in phonemic awareness, phonics and decoding, fluency, comprehension, writing skills, and listening and speaking skills.

The curriculum for grades 4-12 provides explicit and systematic instruction in word-attack skills, spelling, vocabulary, comprehension and fluency, strategic reading skills, writing skills and strategies, and listening and speaking. The curriculum is designed with an emphasis on critical thinking and developing requisite skills for content area literacy.

All students are afforded the opportunity for frequent diagnoses to determine specific instructional needs, and those needs are addressed to meet and accelerate student learning.

Key Components of the Literacy/Language Arts Program include:

1. Implementation of a standards-based curriculum allowing mastery of foundational skills and knowledge
2. Professional Development
   - Professional development for teachers and administrators focusing on data collection, analysis, and appropriate intervention
   - Professional development includes both on-line and face-to-face formats
3. Coaching
   - School sites may choose to allocate funds for coaching support to assist staff with the development of research-based practices that support instruction
4. Progress Monitoring/Periodic Assessments
   - In grades K-5/6 student progress is monitored through the use of CORE K-12 periodic assessments and progress monitoring assessments, and Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
   - In grades 6-10 the teachers administer periodic assessments, which are aligned with the CST and CAHSEE

- All data gathered serves the purpose of informing instruction through the Problem-Solving model
- In grades K-12, teachers have access to progress monitoring tools allowing them to check student progress in short intervals
- Currently, student progress for K-5 is monitored using Literacy Periodic Assessments every 12 weeks, curriculum based measurement (CBM), and Dynamic Indicators of Basic Early Literacy Skills (DIBELS). Additionally, the CSTs are administered in grades 2-5/6 to assess the achievement of grade-level standards in Reading/Language Arts

5. Strategies for English Language Development (ELD) and Mainstream English Language Development (MELD) are used with ELs and SELs to assure that content knowledge and academic language is developed and explicitly taught.

Pre-K-12 Mathematics

The District will begin the transition to the CCSS in kindergarten, 1st and 6th grades for the 2012-2013 school year and phase in grades 2-12 over the course of the following two years. As part of the overall district mathematics transition to the CCSS, there will be a greater emphasis across grade levels on developing greater focus, coherence and rigor across grade levels.

A first step in implementing the CCSS for Mathematics is to focus strongly where the standards focus. Rather than racing to cover everything in today's mile-wide, inch-deep curriculum, educators are encouraged to use the power of the eraser and significantly narrow and deepen the way time and energy is spent in the math classroom. Focus deeply on only those concepts that are emphasized in the standards so that students can gain strong foundational conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the math they know to solve problems inside and outside the math classroom.

The overall goal of the Pre-K-12 Mathematics instruction is to ensure that all students, including

those in underperforming groups, have access to a rigorous, standards-based mathematics education that enables them to meet District and state requirements and prepares them for college and post-secondary career options. The program is based on explicit instruction in grades K-7 in the five mathematics strands identified in the California Mathematics Content Standards:

1. Number Sense
2. Algebra and Functions
3. Measurement and Geometry
4. Statistics, Data Analysis and Probability
5. The strand of Mathematical Reasoning embedded throughout the other four strands.

In grades 8-12, the standards are discipline specific and are identified for each grade-level course (Algebra I through Calculus). Numeracy across content areas is an important and critical goal to achieving student success in mathematics.

Key components of the Pre-K-12 Mathematics Plan include:

1. Standards-based curriculum and quality instruction:
Curricular and instructional resources have been collaboratively selected and developed to support student access to rigorous standards-based mathematics curriculum and quality instruction that provides a balanced emphasis on conceptual understanding, procedural fluency and problem solving. These resources include the following:
- Standards-based adopted textbooks, grades K-8
- Standards-aligned, district-approved textbooks for high school courses—Algebra 1 and above
- Standards-based Mathematics Instructional Guide (MIG), for Kindergarten through Geometry
- Standards-based Concept Lessons, for grades 3-7, which are strategically designed to strengthen support for ELs, SELs and SWD by highlighting evidence-based and culturally relevant and responsive access methodologies
- A comprehensive District directory of

the secondary mathematics courses (grades 6-12) that includes standards, descriptions, prerequisites, academic outcomes, required assessments and recommended instructional resources (Guidelines for Standards-based Instruction for Secondary Mathematics).

2. Periodic Assessments:
The District administers mathematics periodic assessments for grades K–Geometry. These formative assessments:
   - Are directly aligned to state grade-level standards and are correlated to the state assessments (CST and CAHSEE)
   - Are administered three times per year
   - Assist teachers in determining appropriate extensions, interventions and differentiation to strengthen instructional support to students

3. End-of-Course Exam
   - The End-of-Course exams in Algebra I and Geometry provide information to parents, students, and teachers regarding student progress towards proficiency on the mathematics standards.

4. Professional Development for Teachers and Administrators
   - Mathematics professional development includes both online and face-to-face formats.
   - Design professional development on instructional practices that explicitly addresses the academic language needs of all students, including ELs, SELs, to access math content.

5. Improved instructional practice that meets the needs of all students including SWD, socioeconomically disadvantaged and GATE students.

6. Coaching
   - School sites may choose to allocate funds for coaching support to assist staff with the implementation of research-based practices that support mathematics.

Pre-K-12 Science

The goal of the Pre-K-12 Science program is to provide all students with challenging, standards-based science instruction that promotes fulfillment of District and state requirements while preparing college-ready, career-aware high school graduates. As 25% of science instruction should be hands-on

according to the California Science Framework, activities in the science classroom provide students with multiple opportunities to practice reading, writing, listening and speaking skills thus promoting the four domains of literacy within the science classroom. Since mathematics is the language of science, occasions to practice numeracy are frequent. Instruction is based on explicit instruction in the earth, life, and physical science strands in grades Pre-K-12; high school students may expand on these strands by completing elective courses (e.g., Marine Biology, Physiology, etc.) or opt to enroll in Advanced Placement courses (e.g., AP Biology, AP Chemistry, etc.). All Pre-K-12 courses embed the Investigation and Experimentation standards throughout the instruction and these serve to address the scientific process skills associated with thinking and acting like a scientist.

Key components of the Pre-K-12 Science Plan include:

1. Implementation of high quality, culturally relevant standards-based curriculum and District-developed Instructional Guides
2. Professional Development including both online and face-to-face formats focused on improving instructional practice using District-adopted curriculums to meet the needs of all diverse learners including those identified as ELs, SELs, SWDs, socio-economically disadvantaged students and GATE
3. Design professional development on instructional practices that explicitly addresses the academic language needs of all students, including ELs, SELs, to access and master science content.

Progress Monitoring includes formative district benchmark assessments that are administered in grades 4-8 and in biology and chemistry in high school. These assessments are aligned to the same California science standards. In addition, teachers have access to short standards-based assessments to frequently monitor student progress.

Pre-K-12 History/Social Sciences

The goal of the Pre-K-12 History/Social Science program is to provide all students with access to a rigorous, standards-based history/social science education that enables them to meet District and state requirements, and prepares them for college

and multiple post-secondary career options. The History/Social Science program stresses the use of primary sources, secondary sources, and writing. As primary and secondary sources encompass written text, maps, photographs, charts and graphs students have multiple opportunities to incorporate and practice both literacy and numeracy skills in the history/social science classroom. Furthermore, it is our mission to establish high standards of thinking and to foster learning that prepares each student to become a responsible and productive citizen in our democratic society. The History/Social Science program is based on explicit instruction in the three broad categories identified in the History/Social Science Framework for California Public Schools:

1. **Knowledge and Cultural Understanding**, incorporating learnings from history and the other humanities, geography, and the social sciences
2. **Democratic Understanding and Civic Values**, incorporating and understanding of our national identity, constitutional heritage, civic values, and rights and responsibilities
3. **Skills Attainment and Social Participation**, including basic study skills, critical thinking skills, and participation skills that are essential for effective citizenship.

Key components of the Pre-K-12 History/Social Science Plan include:

1. Standards-based Curriculum and Instruction: Curricular and instructional resources have been collaboratively selected and developed to support student access to rigorous standards-based history/social science curriculum and instruction that provides an emphasis on the use of primary and secondary sources and writing in the history/social science classroom. These resources include the following:
   - Standards-based adopted textbooks, grades K-12
   - Standards-based History/Social Science Instructional Guides for grades 5, 7, 8, 10, and 11
   - Standards-based model lessons for grades 5, 7, 8, 10, and 11 which are strategically designed to strengthen support for ELs, SELs, socio-economically disadvantaged students and SWDs by highlighting evidence-

based and culturally relevant and responsive access methodologies
   - A comprehensive district directory of the secondary history/social science courses (grades 6-12) that includes standards, course descriptions, prerequisites, academic outcomes, required assessments and recommended instructional resources (Guidelines for Standards-Based Instruction Secondary History/Social Science Grades 6-12).

2. Periodic Assessments:
   The District administers history/social science assessments for grades 7, 8, and 10. These formative assessments:
   - Are aligned to state grade-level standards and are correlated to the California Standards Test
   - Are administered three times per year
   - Assist teachers in determining appropriate extensions, interventions and differentiation to strengthen instructional support to students
   - Provide information to parents, students and teachers regarding student progress towards proficiency of the history/social science standard

   In addition, teachers have access to short standards-based assessments to frequently monitor student progress.

3. Professional Development for Teachers and Administrators:
   History/Social Science professional development includes both online and face-to-face formats and is designed to improve instructional practice that meets the needs of all students, including ELs, SELs, SWDs, socioeconomically disadvantaged students and GATE students.

4. Design professional development on instructional practices that explicitly addresses the academic language needs of all students, including ELs, SELs, to access History/Social Science content.

Pre-K-12 Arts Education

The goal of Arts education is to provide all students with access to a rigorous, standards-based arts education that enables them to meet District and state requirements, and prepares them for college and career. Arts education should be integrated

throughout the curriculum. The Arts department supports this goal in two ways:

1. By providing all students with literacy and numeracy through the arts strategies – services and materials to enhance initial instruction, provide differentiated instruction for ELs and SELs to improve language proficiency through the arts, and subsequent interventions as necessary
2. By providing all students access to community-based arts experiences (e.g., teaching artists in schools, visits to museums, theatre performances, etc.) to establish high standards of critical and creative thinking and to foster learning that prepares each student to become a responsible and productive citizen in our democratic society.

Focused Professional Development

Professional development is essential to ensure that teachers are prepared and supported to meet the needs of all students through assessment, instruction, and intervention within the RtI^2 framework. Professional development for teachers and staff should be appropriately differentiated in order to access the talents and strengths found within the professional learning community. Professional development should focus on the transition to the CCSS, implementation of the Master Plan and new ELD standards. All professional development must integrate differentiated strategies for all students including ELs, SELs, SWDs, socioeconomically disadvantaged students and GATE students. It is imperative that culturally relevant and responsive instructional strategies are embedded into all professional development.

No Child Left Behind (NCLB) CORE Waiver

Secretary of Education Arne Duncan approved the No Child Left Behind (NCLB) Waiver for the California Office to Reform Education (CORE) for Los Angeles, Fresno, Long Beach, Oakland, Sacramento, San Francisco, Sanger, and Santa Ana Unified School Districts on August 6, 2013. The waiver, known as the CORE Waiver, allows flexibility pertaining to various aspects of the Elementary and Secondary Act (ESEA), which is formerly NCLB. It also transitions the District into a new accountability system.

The accountability system that is established through the waiver is the School Quality Improvement System (SQIS). Four groups of schools -- Reward, Priority, Focus, Support schools which are identified in the waiver as Other Underperforming Title I School -- will be identified, and will be provided differentiated support and professional development. This system will encompass academic achievement, graduation, persistence, and multiple social-emotional components and school culture and climate indicators.

The waiver will support the District's work in the following ways:

- Creates an infrastructure to support collaboration across schools and districts to build knowledge and share practices in support of students becoming college- and career-ready
- Creates a new accountability system that:
  - o recognizes performance growth
  - o bases evaluation of school performance on multiple measures, including academics, social/emotional factors and school culture and climate factors
  - o captures positive or negative changes in school achievement gaps
  - o invites shared responsibility of accountability across and within districts
  - o continues to hold Title I schools accountable for academic growth and subsequent CORE mandated improvement efforts. However, in the SQIS, Title I schools are now recognized for academic growth.

- Aligns with current LAUSD initiative to support the implementation of the Common Core State Standards (CCSS)
- Aligns with current LAUSD initiatives to support Teacher and Leadership Development and Evaluation.

Consequently, some of the key mandates of program improvement (PI) identification are no longer mandatory, e.g., schools are not required to notify parents of their PI status or to set-aside 10% of their Title I allocation for professional development.

Single Plan for Student Achievement

Single Plan for Student Achievement (**SPSA**) is a written plan developed by the school community describing the school's program and how resources will be used to meet the **supplemental** educational and related needs of participating students. California Education Code 9 (EC) Section 64001 requires that a School Site Council (SSC) develop the SPSA. The SSC must approve the plan, recommend it to the local governing board for approval (See "Developing a School Budget," page A-21 for delegated authority), monitor its implementation, and evaluate the effectiveness of the planned activities at least annually. Based on the SPSA evaluation and the comprehensive needs assessment, the SPSA must be updated to include any major changes.

The purpose of the Single Plan for Student Achievement (SPSA) is: (1) to create a cycle of continuous improvement of student performance, (2) to raise the academic performance of all students to the level of state achievement standards, and (3) to ensure that all students succeed in reaching academic standards set by the State Board of Education. The SPSA must integrate the purposes and requirements of all categorical programs in which the school participates.

Accordingly, the plan must be consistent with the federally required Local Educational Agency (LEA) plan, and identify how state and federal requirements will be implemented. The SPSA also consolidates all plans required for programs funded through the Consolidated Application and Reporting System in which the school participates.

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

Conduct comprehensive needs assessment, including data analysis/SPSA Evaluation

Develop goals and propose strategies/activities based upon needs assessment, and develop SPSA Goal Matrix

Develop budget based upon prioritized expenditures that support the strategies described in the SPSA Goal Matrix

Justify expenditures in the Budget Justification Pages of the SPSA

Monitor the implementation of the SPSA.
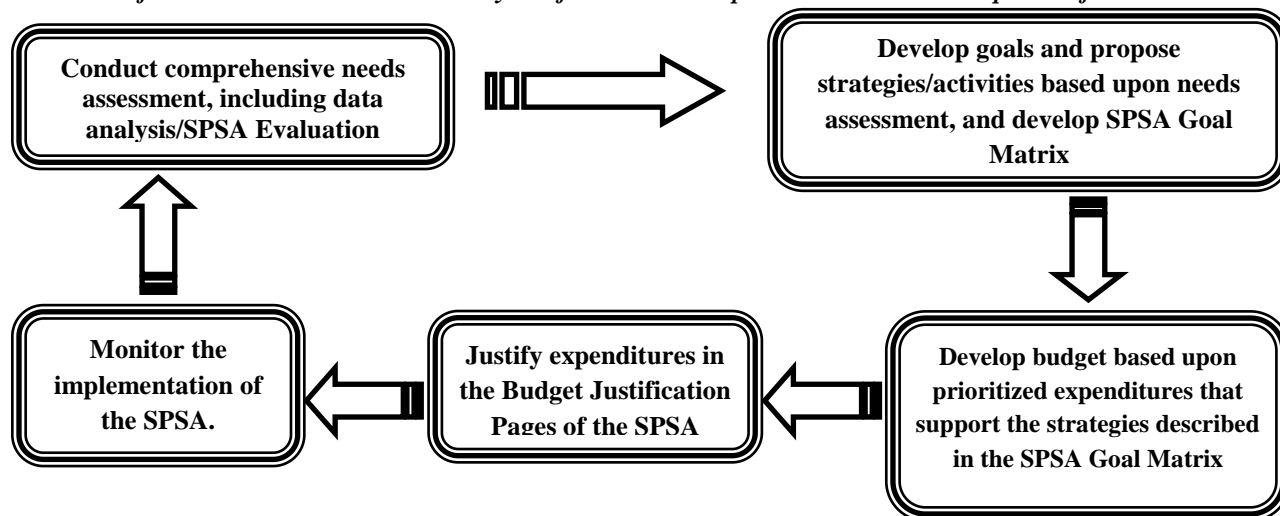
Budget Justification Pages

Budget Justification Pages are completed annually for state and federal audits and for Federal Program Monitoring (FPM) purposes. They are an integral component of the SPSA, must be aligned with the

stated goals of the SPSA, and must match the current budget in the areas listed below.

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

Capital Outlay and Equipment

A description of how the equipment supports the **supplemental** instructional program to improve academic achievement for participating students must be included on the Budget Justification page.

In addition, the established need for the equipment must be addressed in the SPSA or *SPSA Update and Justification for Equipment Purchased/Lease through Categorical Programs*.

Contract

A description of how the services provided by the contractor supplement the instructional program to improve academic achievement for participating students must be included on the Budget Justification page. The established need for contractual services must be addressed in the SPSA

or the SPSA Update for Contracted Instructional Services.

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

Curricular Trips/Conferences/Professional Development

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

A description of these services and activities must be included on the Budget Justification page. The established need for such services and activities must be addressed in the SPSA.

Job Descriptions

A description of **supplemental** services provided for participating students of the particular categorical program must be included on the Budget Justification page. The established need for applicable personnel must be addressed in the SPSA.

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

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

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

Supplemental Funds

Supplemental funds are those funds which are granted to districts and schools for **specific program purposes** and which are over and above the general revenue funds the districts and schools receive to support the core program. Supplemental funds must be used to support and enhance the District's core program. Supplemental funds may not be used to

replace or supplant the funds and instructional program the District provides the school, as **Supplement not Supplant** fiscal requirements remain in place and have not been waived by the United States Department of Education (USDE). The use of supplemental funds must be clearly tied to the overarching goal of improving academic

outcomes for participating students. The following concepts are directly linked to the effective use of supplemental funds:

- Accountability = getting results
- Getting results = students are learning
- Students are learning = effective supplemental programs that are in compliance
- Compliance = doing the right thing

Title I

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

Compensatory education funds supplement services needed to raise the academic achievement level of kindergarten through grade 12 participants in basic and advanced skills. To reach the goal of accelerating student achievement rates, the District has established the following instructional priorities for Title I programs:

1. provide effective, research-based professional development;
2. provide support for at-risk students with social and emotional behaviors;
3. promote personalization via reduced student-to-teacher ratio and reduced student-to-counselor ratio;
4. provide supplemental materials for Tier II interventions; and
5. build effective school, family and community partnerships.

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

The program receives **federal** funding from the Elementary and Secondary Education Act of 1965 (ESEA/Title I, *No Child Left Behind Act of 2001*).

Schoolwide Program Schools

Under Section 1114 of the *No Child Left Behind* legislation, Title I schools can elect to operate a schoolwide program (SWP). To receive SWP certification, schools must complete a year of planning with a technical assistance provider unless a local educational agency determines that less time is needed to develop and implement the SWP plan. The planning must involve representatives from all stakeholder groups at the school including the principal, SSC chairperson, a parent from the SSC, and a teacher representative. Together they must develop a comprehensive plan for reforming the academic program. The reform requires that scientifically based research strategies are implemented to ensure all students achieve at proficient or advanced levels on state assessments. SWP planned improvements are a framework for ensuring that **everything** in the school supports student achievement as measured by adequate yearly progress in the four core areas - literacy, mathematics, science, and history/social sciences. Schools are accountable for the academic achievement of all students under these reform efforts, but especially for low-achieving students. To ensure that poor and minority children have equal access to qualified staff, all teachers in SWP schools must meet the requirements of "highly qualified teachers" as defined in Section 9101 (23) of the NCLB legislation.

Targeted Assistance Schools

Under Section 1115 of the *No Child Left Behind* legislation, Title I Targeted Assistance Schools (TAS) use funds received **only** for programs that provide services to eligible students identified as having the greatest need for special assistance. Eligible children are identified by the school as failing to meet the state's challenging academic achievement standards.

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

scientifically-based research to help participating children meet the state's challenging academic standards. TAS should provide extended learning time, an accelerated, high-quality curriculum, and minimize removing children from the regular classroom for supplemental instruction. Highly qualified teachers in a TAS receive professional development on how to implement academic achievement standards in the classroom. TAS programs work collaboratively with parents to increase parental involvement through services such as family literacy.

Parental Involvement

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

Title I Schools

- Planning the budget expenditures to implement the program's activities requires the involvement of the SSC in the certification of the SPSA. The *California Education Code* [Sections 64000-64001] requires the School Site Council to develop

the plan and approve the budget [Section 52853(a)].

- Schools will receive a separate allocation for Title I parental involvement. Schools may appropriate additional Title I resources to implement the school's parental involvement policy. (Refer to Appendix D regarding Budget Planning for Parental Involvement.)

Economic Impact Aid – State Compensatory Education to Local Control Funding Formula Conversion

On July 1, 2013, funds formerly known as Economic Impact Aid-State Compensatory Education (EIA-SCE), Economic Impact Aid-Educationally Disadvantaged Youth (EIA-EDY), and a portion of Economic Impact Aid-Limited English Proficient (EIA-LEP)* were converted to Local Control Funding Formula (LCFF) resources via the adoption of the 2013-2014 Governor's Budget Act

As a result, schools received a second 2013-2014 Allocation Letter where budgets were transferred from old program codes to program 10153 (Low Income Transition) capturing the following changes:

Program Name	Old Program Code	New Program Code
EIA-SCE	7S539	
(EIA-EDY) in lieu of Title I	7V462	10153
(EIA-EDY) Title I Hold Harmless	74V62	

Consequently, pages in the 2013-2014 Assurances, Budgets and Justifications for programs listed in the table above are no longer operational due to the conversion. The conversion of EIA-SCE, EIA-LEP, and EIA-EDY funding sources to LCFF funds did not affect the dollar amounts allocated to the school.

The District receives Title III (Federal) and Economic Impact Aid-Limited English Proficient (State) funds to provide supplemental services to limited-English proficient (LEP) students, also known as English learners (ELs). These funds must be used to provide services to ELs above and beyond the core program requirements as outlined in the *United States Code* (USC) and California *Education Code* (EC). The supplemental funds received from Title III and EIA-LEP may not be used to supplant the District's general funds.

Title III (7S176)

Title III of the No Child Left Behind (NCLB) Act of 2001 provides supplemental funding to implement programs designed to help ELs attain English proficiency and meet the state's academic and content standards.

Districts receiving Title III funds must meet three Annual Measurable Achievement Objectives (AMAOs). An AMAO is a state-established performance target that ELs must meet each year. The AMAOs are:

- AMAO 1 – Percent of ELs making annual progress in learning English, as measured by the CELDT

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Targets	51	51.5	52	48.7	50.1	51.6	53.1	54.6	56	57.5	59
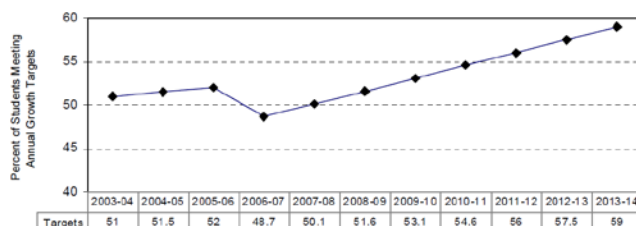
- AMAO 2 – Percent of ELs attaining English proficiency, as measured by the CELDT

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Less than 5 years	30.0	30.7	31.4	27.2	28.9	30.6	17.4	18.7	20.1	21.4	22.8
5 years or more	30.0	30.7	31.4	27.2	28.9	30.6	41.3	43.2	45.1	47.0	49.0
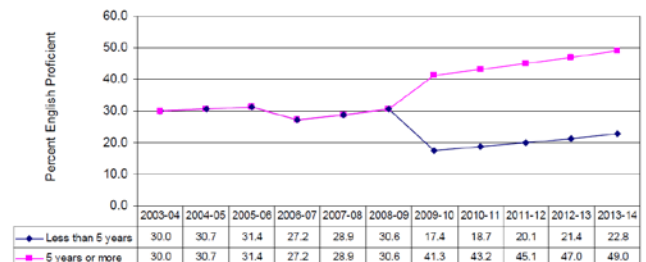
- AMAO 3 – Percent of ELs meeting academic achievement targets based on Adequate Yearly Progress (AYP) requirements for the EL subgroup
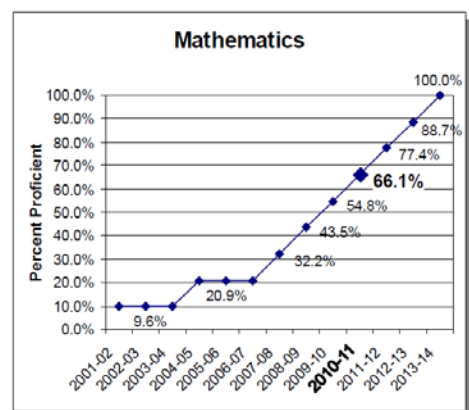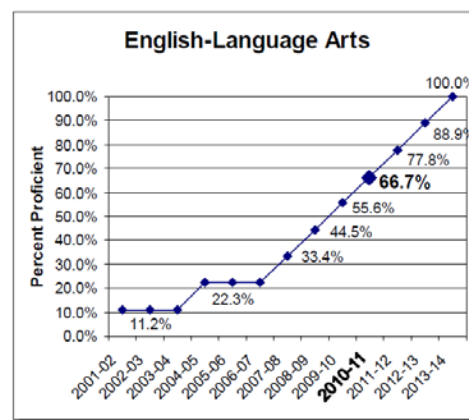
To meet the AMAO performance targets, schools must use Title III funds to provide <u>direct services</u> to increase the academic achievement of ELs. In collaboration with School Site Councils throughout the district, funds for **centralized services** may be utilized for ELs to meet federal and state performance targets. Centralized services may include, but are not limited to, professional development, supplemental intervention services and targeted instructional materials for English Learners.

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

EIA-LEP (7S536)

The District receives State Economic Impact Aid - Limited English Proficient (EIA-LEP) supplemental funds to design, implement, and monitor effective instructional programs for ELs. The purpose of EIA-LEP funds is to:

- ensure that ELs receive opportunities to make adequate progress in ELD

- support programs/activities to improve the academic achievement of ELs

The use of these supplemental funds is restricted to providing supplemental linguistic and academic support to ELs in Grades K-12.

Master Plan Programs for English Learners

The *English Learner Master Plan* provides guidance and direction to administrators, teachers, paraprofessionals, and students regarding the options available to parents and the expectations the District holds for each school.

Guiding Principles for Educating English Language Learners (adapted and expanded by LAUSD from George Washington University.)

Principle 1
English learners are held to the same high expectations of learning established for all students.

Principle 2
English learners develop full receptive and productive proficiencies in English in the domains of listening, speaking, reading, and writing, consistent with expectations for all students.

Principle 3
English learners are taught challenging academic content that enables them to meet performance standards in all content areas, including reading and language arts, mathematics, social studies, science, the fine arts, health, and physical education, consistent with those for all students

Principle 4
English learners receive instruction that builds on their previous education and cognitive abilities and that reflects their language proficiency levels.

Principle 5
English learners are evaluated with appropriate and valid assessments that are aligned to state and local standards and that take into account the language development stages and cultural backgrounds of the students.

Principle 6
The academic success of English learners is a responsibility shared by all educators, the family, and the community.

The Master Plan Instructional Program Options

Elementary Instructional Program Options;

1. Structured English Immersion (SEI)
2. Mainstream English
3. Alternative Programs
   a. Transitional Bilingual Education (TBE)
   b. Dual Language (DL)
   c. Maintenance Bilingual Education (MBE)

Secondary Instructional Program Options;

1. Structured English Immersion (SEI)
2. Mainstream English
3. Alternative Programs
   a. Transitional Bilingual Education (TBE)

b. Dual Language (DL)

c. Newcomer Program

d. Accelerated Learning Program for LTELs

All Master Plan programs must meet the following State and Federal requirements:

1. Assist ELs in acquiring English as effectively and rapidly as possible, as demonstrated by meeting state ELD standards.

2. Provide educational equity by ensuring that ELs have access to the core curriculum through differentiated instruction, as demonstrated by mastering grade-level content standards.

All ELs are to receive Master Plan services (curricular as well as school support), regardless of instructional program. Master Plan programs must incorporate English Language Development

(ELD)/English as a Second Language (ESL) on a daily basis as required by the *Education Code*, as well as one or more of the following services to support second-language acquisition and access to grade level content:

1. Content-based ELD
2. Specially Designed Academic Instruction in English (SDAIE)
3. Primary Language (L1) Support
4. Primary Language (L1) Instruction

Eligibility for Master Plan services is established based on a student's language classification, as measured by the *California English Language Development Test* (CELDT). Any student classified as EL (or LEP) must be provided Master Plan instructional services until the criteria to reclassify to fluent-English proficient (RFEP) are met.

Progress Monitoring and Intervention

Progress Monitoring

Schools are required to monitor the linguistic and academic progress of English learners throughout the academic year. When an EL is at-risk of not making adequate progress as described in the English Learner Master Plan, schools must provide targeted intervention services based on individual student need. Schools must maintain records of EL monitoring and interventions provided.

In addition, ELs are expected to make adequate progress each year by meeting or exceeding state English language development standards and established performance targets, as measured by the AMAOs. Mastery of ELD standards is reflected by the progression through ELD levels at the elementary level, and by successful completion of ELD coursework (or grade-level ELA coursework) at the secondary level.

Elementary ELs are expected to advance at least one ELD level each year. Secondary ELs are expected to complete one ELD course each semester until the completion of Advanced ELD 4B or reclassification.

Long-term ELs are expected to maintain status as proficient in English (scoring 4 or 5 on CELDT with skill area scores of 3 or above) until the eligibility criteria for reclassification is met.

Schools are expected to use English learner funds to attain the following achievement accountabilities:

1. Meet or exceed English Language Development (ELD) targets, as measured by CELDT (AMAOs 1 and 2)
2. Increase the percentage of ELs who are Proficient or Advanced on the CST-ELA and CST-Math (AMAO 3)
3. Provide intervention services for ELs not advancing one CELDT level per year (AMAO 1)
4. Provide intervention services for ELs scoring Below Basic or Far Below Basic on the CST (AMAO 3)
5. Decrease the percentage of Long-Term English Learners (LTELs)

Progress Monitoring for RFEP Students

After an EL student reclassifies to fluent-English

proficient (RFEP), schools are required to monitor the academic progress of these students for a <u>minimum of two years</u>.

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

Adequate progress is measured as follows:

Year	Academic Marks	CST-ELA
1	ELEM: 3 or 4 in ELA SEC: C or better in English	Proficient
2	ELEM: 3 or 4 in ELA SEC: C or better in English	Proficient or Advanced

Schools receive EIA-LEP funding for RFEP students to monitor academic progress and provide intervention services as needed.

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

The District's instructional program for ELs is defined in the *English Learner Master Plan* and District policy relating to ELs and RFEPs. These documents provide guidelines to meet Federal and State mandates in order to provide a compliant instructional program for the achievement of ELs.

Federal and State Mandates

Federal Program Monitoring

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

The purpose of FPM is to monitor LEAs for compliance with requirements for each categorical program, including fiscal requirements. LEAs are responsible to ensure that schools maintain compliant categorical programs. CDE monitoring is conducted every two years for half of the LEAs in California. This allows each LEA to be monitored twice every four years by state staff knowledgeable in one or more of these programs. Beginning in 2012-2013, the District will be reviewed every two years.

Federal Single Audit

Congress passed the Single Audit Act of 1984 (the Act) to improve state and local governments' financial management of federal categorical programs. The Act established requirements for audits of the District's financial statements and for

testing and reporting on internal controls and compliance with laws and regulations by independent auditors.

The compliance requirements applicable to federal categorical programs can be found in the *OMB*

Circular A-133 Compliance Supplement published by the Federal Office of Management and Budget (OMB).

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

Schools and offices must maintain documentation for **five years** and provide them upon request from the independent auditors.

Personnel and Time Reporting Documentation

Title I schools operating an approved SWP may purchase the services of a register-carrying teacher to reduce class size in elementary schools, and in literacy, mathematics, science, and social studies at the secondary level.

Title I secondary schools operating an approved SWP may purchase the services of a secondary counselor to reduce the student-to-counselor ratio.

When a teacher attends training for which federal funding is used to pay for time spent in the training, the teacher should complete and sign the "Federal and State Categorical Funded Training Certification" (see Attachment H, Bulletin 2643.5). The teacher should have the training instructor sign the training certification at the end of the training. The teacher should also submit the training certification to the time reporter at the school site. The time reporter **should charge the teacher's time to the appropriate federal program and the substitute should be charged to the funding source generally used to pay for the teacher's time**.

Substitutes who are federally funded for one or more of their assignments should maintain a multi-funded time report for **each day of substitute time**. The substitute sign-in log that lists the program code and teacher's name can also be used to meet this requirement. The school should notify the substitute of the funding for the position and provide a copy of the multi-funded time report to be completed. The substitute should note the number of hours worked and note all remaining hours as "other". The substitute should send the multi-funded time report to the time reporter at the end of each day. A substitute's failure to submit the appropriate documentation may make the substitute ineligible for future federally funded assignments.

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

All personnel who are compensated from more than one funding resource, including federal and state funds, must complete either a Semi-Annual Certification form or a Multi-funded Personnel Time Reporting form. (Refer to Bulletin Number BUL-2643.5: *Documentation for Employees Paid from Federal and State Categorical Programs.*)

Schools operating an approved schoolwide program (SWP) and using only federal monies to fund positions do not need to complete a Multi-funded Personnel time-reporting record sheet. A Blanket Semi-Annual certification or Semi-Annual Certification can be completed instead.

For employees who are fully funded by a single federal categorical program during the fiscal year, **two certifications** (Semi-Annual Certifications) are necessary—one covering the first half of the fiscal year and the other covering the second half of the fiscal year. Certification should indicate that the employee spent 100 percent of his or her time on the single federal program that funded the employee. If the employee is unavailable, the immediate supervisor should prepare, sign, and date the certification.

Note: If employees are funded solely by the Title I Schoolwide Program, they should complete a Semi-Annual Certification of such employment and not a Multi-funded Time Report each pay period.

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

Equipment

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

Materials, supplies, equipment, and services purchased with federal or state funds are used to benefit students eligible for the program services from each funding source.

Any piece of equipment costing $500 (not including tax and/or delivery charges) or more **must be labeled and inventoried.** In addition, attractive items, such as laptops, iPads, netbooks, iPod Touches, e-readers, projectors, etc., that have a unit cost of less than $500 should be labeled.

The following Object Code should be used for equipment whose purchase price is less than $500:

- Object 4501 for equipment costing less than $500 which is used in connection with instructional program

Please refer to Bulletin Number BUL-1158, "Accounting for Supplies and Equipment Purchases" for additional information.

NOTE: A police report must be filed for all equipment stolen, including equipment with a unit cost of less than $500.

Schools should follow the procedures listed in the Bulletin Number BUL-3508.5: *Inventory for Equipment Purchased Through Categorical Programs,* October 8, 2012, Federal and State Education Programs Branch. Inventories must be completed for a range of a five-year period (2008-09 to 2012-13) and kept on file at the school.

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. Copies of the equipment inventory and equipment inventory physical check must be sent to the Federal and State Education Programs Branch no later than June 1, 2013. Electronic copies may be sent to FSEP@lausd.net.

Schools should place sufficient funds in the Maintenance of Equipment accounts to pay for any needed repairs.

NOTE: Equipment purchases using Title I program funds are a restricted item for the 2013-2014 school year. The Budget Adjustment Request (BAR) process must be followed in order to obtain approval for all Title I-funded equipment purchases. Contact your local Education Service Center Title I Coordinator if you have any questions.

Developing a School Budget

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

Schools will evaluate the effectiveness of the SPSA annually. If a school is unable to demonstrate that all participating student groups are showing signs of academic improvement, it must re-evaluate the use of the categorical budget and its expenditures. The

budget should demonstrate a clear relationship between the **planned supplemental instructional program** and the **planned expenditures. Schools must restructure budget expenditures if students are not showing signs of academic improvement.**

Budgets need to be developed with recommendations from the appropriate committees, i.e. ELAC. Their written recommendations must be brought to the School Site Council (SSC) for review and approval.

By delegated authority to the Chief of Intensive Support and Intervention, the Los Angeles Board of

Education approves each school's *Single Plan for Student Achievement* as required under the Education Code 64001 after review and recommendation for approval by the educational service center. ESC Superintendents must review budgets and recommend the budget for approval to the Chief of Intensive Support and Intervention to ensure that funding supports student needs.

Budget Development

Use the Estimated Rates by Budget Item in the School Front End on the Reports tab to cost out the resources needed to implement the school's **planned supplemental instructional program.** For additional budget information, visit School Fiscal Services website at http://sfs.lausd.net.

All paraprofessionals are budgeted by position. Instructional Aides are budgeted for three hours a day. Education Aides may be budgeted for three, six, or eight hours a day, and Library Aides may be budgeted for three or six hours a day. Teacher Assistant positions may be budgeted for one through six hours a day. Support staff, such as School Psychologists, PSA Counselors, Psychiatric Social Workers, and School Nurses are budgeted as partial positions; for example, one day a week equals 0.2 of a position. The minimum purchase allowed with one compensatory education program is 0.1 FTE of a position (equals to ½ day).

At the bottom of the budget is a space for all required signatures. These signatures indicate that **stakeholders** (parents and staff) have had the opportunity to provide recommendations to the budget-planning process. **Signatures do not necessarily indicate approval of the spending plan. When a signature is withheld, please attach a statement from the required stakeholder indicating the reason(s), minutes, agendas, and sign-ins from the applicable advisory committee where the budget-planning process was discussed.**

The "Program and Budget Guidelines" begin on page A-28, and the "Budget Terms" begin on page A-39.

Budget Adjustment Request

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

Occasionally, there will be a need to modify the school's plan and budget. Budget modifications can be initiated with the assistance of the ESC fiscal staff with a Budget Adjustment Request form or through the School Front End using the School Budget Signature form. A Budget Adjustment is required to capture salary savings for a position that is vacant for a minimum of 20 consecutive days. Schools will need to forward the original copy of the School Budget Signature Form or Budget Adjustment Request, budget justification form, and a copy of the SPSA page or SPSA Update page that supports the expenditure to the ESC Title I or EL Coordinator for approval. The ESC fiscal staff will then enter the budget adjustments or approve the School Budget Signature Form in BTS. Approved budget adjustment requests or original copies of the School Signature Forms and respective justification and SPSA pages will then be forwarded by the respective ESC PACE Administrator, Title I or EL Coordinator to Parent Community Student Services Branch (Title I, Parental Involvement), Federal and State Education Programs (Title I) and Multilingual and Multicultural Education Department (Title III and EIA-LEP).

Budget adjustments are based on assessed instructional needs and support program quality and compliance. Budget Adjustment Requests (including accompanying justification pages) must be reviewed

with council/committee members and have the signatures of the SSC chairperson and the principal.

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 ESC fiscal specialist will facilitate the approval process.

Reporting Expenses

As soon as the categorical budgets have been developed and processed, the **administrator and the time reporter should ensure that the appropriate positions are matched with the budget** aligned with position control requirements and that the **correct program codes and position control numbers** are used in the payroll time-reporting process. 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 a constant check of payroll program codes and position control requirements, it is recommended that schools record expenditures for equipment, materials, and contracts on control sheets which are supplied at the beginning of the fiscal year by the ESC Fiscal Services Unit.

Expenditure records and school purchase orders are required documentation which are reviewed during FPM and audits. The budget should be aligned with expenditures, and the correct object code should be used for all school purchases. For most commonly used object codes, go to the School Fiscal Services website at http://sfs.lausd.net.

Direct
and
Indirect
Services

Direct and Indirect Services to Students

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

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

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

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

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

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

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

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

A **maximum of ten percent** of the school's Title I allocation and **five percent** of EIA may be spent on items listed on the **indirect services** chart.

Reference: Federal Program Monitoring, III-CE18

Los Angeles Unified School District
FEDERAL AND STATE EDUCATION PROGRAMS BRANCH - BUDGET AT A GLANCE

Direct Services to Students Resources	7S046 Title I SWP	70S46 Title I TAS	7E046 Title I Parent Involvement	7S176 Title III	7S536 EIA-LEP	7V603 EIA-LEP Supplemental Intervention Services	14310 (carryover allowed) QEIA
Allocation							
95% of allocation	▓	▓				▓	▓
5% of allocation							
90% of allocation			▓		▓	▓	
10% of allocation							
Professional Development (PD)							
Prof. Development (Registration Fees)			▓				✗
Independent Contracts				▓		▓	✗
Contracted Instructional Services[1]				▓		▓	✗
Staff Conference Attendance			▓				✗
Staff Training Rate			▓				✗
Mileage						▓	✗
PD Teacher Regular			▓				✗
PD Teacher X/Z			▓			▓	✗
Instructional Coach[9]						▓	✗
Problem Solving/Data Coordinator[9]			▓			▓	✗
Response-to-Intervention (RTI)							
Limited Contract Teacher[9] (Intervention)				▓			✗
Teacher X/Z (Tutoring)				▓			✗
Categorical Program Advisor X/Z[1] (Tutoring)	▓	▓		▓	▓	▓	✗
Instructional Aide			▓				✗
Education Aide III			▓			▓	✗
Teacher, Non-Register Carrying			▓	▓		▓	✗
Instructional Materials Account[2]				▓			✗
Teacher Assistant			▓				✗
Educational Resource Aide		▓	▓			▓	▓
Intervention Support Coordinator			▓			▓	✗
School Organization/Support Services							
Counselor, School [1,7]			▓		▓		
Counselor EL	▓	▓	▓				
Counselor, PSA[1,7]			▓		▓	▓	
Psychologist, School[1]			▓				✗
Nurse[1]			▓				✗
Counselor Assistant[1]		▓	▓				✗
Psychiatric Social Worker[1]			▓				✗
Social Services Aide[1]		▓	▓				✗
Counselor Aide[1]		▓	▓				✗
Library Aide			▓				▓
Categorical Program Adviser			▓		▓	▓	▓
Teacher, Class Size Reduction (CSR) [7,8]		▓	▓				
Teacher, Auxiliary [10]			▓				
Information System Support Assistant			▓		▓	▓	✗
Microcomputer Support Assistant [6]			▓				▓
Parent Involvement							
Parent Conference Attendance						▓	✗
Parent Resource Liaison				▓			✗
Parent Resource Assistant							✗
Community Representative						▓	✗
School Advisory Committee Expenses	▓	▓	▓			▓	✗
Parent Training Allowances							✗
Instructional Support							
Day-to-Day Subs [8]			▓				✗
Teacher Librarian		▓	▓				✗
General Supplies [11]	▓		▓		▓		
Curricular Trips			▓			▓	✗
Non-Capitalized Equipment [3] (Classroom)	▓	▓	▓		▓	▓	✗

Los Angeles Unified School District
FEDERAL AND STATE EDUCATION PROGRAMS BRANCH - BUDGET AT A GLANCE

Legend: ■ = shaded cell, ✗ = crossed-out cell, blank = open cell

Indirect Services to Students Resources	7S046 Title I SWP	70S46 Title I TAS	7E046 Title I Parent Involvement	7S176 Title III	7S536 EIA-LEP	7V603 EIA-LEP Supplemental Intervention Services	14310 (carryover allowed) QEIA
Allocation							
95% of allocation	■	■	■	■			■
5% of allocation	■	■	■	■			■
90% of allocation			■	■	■	■	■
10% of allocation			■	■	■	■	■
Professional Development / RTI							
Administrative Supervision [1,3]	■	■	■	■			■
Limited Contract Teacher (Coordinating)			■	■			✗
School Organization/Support Services							
Campus Aide [5]	■	■	■	■	■		✗
Custodial Overtime/Relief [1]				■	■		✗
Custodial Supplies (Maintenance/Operational Supplies) [1]				■	■		✗
Clerical Overtime/Relief [1]				■	■		✗
Senior Office Technician			■	■	■		✗
Office Technician [6]			■	■			✗
Differential, Coordinator			■	■			✗
Education Aide II [1]			■	■			■
Professional Expert [4]	■	■		■			✗
Instructional Support							
Non-Capitalized Equipment [3] (Non-classroom)	■	■		■			✗
Alterations and Improvements	■	■	■	■			✗
Maintenance of Equipment			■	■			✗
Rental of Equipment			■	■			✗
Telephone Expense			■	■			✗
Other Non-Instructional Contracted Services			■	■			■

1 - Needs prior approval for 7S176, 7V603 and 7S536 from V. Brewington, Multilingual and Multicultural Education Department (MMED). Refer to Appendix B for more information

2 - A maximum of five percent (5%) of school's allocation can be budgeted in IMA for the FY 2013-2014

3 - Needs prior approval from D. Ernst, FSEP or V. Brewington, MMED. Cannot be budgeted during Budget Development

4 - Needs prior approval from the Office of the Superintendent

5 - Limit of 4 Campus Aides may be purchased using QEIA funds

6 - Limit of 1 Office Technician and/or Microcomputer Support Assistant may be purchased using QEIA funds

7 - QEIA schools should submit a budget adjustment if purchasing a CSR teacher or high school counselor from QEIA 2009-10 carryover during budget development

8 - Four days of **Day to Day Sub. Benefitted Absence (Item #10562)** must be budgeted with this position

9 - Does not count towards 5% PD for EIA-LEP

10 - Budget adjustment may be submitted after norm day. See Page A-40 in the Program and Budget Handbook

11 - Item is closed in 7S046, 70S46, 70A56 and 7E046 for FY 2013-2014

✗ - Budget lines may be opened after norm day if QEIA accountabilities are met. This does not apply to QEIA alternative program schools. Lines cannot be budgeted during budget development. Submit budget adjustments to M. Carter, Federal and State Education Programs

Program and Budget Guidelines

	Title I *7S046*	Title III *7S176*	EIA-LEP *7S536*
Budget Development and Budget Maintenance			
1. Schools may not develop budgets with commitment number 420010 – other books. It must be done with a Budget Adjustment Request, and the appropriate documentation must accompany the request. • For Title I Schoolwide Program Schools, reference books (dictionaries, encyclopedia sets) for the school library are not allowable expenditures • Targeted Assistance Schools are excluded from purchasing **other books** for the school library	X		X
Note: When budgeting for other books, contact D. Ernst, Federal and State Education Programs Branch, or V. Brewington, Multilingual and Multicultural Education Department, for prior approval and review of book list.	X		X
2. Secondary class-size reduction teachers who cover classes during their conference period must be paid with the same funding source as the teacher of record (the teacher that is being replaced).	X		X
3. Charge the appropriate District account when a specially funded person substitutes for a District-funded teacher.	X	X	X
4. A **maximum of ten percent** of the school's Title I allocation and **five percent** of the EIA-LEP allocations can be spent on items identified as indirect services to students.	X		X
5. Descriptions of personnel and services funded as indirect services to students should include language that supports academic achievement for the identified subgroup and/or for parental involvement.	X		X
6. Funds remaining in Pending Distribution require a justification describing intended use.	X	X	X
7. For schools new to Title I or new schools opening, all compensatory education funds are placed in pending distribution. Prior to the formation of the SSC and the development and approval of the *Single Plan for Student Achievement*, a reasonable amount of funds can only be transferred to Teacher Z-time and clerical relief/overtime. These expenditures must be approved by the Educational Service Center (ESC) Instructional Support Services Director.	X		X
8. All penalties for non-allowable items must be funded with general funds regular program resources.	X	X	X
9. Certificated positions funded with categorical resources may only be budgeted on "C" basis. Note: *Schools may only budget "X" Time (9 days or less) during budget development for support prior to the beginning of the school year. A budget adjustment can be submitted for additional days after norm day.*	X		X
10. A maximum of five percent (5%) of a school's allocation can be budgeted in IMA for FY 2013-2014. The specific item(s) or supplemental program must be described on the budget justification page. (See Appendix A for guidelines)	X		
*Note: A maximum of five percent (5%) of a school's allocation can be budgeted in IMA during budget development. An **SPSA Update for Instructional Material Account (IMA)** must be completed for all IMA expenditures. Indicate the specific items to be purchased when completing both the justification and the SPSA Update pages.*			X

A-25

	Title I *7S046*	Title III *7S176*	EIA-LEP *7S536*
11. General supplies (object code 4501) are closed in Title I (7S046) for FY 2013-2014. Schools should use LCFF or other unrestricted resources to fund general supplies purchases.	**X**		
Note: A maximum of 5% of a school's allocation can be budgeted in general supplies			**X**
12. Administrative salaries for intervention and/or site-based professional development (PD) beyond the school day cannot be purchased during budget development. Instead, schools should prepare a budget adjustment request and Request for Extra Duty Pay for Administrators for X-time prior to the start date of the planned activities. These salaries must be factored into the indirect cost. A flyer or notification to parents describing the intervention must be attached. The description should include: • The date and time • Number of sessions/days • Approximate number of students The agenda(s) must be attached for the PD. Upon request, schools must submit attendance records.	**X**		**X**
Note: Administrative X-time will not be approved after the start of planned intervention and/or site-based professional development, consequently there will be no after-the-fact approval for Administrative X-time.	**X**		**X**
Note: When using EL funds, schools must obtain pre-approval from the Multilingual and Multicultural Education Department. Refer to the "Process for Requesting Approval of Restricted Positions/Services" found in the Programs for English Learners Budget Process section of this handbook.			**X**
13. Feeder schools will receive a percentage of their allocations in Fiscal Year (FY) 2012-13. These allocations are based on E-cast enrollment figures as of February. **Please note that if actual norm day enrollment is lower than projected, the feeder school is responsible for that difference and will be required to return the overage and to fund positions from other school site resources.**	**X**	**X**	**X**
14. The following applies to allocations for categorical resources: • All new, sending, and reconfigured schools will receive 90% of their estimated Title I, Title III and EIA-LEP allocations • All existing schools will receive only 85% of their estimated EIA-LEP and Title III allocations, to be adjusted at norm day based on the final Language Census Survey • All existing schools will continue to receive 100% of their Title I allocation, adjusted for potential funding variance and mandated set-asides if applicable	**X**	**X**	**X**
15. Health and welfare benefit calculations for both classified and certificated staff have been updated to better align with positions funded with general fund categorical resources. See your ESC fiscal staff for details.	**X**	**X**	**X**
16. Schools can purchase limited contract teachers and off-norm auxiliary in secondary schools for intervention during the school day. **The use of day-to-day substitutes for intervention is not an allowable expenditure.**	**X**		

	Title I *7S046*	Title III *7S176*	EIA-LEP *7S536*
*Note: Intervention teachers may be budgeted to provide **direct** services to English learners; EL-funded teachers are to provide high-quality instruction in classes that are composed <u>solely</u> of ELs*			X
17. Schools should call the ESC fiscal specialist for budget development, budget transfers, and the Position with Incumbent (PWI) Request for federal and state funded employees.	X	X	X
18. The minimum for funding supplemental itinerant support personnel when purchased with federal and state resources is **0.1 FTE (1/2 day).** This change is due to requirements resulting from Federal Program Monitoring and the annual federal single audit.	X	X	X
19. The Toshiba UnifiedPrint-Toshiba Imaging Project contract should be funded as **"Other Non-Instructional Contracts"** under IFS Object Code 5802, commitment item number 580002. (See Memorandum MEM-5700.0: UnifiedPrint-Toshiba Imaging Project)	X		X
Program Guidelines			
20. Program funds **cannot** be used to purchase Campus Aide, School Supervision Aide, Custodian, and secondary dean positions.	X	X	X
21. Custodial Supplies should not exceed 10% of total custodial relief time and overtime.	X		X
22. Schools receiving EL funds must allocate a minimum of 5% to provide intervention services for ELs, 5% for EL-specific professional development activities, and 1% for parent involvement <u>prior</u> to budgeting other line items.		X	X
23. Signatures do not necessarily indicate approval of the spending plan. When a signature is withheld, please attach minutes, agendas, sign-ins, and a signed statement explaining why the Chairperson's signature was withheld from the SSC or applicable advisory committee where the budget-planning process was discussed.	X	X	X
24. Rental of facilities is not allowable with categorical resources.	X	X	X
25. Schools purchasing Support Services must **<u>explicitly</u>** describe in the SPSA and budget justifications how the supplemental services will support English learners above and beyond the core duties. Schools must conduct a needs assessment and analyze data to identify specific areas of need and support services to be provided.			X
26. Categorical funds may not be used to purchase test preparation materials. The intent of these funds is for intervention, including materials that are used for academic preparation and are embedded in the standards-based instructional program.	X	X	X
Equipment			
27. Program funds may be used for limited Alterations and Improvements (A&I) of facilities; e.g., electrical costs required to set up equipment purchased from the same categorical funding source. *Note: Estimates must accompany all Budget Adjustment Request and School Budget Signature forms and must be approved by the Federal and State Education Programs Branch (FSEP) if the amount is over $3,000.*	X		

	Title I 7S046	Title III 7S176	EIA-LEP 7S536
28. Equipment purchases using Title I program funds are a restricted item for the 2013-2014 school year. The Budget Adjustment Request (BAR) process must be followed in order to obtain approval for all Title I-funded equipment purchases. Excluding new schools, a BAR will not be processed if the school has not submitted a 2012-2013 categorical equipment inventory or principal certification letter and a categorical equipment inventory physical check. Contact your local Educational Service Center Title I Coordinator(s) if you have any questions.	X		
29. Non-capitalized equipment purchases over $500 (commitment item 440001) and capitalized equipment purchases over $24,999 (commitment item 640001) should be budgeted separately. For leased or rented equipment, the make, model, and location must be described on the justification page for the applicable program.	X		
Note: Equipment purchased with categorical funds at Title I targeted assistance schools must be for identified student use only.	X		
*Note: EIA-LEP and Title III funds **cannot** be used to purchase equipment.*			X
30. Items that are not capitalized because of their low acquisition cost are considered to be supplies. For example, expenditures for items such as laptops, netbooks, iPads, iPod Touches, e-readers, projectors, etc., that have a unit cost of less than $500 are **general supplies** and must be funded in **Object Code 4501.** The following object codes should be used when purchasing equipment: **4410**- Non-capitalized audio-visual equipment with a unit cost between $500 and $24,999. **6410**- Capitalized audio-visual equipment with a unit cost of $25,000 and above. **4490**- Non capitalized equipment with a unit cost between $500 and $24,999. **6490**- Capitalized equipment with a unit cost of $25,000 and above. Failure to adhere to this guideline can result in an audit finding that requires corrective action by the school.	X		
31. Purchase, lease, or rental of a single equipment item costing over $25,000 requires central-office approval. ESC fiscal personnel should forward to FSEP for approval prior to input during budget development and budget maintenance.	X		
32. Equipment inventories must be completed for a range of a five-year period (2008-09 to 2012-13) and kept on file at school sites and offices. A copy of the equipment inventory or the original copy of the principal certification letter must be sent to *Federal and State Education Programs Branch*. Funds for equipment expenditures will not be released without the submission of the current equipment inventory or principal's certification letter. (See Bulletin BUL-3508.5: Inventory for Equipment Purchased Through Categorical Programs)	X		
Note: Schools and offices must place a red label on all equipment purchased with categorical funds.			

	Title I 7S046	Title III 7S176	EIA-LEP 7S536
*Note: Although EIA-LEP and Title III funds **cannot** be used to purchase equipment, inventories must be completed and kept on file for equipment purchased prior to July 1, 2010. A copy of the equipment inventory or the original copy of the Principal's Certification Letter must be provided to Federal and State Education Branch.*		X	X
33. A physical check of the equipment inventory must be conducted every two years, and the results must reconcile with the school's inventory records. If a categorical equipment inventory physical check was not performed during the 2011-2012 school year, it must be completed during the 2012-2013 school year. Funds for equipment expenditures will not be released without the submission of the current categorical inventory physical check. (See Bulletin BUL-3508.5: Inventory for Equipment Purchased through Categorical Programs for further instructions.)	X		X
Time Reporting			
34. If employees are funded solely by the Title I Schoolwide Program, they should complete a semiannual certification of such employment **and not a Multi-funded Time Report** each pay period.	X		X
Instructional Material Account (IMA)/General Supplies			
35. Title I resources (Program Codes 7S046, 70S46, 7E046, 70A56) may not be used to reconcile Procurement Card (P-Card) expenditures.	X		
36. Categorical funds **may not** be used for Instructional Material Account (IMA) and general supplies to support A-G required visual and performing arts and physical education in secondary schools.	X	X	X
Certificated Personnel			
37. A minimum of **four (4)** days of Day-to-Day Substitute (Item number 10562) must be budgeted to cover the benefited absence of register carrying/class-size reduction (CSR) teachers purchased from categorical, QEIA, and Specially Funded Programs (grants). Time Reporters must use the respective program code when time reporting the day-to-day substitute replacing the funded register-carrying/CSR teacher for a benefited absence, i.e. illness, personal necessity, kincare. If absences have been properly time-reported, unused days may be budgeted in the second semester for use during the current fiscal year. A budget adjustment request, complete with school site council and ESC signatures, must be submitted. Absence for the fifth day forward should be time reported from program 13027.	X		X
Note: Day-to-day Substitute should be budgeted for register carrying/class-size reduction teachers and must be budgeted using the same funding source from which the CSR teacher is purchased.	X		X
38. Multi-funded Categorical Program Adviser positions and differentials should be budgeted at the same percentage.	X		X
Note: Personnel must perform duties only from the program from which they are paid.			
Note: Differentials only apply if posted prior to the election of the personnel.	X		
39. Day-to-Day Substitute may be budgeted for student data analysis and/or grade/department level planning. Substitutes may not be purchased for the	X	X	X

	Title I *7S046*	Title III *7S176*	EIA-LEP *7S536*
purpose of releasing teachers for curricular trips.			
40. Auxiliary teacher time for class-size reduction may not be budgeted until after norm day. Auxiliary teacher time for intervention may be budgeted during budget development. Justification for a secondary auxiliary teacher must include the subject area to be taught, number of students, and grade level(s).	X		
41. Auxiliary teachers purchased with EL funds may not be budgeted until after norm day, and they must provide direct instructional services to English learners. The auxiliary teacher must provide high-quality instruction in classes that are composed <u>solely</u> of ELs. Only register-carrying teachers can be compensated with auxiliary funds.			X
42. Title I Schoolwide Program schools may purchase register-carrying teachers to reduce class size for literacy, mathematics, science, and social studies.	X		
Note: When budgeted with EL funds, the CSR teacher must provide high-quality instruction in classes that are composed <u>solely</u> of ELs.			X
43. Title I Schoolwide Program schools may purchase counselors to reduce student-to-counselor ratio.	X		
Note: When using EL funds, schools must obtain pre-approval from the Multilingual and Multicultural Education Department. Refer to the "Process for Requesting Approval of Restricted Positions/Services" found in the Programs for English Learners Budget Process section of this handbook.			X
44. A Title I Schoolwide Program school may purchase a teacher librarian to support supplemental literacy activities.	X		
45. Class-size reduction (CSR) teachers may be budgeted to provide **direct** services to English learners; EL-funded CSRs are to provide high-quality instruction in classes that are composed <u>solely</u> of ELs. A minimum of four (4) days of Day-to-Day Substitute must be budgeted with this position.			X
46. Professional expert assignments cannot be processed until the request has been approved by the Office of the Superintendent (See Bulletin BUL-4305: Professional Expert Assignments). The approval should occur prior to the BAR process.	X		X

47. When a regular status teacher tutors or provides intervention to students outside of the basic assignment, i.e. afterschool, Saturdays, off-track at year-round schools, the following descriptions and item numbers must be used:
    Tutor Teacher X-Time (10376)
    Tutor Teacher Z-Time (10510)
Note: When using EL funds, schools must form classes solely of EL students.
	X	X	X

Classified Personnel			
48. Budget for Custodial Relief Time and Overtime should not exceed $3,000.	X		X
Note: When using EL funds, schools must obtain pre-approval from the Multilingual and Multicultural Education Department. Refer to the "Process for Requesting Approval of Restricted Positions/Services" found in Appendix B, Programs for English Learners Budget Process section of this handbook.			X

	Title I 7S046	Title III 7S176	EIA-LEP 7S536
49. School may budget a combined total of four Education Aide II positions. New positions will not be approved, and only existing positions can be funded. For more information, review the Interoffice Correspondence from Superintendent Deasy and Janalyn Glymph entitled "Immediate Freeze on the Hiring of Education Aide II's- Clarification of Duties," dated December 8, 2011.	X		
Only one 3-hour Education Aide II position may be purchased with EIA-LEP funds. These positions must be: (1) Continuing positions only and (2) must be approved by the Multilingual and Multicultural Education Department on an annual basis. New positions cannot be created.			X
50. Education Aide III 6-hour positions may be reduced to 3-hour positions. Full fringe benefits will be required in the program for 6-hour positions **only**. A school should keep a reserve in their Health Welfare Class (30167).			X
Note: All required bilingual aide positions must be funded before monies can be used for other purposes, such as off-norm teacher positions.			X
51. A school may purchase a total of two (2) positions from the combination of clerk/office technician/senior office technician positions, and the office(s) in need of support must be included on the SPSA justification page. If more than two (2) positions are purchased, a Single Plan for Student Achievement Update page must be completed to address the office in need of additional support, and the approval of the ESC Instructional Superintendent is required. Please note that these purchases are subject to the indirect cost limits (see note #5). *Note: EIA-LEP funds cannot be used to purchase clerical positions.*	X		
52. 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>	X		
Professional Development			
53. There is no limit for Staff Conference Attendance.	X	X	X
54. Professional Development funds may be used only to pay registration fees for conferences. Refer to the Estimated Rate Sheet for the applicable item number.	X		
55. A teacher who attends a training paid for by federal or state categorical resources must complete a training certification form and be charged to the federal or state funding source.	X	X	X
56. Professional Development Teacher Regular is to pay a regular status teacher who attends a training <u>during</u> the basic assignment with federal or state categorical funds. The teacher will receive a training certification form to indicate participation so that the appropriate categorical funding source is charged.	X	X	X

	Title I *7S046*	Title III *7S176*	EIA-LEP *7S536*
57. Professional Development Teacher X/Z Time is to pay a regular status teacher who attends training <u>outside</u> of the basic assignment, i.e. afterschool, Saturdays, off-track at year-round schools.	X	X	X
Parental Involvement			
58. The total dollars budgeted for Parent Conference Attendance should not exceed $1,500 per categorical funding source.	X	X	X
59. Community Representative is limited to 720 hours per fiscal year.	X		X
Note: A Bilingual Community Representative should be budgeted when using EIA-LEP funds.			X
60. A Parent Resource Assistant (Spanish, Armenian or Korean Language) may be funded using EIA-LEP. This position requires that the employee be **proficient in English AND one of the following languages**: Spanish, Armenian, or Korean.			
Note: Schools with an EL student population over 75 percent may purchase one FTE. Schools with EL student populations of less than 75 percent may budget for this position in the same proportion as the EL population (Example: 32 percent of the student population is EL; therefore, the school may budget 32 percent of this position).			X

Budget Terms

Budget Terms

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

Certificated

No Child Left Behind (NCLB) Act of 2001 requires schools receiving Title I funds to ensure that teachers supported with Title I funds in a targeted assistance school (TAS) are highly qualified and that *all* teachers in a schoolwide program school (SWP) are highly qualified.

Paraprofessionals who assist in classroom instruction and who were hired with Title I funds after July 1, 2002, must have: (1) completed two years of higher education study, (2) obtained an associate's (or higher) degree, or (3) passed a formal state or local academic assessment that demonstrates knowledge of and the ability to assist in teaching reading, writing, and mathematics or reading, writing, and mathematics readiness.

A. Teachers

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

   Direct services include:

   - Teaching
   - Providing demonstration lessons
   - Conducting professional development activities, including the facilitation of effective instructional programs
   - Conducting program/student evaluation activities
   - Coordinating and providing parent involvement workshop activities to ensure the compliant functioning of the advisory committee
   - Coordinating the identification of eligible students in a Targeted Assistance School Program

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

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

2. **Professional Development Teacher Regular** ... to pay a regular status teacher who attends a training during the basic assignment with federal or state categorical funds.

3. **Day-to-Day Substitute Teachers** ... substitutes may be provided for release of teachers to plan activities related to the categorical program. **If funded with categorical resources, the substitute must complete the appropriate time reporting documentation. Substitutes may not be purchased for the purpose of releasing teachers for curricular trips or for providing intervention.**

   A minimum of **four** days of Day-to-Day Substitute must be budgeted to cover the benefitted absence of register-carrying/class-size reduction (CSR) teachers purchased from categorical, QEIA, and Specially Funded Programs (grants). (See Program and Budget Guidelines, page A-34, number 37)

4. **Differential, Coordinating (C basis)** … a supplemental payment which is added to the salary of a highly-qualified teacher for performing additional responsibilities related to a supplemental assignment based on funding. A coordinating differential is

paid to a categorical program adviser or a teacher who performs categorical program-related activities outside the regular six-hour work day. These additional responsibilities are considered indirect services.

5. **Teacher, Auxiliary, Secondary** … a secondary register-carrying, highly-qualified 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. This position may be purchased by using categorical funds *only* after Norm Day to provide supplemental instructional services to students.

6. **Teacher, Categorical, Limited Contract** … a special contract permits the hiring of a highly-qualified person in temporary status to provide instruction to participating students (may have coordinating responsibilities). Assigned time may not exceed 48 hours per pay period. These teachers may be contracted by more than one school; however, the limitation on total hours remains. Budget the total annual hours needed times the hourly rate.

7. **Teacher, Non-Register Carrying** … an off-norm position. The highly qualified teacher is a non-register carrying teacher to serve students identified as being in need of supplemental assistance in basic and advanced skills in literacy and mathematics, history/social science, and science. The basic assignment for this position is a "Teacher." The non-register carrying teacher must provide direct services for 100 percent of the six-hour work day.

8. **Teacher, Class-Size Reduction** … highly qualified, register-carrying teacher to reduce class size in literacy, mathematics, science, and social studies classes. The teacher must provide direct services for 100 percent of the six-hour work day. Only schoolwide

program schools can fund this position with Title I resources.

9. **Teacher, Replacement** … to pay a secondary teacher who, because of unavailability of substitutes, covers an absent teacher's class. Replacement teachers are paid at the rate of their regular assignment. **Categorical program funds may be used only if the absent teacher is funded with categorical resources. The absent employee must be reported as absent on the payroll records.**

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

Teacher Assistant (TA) … provides services under the **direct supervision** of a highly qualified classroom teacher. The TA is a student enrolled in a two- or four-year college who provides reinforcement and support of instruction to participating students in the classroom. This includes paraprofessionals who (1) provide one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher, (2) assist with organizing instructional and other materials, (3) provide instructional assistance in a computer laboratory, (4) assist with parental involvement activities, (5) provide support in a library or media center, or (6) act as a translator.

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

C. **Support Staff** … (Additional information regarding support staff and examples of supplementary services can be found in **"2013-2014 Supplemental Services"**.)

1. **Counselor Assistant** … works with participating students; has a bachelor's degree and is enrolled in a program at a recognized college or university leading to a

credential in pupil personnel services. When assigned to an elementary school, the Counselor Assistant must be supervised by an elementary school counselor or a school psychologist assigned to that school.

2. **Counselor, Elementary School** … provides counseling services to participating at-risk students to improve achievement and adjustment. Budgeted as days per week.

3. **Counselor, Secondary School** … Title I secondary schools operating a SWP may purchase the services of a full-time secondary counselor to reduce the student-to-counselor ratio. A coordinating differential may be paid in addition to the regular salary; differential must be budgeted separately.

4. **Counselor, PSA** … works with participating students, parents, and the school to increase school attendance. Budget as days per week.

5. **Nurse, School** … may be budgeted as days or half days per week to provide supplementary health service to participating students.

6. **Psychologist, School** … provides specialized pupil services for individuals or groups of participating students. These employees suggest prescriptive activities for teachers working with participating students. **Diagnosis** and **identification** are **not** approved supplemental services. Time should be budgeted as days per week.

7. **Psychiatric Social Worker** … provides specialized services to identified students to remove emotional, behavioral, and family crisis barriers to learning. Budget as days per week.

8. **Teacher Librarian (Title I, Schoolwide Program Schools ONLY)** … aligns the school library media program, collection, and services with the school curriculum; collaborates with classroom teachers to plan, develop, and implement units of study that promote literacy and integrate information skills to meet District standards.

D. Extended School Day Activities

1. **"Z" Time** … assignment is for regular status employees performing regular duties outside their basic assignment basis. The assignment is **ten or more consecutive working days.** In general, benefits are received on "Z" basis.

2. **"X" Time** … assignment is for regular status employees performing regular duties outside their basic assignment basis or for employees not performing regular ongoing duties. The assignment is **fewer than ten working days.** In general, benefits are not received for "X" basis assignments.

3. **Professional Development Teacher X/Z Time** … to pay a regular status teacher who attends training outside of the basic assignment.

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

Classified

A. **Clerical**

1. **Clerical Relief and Overtime** … funds for short-term clerical help and for overtime payments directly attributable to the program. Budget total hours, times hourly rate, times employee benefit factor.
2. **Office Technician** … provides clerical services in connection with the categorical program.
3. **Senior Office Technician** … performs difficult or complex clerical tasks related to the program. May provide work direction to a few clerical employees. This position may **not** be purchased with EIA-LEP funds.

B. **School Support**

1. **Microcomputer Support Assistant** … installs personal computer systems for student use and selected categorical program personnel to troubleshoot hardware and software malfunctions. This position is integral to the instructional program by ensuring technology is available for students to benefit from supplemental literacy and math programs. This position may **not** be purchased with EIA-LEP funds.
2. **Information Systems Support Assistant I** … performs a variety of routine information system duties associated with the installation of computers, updating and checking hardware, systems software, and computer programs that support the program. This position is integral to the instructional program by ensuring technology is available for students to benefit from supplemental literacy and math programs. This position may **not** be purchased with EIA-LEP funds.
3. **Parent Resource Liaison** … assists in maintaining a program or a parent center or community center of a local school by providing various resources and information to parents through workshops, orientations, and training programs.

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

C. **Paraprofessional**

1. **Counselor Aide** … provides paraprofessional services in support of participating student counseling activities. Positions are filled from a district-wide eligibility list.
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. (May purchase **one** position from EIA-LEP only with prior approval from the Multilingual & Multicultural Education Department.) **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 highly-qualified classroom teacher.
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.

5. **Library Aide** … provides assistance to students and teachers in a school library media center and performs clerical and computer duties to support library functions. Provides guidance and assistance to students in the selection of books and in using other library resources. Provides assistance to teachers in the instruction of information retrieving skills from the District's computerized library system.

6. **Educational Resource Aide** … assists in supporting and extending the focus of the school's instructional program under the direct supervision of a highly qualified 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.

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

D. **Extended School Day Activities**
1. **"Z" Time** … assignment is for regular status employees performing regular duties outside their basic assignment basis.
2. **Multiple Assignments** … a part-time employee assigned less than four hours per day may not be given additional assignments if the total hours for all combined assignments exceed 79 hours per pay period.
3. **Custodial Relief and Overtime** … may be budgeted for custodial services required as the direct result of intervention and program activities at the school. The maximum level of funding is $3,000 per school year, per funding source. Budget total hours times hourly rate.

Unclassified

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

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

B. **Professional Expert** … payment to persons for working on a special project or for leading workshops. Work is to be temporary, unique, nonrecurring or for a specific, limited period of time. Duties are those not customarily performed by a classified, certificated, or unclassified (except professional expert) employee. Person must be a current or retired district employee. Budget annual amount for each position at rates shown on the separate instruction sheet, "Special Rate Page." **Professional experts may not be used to purchase extended learning/tutoring and do not work directly with students.** (Refer to Program and Budget Guidelines, page A-36, number 46.)

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

Contracts

A. **Contracted Instructional Service** … funds for contracts with firms providing instructional programs/services. Identify the name of the company(ies). Additional details must be provided in the SPSA.

B. **Independent Contracts** … agreements with non-district individuals for instructional services. **Person may not perform the duties of any classified, unclassified, or certificated employee.** Schools may not independently contract for services. All contracts are made with LAUSD and must be processed by the LAUSD Procurement Services Division at https://psd.lausd.net/.

C. **Maintenance of Equipment** … many schools have sizable investments in equipment used to support instructional and/or professional development activities such as computers, copiers, etc. Schools must place sufficient funds in Maintenance of Equipment to pay for any needed repairs. Indicate the make and model number of the equipment to be serviced. **Maintenance contracts must be matched with the original funding source.**

D. **Other Non-Instructional Contracted Services...funds for other non-instructional contracted services such as purchasing and construction. See the Procurement Manual which is accessible on the right side of the website at https://psd.lausd.net/.**

Conferences, Professional Development and Curricular Trips

A. **Conference Attendance** … funds for all expenses including travel. Specific conferences/institutes must be identified. Each conference must have been approved for attendance by the Deputy Superintendent and the Board. Delegates may attend local and other approved conferences with costs reimbursed by the program. **A maximum of $1,500 per categorical funding source is allowed for parent conference attendance.**

  1. **Staff Conference Attendance** … must be an integral part of the professional development activities at the school.
  2. **Parent Conference Attendance** … Conferences must be an integral part of the parent involvement activities identified in the SPSA.

B. **Professional Development** … to pay registration fees for institutes, seminars, and workshops for teachers and staff only.

C. **District-sponsored Training Rates** … payments to certificated or classified staff for participating in professional development activities outside the regular six-hour workday.

D. **Curricular Trips** … budget using the costs shown on the work sheet. List planned destinations on the Budget Justification page. The number of destinations must match the number of trips purchased. Curricular trips are to support the core instructional program; therefore, they cannot be budgeted for elective classes or physical education.

Equipment, Supplies, and Expense Reimbursement

A. Alteration and Improvement of Buildings … Alterations and Improvements (A & I) projects must be directly related to the instructional program. Cost estimates may be obtained from the ESC Maintenance and Operations (M & O) office. Send a memo to the ESC M & O office about the job to be performed. M & O staff will return a copy of the job order with the dollar estimate. Program funds may be used for limited A and I of facilities, e.g., electrical costs required to set up equipment purchased from the same categorical funding source. Cost estimates over $3,000 need central-office approval. (Refer to *California Accounting Manual,* California Department of Education, 2002, for specifics.)

B. Equipment … show amounts for audiovisual and other equipment of $500 (not including tax and/or delivery charges) or more separately on your budget. All equipment purchases must be described and justified in the SPSA or the SPSA Update/Justification for Equipment Purchased/Leased through Categorical Programs and referenced on the appropriate Budget Justification page. The description should make clear how the equipment supports the instructional program and how students will benefit from its use. Cost estimates regarding installation charges may be obtained from the vendor or the Maintenance and Operations office.

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

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

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

Note: Please refer to the *California Accounting Manual* and the Inventory for Equipment Purchased Through Categorical Programs Bulletin, Attachment C (BUL-3508.5) before discarding equipment purchased through categorical funds.

C. Rental of Equipment … enter the amount for lease agreement for instructional equipment. Indicate the make and model number of rented/leased equipment.

D. Custodial Supplies … limited to those supplies used in connection with program services, and the total amount may not exceed ten percent of what you have budgeted for Custodial Relief/Overtime.

E. Instructional Material Account (IMA) … classroom library sets and other items that supplement the core instructional program (ELA, ELD Access to Core, mathematics, history/social science, science) and are specific only to the classroom, delivery of instruction, and intervention. (See Appendix A: Approved Supplemental Instructional Programs)

F. General Supplies … funds for items of an expendable nature that are consumed or worn out, deteriorate in use, or are easily broken, damaged or lost. These are items that supplement the core instructional program (ELA, ELD, mathematics, history/social science, science). Also included is equipment with a unit cost of less than $500. These items may be used throughout the school, including classrooms, offices, and parent centers. **Examples include, but are not limited to, pencil/erasers, paper, folders, toner, poster boards, etc. In addition, attractive items, such as laptops, iPads, netbooks, iPod Touches, e-readers, projectors, etc., that have a unit cost of less than $500 should be red labeled.**

G. Parent Training Allowance … budget funds for reimbursements for meals, child care, and mileage to parents attending training sessions related to the program.

H. School Advisory Council/Committee Expense … funds for local school advisory committee or School Site Council operating expenses. Expenses may include refreshments but not meals. Expenses may be funded with EIA-LEP.

I. Mileage … to reimburse school employees for mileage to consolidated program activities. Mileage for nurses and counselors are paid centrally, not from school budgets.

J. Telephone Expense … use actual cost for current year, projected for the entire year on existing phones. Budget $620 for installation and the basic service fee for a new telephone.

Appendix A

Approved Supplemental Instructional Programs

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LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of Curriculum, Instruction, and School Support

Supplemental Instruction/Intervention Resources Guidelines

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

These guidelines replace the ones distributed in Spring 2012 and include only a list of core programs and recommended supplemental resources that have been approved by Central Office.

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

Procedures for Selecting Supplemental Instructional Resources

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

1. Review the attached *District Approved Supplemental Instructional Resource List* (Attachment A). Materials found on this list are research and/or evidence-based and have been recommended to support Tier 1, Tier 2, and Tier 3 instruction and intervention. These materials are already approved for purchase. Schools may purchase the materials on the list as needed without obtaining additional approvals.

2. Materials not found on the list may be purchased if they are research and/or evidence-based, aligned to the school data, and outlined in the Single Plan for School Achievement. Attachment B contains the guiding questions and format for schools to use prior to the selection of materials not found on the *District Approved Supplemental Instructional Resource List*.

3. ESC Lead Directors must approve purchases of materials selected that are not identified on the *District Approved Supplemental Instructional Resource List* (Attachment A).

   Schools should complete and submit Attachment B, Supplemental Instructional Resources Request to the Educational Service Center Lead Director approval.

4. Once the request has been approved schools may place their orders.

For questions please contact your ESC Lead Director

LOS ANGELES UNIFIED SCHOOL DISTRICT

Office of Curriculum, Instruction, and School Support

DISTRICT APPROVED CORE INSTRUCTIONAL RESOURCES

ENGLISH/LANGUAGE ARTS (ELA)

Core Program – District provided and professional development to address SB 472 requirements.

ELA Grades	Core Program	Publisher	Comments	Area	Tier 1	Tier 2	Tier 3
K-5/6	**Treasures-Anthologies, Wonders, Student Practice books**	McGraw Hill	District-adopted reading program for elementary schools.	Comprehensive basal reading series	✓	✓	
6-8	**Language of Literature Timeless Voices, Timeless Themes**	Prentice Hall McDougal Littell	District-adopted literature program for middle schools. Can be used in conjunction with District-adopted materials funded out of Federal and State Programs.	Complete literature series	✓	✓	
9-12	**LAUSD English/Language Arts Instructional Guide, Grade 9-10**	LAUSD	The District allows high schools to choose a series from the adopted program list.	Literature series	✓	✓	
9-12	**Perspectives in Multicultural Literature**	Holt, Rienhart and Winston	**Perspectives in Multicultural Literature** is the District-recommended series from the approved programs list. Schools may choose other books from the District-approved programs.		✓	✓	

LOS ANGELES UNIFIED SCHOOL DISTRICT

Office of Curriculum, Instruction, and School Support

DISTRICT APPROVED ASSESSMENT RESOURCES

ASSESSMENT

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

District Progress Monitoring Tools for Tier 1, 2, or 3							
ELA **Grades**	**Supplemental Resources**	**Publisher**	**Comments**	**Area**	**Tier 1**	**Tier 2**	**Tier 3**
K-3	**Dynamic Indicators of Basic Early Literacy (DIBELs) Next** www.cambiumlearning.com	Sopris West	Measures the 5 Big Ideas in early literacy: phonemic awareness, alphabetic principle, accuracy and fluency, vocabulary, comprehension	Progress Monitoring	✓	✓	✓
K-12	**CORE K12 Assessments**	LAUSD/ Core K12	Provides progress monitoring tools for standards-based instruction, intervention courses, and ELD monitoring	Progress Monitoring	✓	✓	✓
K-3	**Wireless Generation** **www.wgen.net**	Wireless Generation	Wireless Generation products place formative assessment, progress monitoring, and differentiated instruction at the center of teaching and classroom learning.	All components of reading	✓	✓	✓
6-12	**CORE K12 Progress Monitoring Tools**	LAUSD/ Core K12	Provides progress monitoring tools for standards-based instruction, intervention courses, and ELD monitoring	Progress Monitoring	✓	✓	✓

DISTRICT APPROVED SUPPLEMENTAL ASSESSMENT RESOURCES

Additional Supplemental Assessment Tools

ELA	**Supplemental Programs**	**Publisher**	**Comments**	**Area**	**Tier 1**	**Tier 2**	**Tier 3**
K-8	**Assessing Reading* (CORE)** **www.corelearn.com**	CORE	Assessing Reading: Multiple Measures, 2nd Edition provides a collection of tests for assessment of skills related to reading	Progress Monitoring	✓	✓	✓
K-12	**Treasures Assessments**	McGraw Hill	To be used for diagnostic and exit assessments to determine targeted instruction and intervention.	Progress Monitoring	✓	✓	✓
K-12	**Scholastic Reading Inventory** **http://teacher.scholastic.com/ products/sri_readingassessme nt/Computer_adaptive_Asses sment.htm**	Scholastic	Research-based, computer-adaptive reading assessment program for students in Grades K–12 that measures reading comprehension on the Lexile Framework® for Reading	Progress Monitoring	✓	✓	✓
3-12	**Scholastic Phonics Inventory** **http://teacher.scholastic.com/ products/readingassessment_s pi/program_overview.html**	Scholastic	SPI tests basic letter recognition, sight word knowledge, and decoding skills	Progress Monitoring	✓	✓	✓

LOS ANGELES UNIFIED SCHOOL DISTRICT

Office of Curriculum, Instruction, and School Support

DISTRICT APPROVED SUPPLEMENTAL INSTRUCTIONAL RESOURCES
ENGLISH/LANGUAGE ARTS INTERVENTION RESOURCES

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

District Recommended Supplemental Intervention Resources for Tier 2, or 3							
ELA	**Supplemental Resources**	**Publisher**	**Comments**	**Area**	**Tier 1**	**Tier 2**	**Tier 3**
K-5	**Voyager Passport** www.voyagerlearning.com	Cambium	Technology needed For full review see www.fcrr.org/fcRRReports/PDF/Vpassports/PDF	Phonics Vocabulary Fluency Comprehension	na	✓	
K-5/6	**Treasures-supplemental materials**		Leveled books-Beyond, Level, Approaching, and ELD books Kindergarten Activity Books	Leveled readers in Treasures	✓	✓	✓
4-10	**Read 180 – Enterprise Version**	Scholastic	Validated for use with all children Requires technology For full review see www.fcrr.org/fcRRReports/PDF/SixMinuteSolution/PDF	Phonics Vocabulary Fluency Comprehension	na	✓	✓
3-10	**System 44** Http://teacher.scholastic.com **4th and 5th grade additional 6th – 9th grade additional elective period of instruction (double blocked)**	Scholastic	Direct, explicit, research-based instruction in foundational reading skills	Phonics Fluency Comprehension	na		✓
4-10	**LANGUAGE! 4th Edition only www.cambiumlearning.com 4th and 5th grade additional 6th – 9th grade additional elective period of instruction (double blocked)**	Cambium	Comprehensive reading intervention program for use with all students (EO, EL, SWD)	Phonemic Awareness Phonics Vocabulary Fluency Comprehension	na		✓

The following Reference Guides provide guidance to schools for intervention in English/Language Arts.
REF-5158   Tier 3 Literacy Interventions
REF-5284   Progress Monitoring

LOS ANGELES UNIFIED SCHOOL DISTRICT

Office of Curriculum, Instruction, and School Support

DISTRICT APPROVED CORE INSTRUCTIONAL RESOURCES

MATHEMATICS

Math	Core Program	Publisher	Comments	Area	Tier 1	Tier 2	Tier 3
K-5/6	enVision MATH California	Scott Foresman-Addison Wesley	District-adopted math program for elementary schools	Comprehensive	✓	✓	
6-7	Mathematics: Concepts, Skills and Problem Solving Math Course 1 and 2 Algebra Connections	Glencoe McDougal Littell CPM Educational Program	District-adopted math program for middle schools	Complete math series	✓	✓	
Algebra 1	Algebra 1: Concepts, Skills and Problem Solving Discovering Algebra Algebra Connections	Glencoe Key Curriculum Press CPM Educational Program	District-adopted math program for middle schools	Complete math series	✓	✓	
Geometry	California Geometry: Concepts and Applications Holt Geometry • California Geometry	Pearson/Prentice Hall Holt Glencoe	District-adopted math program for middle schools	Complete math series	✓	✓	
Algebra 2	Prentice Hall Classics: Algebra 2 with Trigonometry Cord Communications, Learning in Context Intermediate Algebra 8th Edition	Prentice Hall Cord Communications Charles P. McKeague	District-adopted math program for middle schools	Complete math series	✓	✓	

MATHEMATICAssessment

DISTRICT APPROVED SUPPLEMENTAL INSTRUCTIONAL RESOURCES

District Recommended Progress Monitoring Tools for Tier 1, 2, or 3							
Math Grades	**Core Resources**	**Publisher**	**Comments**	**Area**	**Tier 1**	**Tier 2**	**Tier 3**
K-12	**CORE K12 Progress Monitoring Tools**	LAUSD/Core K12	Provides progress monitoring tools for standards-based instruction, intervention courses, and ELD monitoring.	Progress Monitoring	✓	✓	✓

Additional Assessment Tools--Can be purchased with site-based Federal and State funds							
Math	**Supplemental Resources**	**Publisher**	**Comments**	**Area**	**Tier 1**	**Tier 2**	**Tier 3**
2-8	**Scholastic Mathematics Inventory** http://teacher.scholastic.com/products/readingassessment_spi/program_overview.html	Scholastic	Scholastic Math Inventory is a quick, computer-adaptive math assessment for grades 2-8 that provides immediate data for universal screening, progress monitoring, and instructional decision making.	Progress Monitoring	✓	✓	✓

Office of Curriculum, Instruction, and School Support

MATHEMATICS
DISTRICT APPROVED SUPPLEMENTAL INSTRUCTIONAL RESOURCES

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

Math	Supplemental Resources	Publisher	Comments		Tier 1	Tier 2	Tier 3
4-7	**California Math Triumphs**	Glencoe	Math Intervention Programs		✓	✓	✓
	California Fast Forwards Mathematics	Harcourt			✓	✓	✓
	SRA Number Worlds	SRA			✓	✓	✓
	Odyssey Focus Math: Grades	Compass			✓	✓	✓
4-10	**ALEKS** www.aleks.com	ALEKS	**A**ssessment and **LE**arning in **K**nowledge **S**paces is a Web-based, supplemental program that uses adaptive questioning to quickly and accurately determine what a student knows then instructs the student on the topics s/he needs.	Basic math to pre-calculus	✓	✓	✓
6-12	**Carnegie** www.carnegielearning.com	Carnegie Learning	A supplemental instruction program for strengthening student conceptual understanding of mathematics by integrating adaptive learning technologies, assessment, and rich problem solving activities.		✓	✓	✓
K-5	**DreamBox Learning** www.dreambox.com	DreamBox	An online elementary math program that combines engaging, adaptive lessons with real-time reporting educators need to individualize instruction.	Concept Building			
K-5	**Mind Institute** www.mindresearch.net		Research proven, comprehensive, instructional software that used spatial temporal reasoning to engage and train students at any level of academic and language proficiency.	Concepts Skills Problem solving	✓	✓	✓

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

REF-4844.1   Guidelines for the use of Mathematics Intervention Materials in Grades 6 and 7
MEM-4142.0   Selection of Mathematics Textbooks for High Schools
MEM-5090   Mathematics Intervention Programs for 9th Grade Students Enrolled in Algebra

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 is evidenced-based for the population served. Schools need to use a two-pronged approach to determine the appropriateness of any supplemental resource before purchasing. First, ensure the resource is research-based. Second, ensure it meets the guidelines for the provision of effective academic intervention.

Step 1: Validating Research-Based Resources

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

Criteria for Selecting Supplemental Resources:

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

Step 2: Guidelines for Effective Academic Intervention Resources

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

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

Supplemental Instructional Resources Request

We are requesting to purchase supplementary materials not identified on Attachment A.

School:	ESC:

Principal: Telephone Number: Email:

Contact Person: Telephone Number: Email:

Target population: Number of students

Name of material requested:

Proposed use of materials:
Literacy
☐ Phonemic Awareness
☐ Fluency
☐ Phonics
☐ Vocabulary
☐ Comprehension

Math
☐ Number Sense
☐ Algebraic Functions
☐ Geometry and Measurement
☐ Fractions and Decimals

Description of materials:

The resources above have been approved to be standards-based and evidence-based instructional materials that will support and supplement the core instructional program of the school.

Signature of Principal   Date

Approval: Signature of ESC Lead Director   Date

Appendix B Programs for English Learners Budget Process

Categorical expenditures for the English learner program must be based on the identified needs of participating ELs and program requirements, such as professional development for teachers or intervention services for ELs.

All categorical budgets must be presented to the School Site Council (SSC) for review and approval. Title III AND EIA-LEP budgets must be developed in conjunction with English Language Learner Advisory Committee (ELAC). *ELAC's recommendations should be shared in official written documents with the SSC.* All expenditures must be made in accordance with Master Plan fiscal priorities.

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

Note: Title III funds may not be used to supplant general education.

To develop EL budgets that meet program requirements, the school must conduct an annual Needs Assessment to: (1) evaluate EL program implementation, (2) improve instruction for ELs, and

(3) analyze EL student performance data to ensure the needs of ELs are being met and have sufficient opportunities to meet or exceed the State's AMAO 1, 2, and 3 performance targets.

The school's EL budgets and Single Plan/Update must align to reflect the identified needs of the EL students and program. Budget allocations must be restructured when (1) the needs of ELs are not met, (2) ELs do not demonstrate adequate progress in ELD or (3) ELs do not meet grade-level content standards, as measured by Title III AMAOs and the Districts Expected Benchmarks for English Learners. Alignment of the identified needs of ELs, the EL budgets, and the Single Plan must be done on an annual basis.

Schools are to use multiple funding sources (EL and non-EL) to meet categorical fiscal restrictions when purchasing the services of supplemental personnel and materials that will be used to benefit all students, not just ELs. All expenditures must be budgeted in proportion to the EL student population. For example, School A has an EL student population of 25 percent and wants to fund a nurse to provide supplemental services. Only 25 percent of the total cost may be budgeted using EL funds. The remaining 75 percent must come from a non-EL funding source. See Page 11 for a description of EL duties.

EL Program Budget Priorities

The District receives Title III and Economic Impact Aid-Limited English Proficient (EIA-LEP) funds to design, implement, and monitor instruction for the academic and linguistic achievement of ELs. All EL program budget expenditures must be explicitly explained on the Budget Justification Page(s), as well as in the Single Plan. It must be demonstrated that these funds will directly support the linguistic and academic achievement of English learners.

Title III Budget Priorities (7S176)

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

1. **Professional Development:** Provide EL-related professional development (PD) for teachers, administrators, and other school support staff to improve and implement

high-quality ELD and access to core instruction for ELs.

Note: The school must develop and implement an ongoing professional development plan that aligns with the (1) identified needs of ELs, (2) EL budget, and (3) Single Plan. The Single Plan must address the Title III AMAO performance targets and include the following: (1) training on analyzing EL data, (2) differentiated instruction for ELs based on proficiency levels, (3) best practices, (4) teaching language throughout all content areas, and (5) collaborative planning time to improve standards-based lesson design and delivery in the areas of ELD and access to the core curriculum using Specially Designed Academic Instruction in English (SDAIE) strategies.

2. **Targeted Intervention Services for English Learners:** To address and remedy the academic and linguistic deficits of identified ELs. These funds are to be used to support intervention activities for ELs; non-EL students are not eligible to receive Title III services.

3. **Title III Instructional Coach:** To support the consistent implementation of the District's Title III initiatives, including Access to Core professional development and instructional planning. (For more information, see the *Instructional Support* section of this handbook.)

4. **Parent outreach and training:** to support activities and training related to the instructional program for ELs. (Title III may **not** be used to support ELAC.)
NOTE: Students reclassified to fluent English proficient (RFEP) are not eligible to receive Title III funds.

EIA-LEP Budget Priorities (7S536)

All schools receiving EIA-LEP funds must meet the following set-aside requirements prior to budgeting other items:

Set Aside Amount	Required Activity
5%	Intervention Services for ELs
5%	Professional Development
1%	Parental Involvement Activities

Schools are to develop their budgets in accordance with the following Master Plan fiscal priorities:

1. **Targeted Intervention Services for English Learners (minimum of 5%):** These funds are to be used to support intervention activities for ELs not making adequate academic and linguistic progress. Non EL students are not eligible to participate in EIA-LEP funded intervention.

2. **Professional Development (minimum of 5%):** Provide EL-related PD for teachers, administrators, and other school support staff to improve and implement high-quality ELD and access to core instruction for ELs.

3. **Parent Involvement Activities (minimum of 1%):** to ensure that parents of ELs have opportunities to:
   a. receive training delivered in the parents' primary language
   b. participate in ELAC activities, and
   c. attend conferences designed to improve EL achievement

4. **Class Size Reduction (CSR) Teacher:** to reduce the student-to-teacher ratio and provide high-quality instruction in classes that are composed solely of ELs. The CSR teacher must provide 100 percent **direct services** to ELs. CSR positions may not supplant the core program.

   NOTE: CSR illness benefits must be budgeted from the same funding source as the position. A minimum of four (4) days of Day-to-Day Substitute must be budgeted with this position.

5. **EL Program Coordinator/Categorical Program Adviser (CPA):** to support the implementation of a high-quality instructional

program for ELs. (For a description of duties, see Pages 6 thru 7.)

6. **Bilingual Teacher Assistants:** to provide 100 percent direct instructional support in the classroom to ELs during core content instruction. Bilingual paraprofessionals are assigned to highly- qualified monolingual teachers appropriately authorized to teach ELs.

   NOTE: The role of teacher assistants is to provide instructional support to ELs. Duties such as yard supervision, distributing textbooks and making photocopies are **not** direct services.

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

1. The expenditure addresses the linguistic and academic needs of ELs and is identified and explicitly described in the school's Single Plan/Update
2. Expenditures support the increased academic achievement of ELs and are based upon a thorough analysis of EL data
3. The expenditures are essential for maintaining federal, state, and district compliance

Professional Development for Teachers of ELs

Professional development services/resources may include:

1. **Professional Development (PD) Teacher Regular, X-Time, or Z-Time:** to pay regular status teachers to attend professional development related to the EL program. PD time is to be used to release teachers to engage in new learning opportunities – this item is NOT to be used to pay teachers for planning or analyzing data.

   a. **Regular Time:** during the regular assignment
   b. **X-Time:** outside of the regular assignment; fewer than ten (10) consecutive days

   c. **Z-Time:** outside of the regular assignment; ten (10) or more consecutive days

2. **Professional Expert (certificated):** to pay for persons who provide Master Plan program-related professional development to improve the instructional program and increase the academic achievement of ELs. The person(s) must have extensive knowledge of second language acquisition and experience working with ELs. The assignment is to be temporary, unique, nonrecurring or limited period of time. Person must be a current or retired district employee.

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

3. **Contracted Instructional Services:** funds for contracts with organizations providing services to improve the instructional program and increase the academic achievement of ELs. The organization must have extensive knowledge of second language acquisition. The name of the company and services to be provided must be included on the Budget Justification Page(s), Single Plan page with explicit details of the services to be provided.

4. **Conference Attendance:** to pay for teachers to attend conferences directly related to improving the academic achievement of ELs. Specific conferences/ institutes must be identified on the Budget Justification Page(s) and in the Single Plan.

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

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

Single Plan for Student Achievement – Assurances Page

The signature of the ELAC Chairperson on the Single Plan Assurances page indicates that the committee had the opportunity to participate in the budget planning process and provide written recommendations regarding Title III and EIA-LEP budgets.

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 Single Plan.

EL Program Budget Justification Pages

Budget justification pages are completed annually to document adherence to federal and state spending guidelines. The goods and services listed on the Justification Pages must (1) address the linguistic and academic needs of ELs, including the identification of ELs who did not meet the Title III AMAO accountabilities and (2) match the budgeted items listed on the *School Budget Signature Form.*

Budget justifications must explicitly describe how the expenditures will help to:

1. **meet the needs of ELs**
2. **increase EL student achievement**

NOTE: Budget Justification Pages are school-specific and should not be copied verbatim from this Handbook. The Justification Pages must explicitly reference EL and RFEP students and should not include reference to non-ELs (i.e., EO, IFEP, Title I students).

When funding personnel, the justifications must describe the **unique** services that will be provided to support ELs' academic and linguistic achievement. When a school receives a citation of non- compliance which requires an expenditure or transfer of EL funds to resolve it, the citation and a description of the goods and/or services purchased to resolve the citation must be identified in the Single Plan/Update.

EL Program Budget Adjustment Request

Changes to the school's Single Plan/Update and EL budgets must be shared with the ELAC members, including the analysis of EL data which supports the proposed expenditures. This information, along with any recommendations made by the ELAC must be recorded in the meeting minutes and documented on the *ELAC Recommendation Form.* The form must be signed by the ELAC Chairperson and submitted to the School Site Council (SSC)/Principals for review. The SSC is responsible for discussing the recommendations in a timely manner and providing a written response to the ELAC. The review and response to the ELAC recommendation must be recorded in the SSC meeting minutes. These documents are to be kept on file at the school for a minimum of five years.

Budget adjustments can be initiated with the assistance of fiscal staff through the School Front

End (SFE) using the *School Budget Signature Form* or Budget Adjustment Request (BAR) form.

Schools must forward the original copy of the *School Budget Signature Form/* BAR to the ESC EL Compliance Coordinator along with the following supporting documentation:

1. Budget justification page explaining how the expenditure will benefit ELs or support the EL program objectives
2. Single Plan/Update that describes (a) key findings based on EL data, (b) activities or strategies to be implemented, (c) how progress toward proficiency will be evaluated, and (d) the system for monitoring effectiveness

The ELD Compliance Coordinator is responsible for reviewing budget transfer requests to ensure

compliance with EL program requirements. Budget adjustment requests must be denied when:

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

NOTES:
1. If the District determines that a school has spent Title III or EIA-LEP funds inappropriately, the District has the right to require the return of these funds.
2. Any unused EIA-LEP and Title III funds will <u>not</u> carry over to the following year's budget.

Signed copies of the approved School Budget Signature Forms/BARs, Justification Pages and Single Plan/Update are to be forwarded by the fiscal staff to the Multilingual & Multicultural Education Department (Title III and EIA-LEP) to keep on file.

Process for Requesting Approval of Restricted Positions/Services

Schools requesting to use EL funds to purchase restricted positions/services must obtain pre-approval from the Multilingual & Multicultural Education Department. To request approval, the following procedures apply:

1. Submit a letter signed by the Principal requesting approval of the position/service. The letter must include the following
   a. Total student population, including number of ELs and RFEPs enrolled
   b. Reason(s) for the request
   c. A detailed description of duties/services to be provided to support EL students
   d. Total dollar amount requested along with the proposed funding source(s)

   NOTE: If more than one position/service is requested, a separate letter should be written for each request

2. Provide a copy of the Single Plan/Update referencing the position/service requested, including a description of how the position/service will help to increase the academic achievement of ELs
3. Provide a copy of the EIA-LEP (S536) and Title III budget worksheets with signature pages **and** Justification Pages

4. Provide a copy of ELAC meeting minutes documenting the recommendation/approval of the requested position/service

   Note: The justifications must be explicit in describing how the position/services will help to increase the academic achievement of ELs

The above documentation is to be submitted to the ESC EL Compliance Coordinator for review. The ESC EL Compliance Coordinator will forward the documentation to the Multilingual & Multicultural Education Department for final approval.

Note: Funds for the requested position/service are to be placed in Pending Distribution until final approval is received.

For requests made after budget development, submit the following documentation:

1. Budget adjustment request (BAR) with Budget Justification for the request
2. Request letter (Item 1)
3. All EL Budget Worksheets and Justification pages (Item 2)
4. Single Plan/Update (Item 3)
5. A copy of the ELAC minutes (Item 4)

Personnel Positions

A description of the supplemental Master Plan-related services must be provided by each position purchased and the percentage of service time devoted to the targeted student population must be included in the SPSA/SPSA Update and referenced on the Budget Justification Page. All job descriptions included on the budget justification pages <u>must</u> be shared with the person occupying each position to ensure s/he performs the supplemental duties as described.

For multi-funded positions, the percentage of time devoted to EL students must be documented. Documentation includes actual time allocated to each program using the Multi-funded Personnel Time Reporting form. In addition, a log of daily activities must be maintained (see BUL-2643.5, *Documentation for Employees Paid from Federal and State Categorical Programs*).

Certificated (1000)

Class Size Reduction (CSR), EL, Teacher, Elementary: Schools may use EIA-LEP funds to purchase the services of a highly-qualified, register-carrying teacher with EL authorization to reduce class size and provide high-quality instruction in classes that are composed <u>solely</u> of ELs. (For more information, see the *Instructional Support* section of this handbook.)

Class Size Reduction (CSR), ELD, Teacher, Secondary: Schools may use EIA-LEP funds to purchase the services of a highly-qualified, register-carrying teacher with EL authorization to reduce class size and provide high-quality instruction in classes that are composed <u>solely</u> of ELs. (For more information, see the *Instructional Support* section of this handbook.)

> **NOTES:**
> - A minimum of four (4) days of Day-to-Day Substitute must be budgeted with this position.
>
> - Schools that purchase a CSR teacher will be subject to ongoing audits to ensure the classroom composition requirements are met.

Title III Instructional Coach: Schools may purchase the services of a highly- qualified teacher with EL authorization to support the consistent implementation of the District's Title III Initiatives. This position requires the coach to provide **direct services** to ELs and teachers of ELs. Direct services include professional development, model lesson delivery, and coaching for teachers of ELs. (For

more information, see the *Instructional Support* section of this handbook.)

EL Coordinator/Categorical Program Adviser (CPA): An EL Coordinator/CPA must provide direct services to ELs, parents of ELs and teachers of ELs.

Direct services:
1. Provide professional development for all stakeholders, which supports the Master Plan program implementation, including, but not limited to (a) identification and placement of ELs, (b) effective instruction and intervention services for ELs, (c) effective ELD, SDAIE, and access to core methodologies, (d) ELD Assessment Portfolios, and (e) Reclassification criteria process and procedures
2. Collaborate with teachers and principal to ensure that the professional development plan and intervention services are aligned with the Single Plan for Student Achievement (SPSA) and address the linguistic and academic needs of ELs
3. Conduct demonstration lessons and facilitate classroom observations to improve instruction for ELs
4. Facilitate grade-level team/department meetings to analyze EL assessment data, review student work, debrief classroom observations and best practices, identify student needs, and plan differentiated instruction

5. Facilitate peer coaching by working with teachers to plan, deliver, and analyze lessons
6. Provide instructional support to teachers in English and the primary language, when necessary, regarding effective strategies for ELs
7. Attend District EL-related professional development

(Refer to District policy for more information regarding job duties.)

This position does not allow for the administration of CELDT or STAR testing. Professional development to prepare teachers to administer the CELDT is allowable.

Schools are advised to multi-fund this position if more than one categorical program will be served. The actual time devoted to direct services for ELs must match the percentage of EIA-LEP funds allocated. A coordinating differential for performing **indirect** EL program services outside the regular six-hour school day should be budgeted at the same percentage as the position.

Note: All categorically-funded personnel must complete either a Semi-Annual Certification or a Multi-funded Time Report form (See BUL-2643.5).

Bilingual Teacher Assistant: to provide 100 percent direct instructional support in the classroom to ELs during core content instruction. Bilingual paraprofessionals are assigned to highly- qualified monolingual teachers appropriately authorized to teach ELs. A bilingual Teacher Assistant must pass the District's bilingual fluency test, as well as meet all other NCLB requirements.

Support Staff (Counselor, Psychologist, Nurse, etc.): All support staff positions purchased with EIA-LEP funds must:

1. provide supplemental services above and beyond core duties (For more information, see the *Support Services* section of this handbook.)
2. be fluent in the primary language(s) of the

majority of ELs. Schools are advised to multi-fund support staff positions in proportion to the number of ELs enrolled at the school.

Refer to the *Budget at a Glance* for positions that require Multilingual & Multicultural Education Department approval.

Note: Support staff personnel are required to keep a log of services provided to ELs. Support staff must complete a *Semi-Annual Certification Form* if funded from one source or a *Multi-Funded Time Report Log* form when funded from more than one source (See BUL-2643.5).

Supplemental Services of Certificated Staff

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

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

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

Intervention services for RFEP students must be provided based on the following:

1. identified linguistic and academic needs
2. RFEPs identified as not meeting the Title III AMAO 3 performance target (AYP)

   NOTE: Information regarding the intervention provided must be entered into the Student Information System (SIS) for the assigned teacher and all participating students.

Categorical Program Advisor Tutor Time, X-Time or Z-Time: to pay a CPA (regular status teacher) to provide targeted intervention services to ELs and RFEPs outside of the basic assignment (i.e., after school, Saturdays or off-track time). CPAs budgeted to provide intervention services must be listed in SIS as the teacher of record and

must provide 100 percent direct intervention services to ELs for the full amount of time budgeted.

   Note: CPAs are not allowed to perform the regular duties of a Categorical Program Advisor during the time they are compensated with Categorical Program Advisor Tutor X/Z-Time. Information regarding the intervention provided must be entered into the Student Information System (SIS) for the assigned teacher and all participating students.

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

Limited Contract Teacher (LCT) – CELDT: Schools may use EIA-LEP funds to purchase the services of a limited contract teacher to provide support with the administration of the California English Language Development Test (CELDT). The LCT must participate in the annual CELDT training and receive a certificate of completion prior to administering the CELDT. Classroom teachers are to administer the Listening, Reading and Writing sections of the CELDT, while the LCT may support the Speaking section that requires one-to-one

administration. The LCT may also support CELDT administration with the scoring of initial assessments.

   NOTE: The contract for the LCT may not exceed the annual CELDT testing window at the school and the total hours worked per pay period cannot exceed 48.

Day-To-Day Substitute: A substitute purchased through Title III or EIA-LEP funds must be used to release classroom teachers of ELs to participate in Master Plan-related <u>planning activities</u>, such as analyzing EL data, updating the ELD Assessment Portfolios, observing best practices and lesson planning to differentiate instruction for ELs. The substitute must complete the appropriate time reporting documentation. **Day-to-day substitutes are not to be used to release teachers to attend Master Plan professional development or to provide intervention services.**

Miscellaneous "Z" or "X" Time: May be funded through EIA-LEP when regular status employees perform Master Plan-related duties outside of their regular assignment

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Classified (2000)

Bilingual Clerical: Clerical *positions* **cannot** be purchased with EIA-LEP or Title III funds.

Clerical *services* may be budgeted to support intervention programs/service provided to ELs outside of the regular workday.

   Clerical Relief: Any relief utilized for extra positions for short-term help.

   Clerical Overtime: Any overtime utilized when a clerical employee works in excess of the 8 hour day in support of the EL program.

Bilingual Education Aide II: One (1) 3-hour Education Aide II position may be purchased with EIA-LEP funds <u>only</u> after a school has met all Master Plan fiscal priorities.

A bilingual Education Aide II works under the

immediate supervision of a teacher or other certificated employee; performs <u>indirect services</u> such as routine manual tasks, class-related clerical tasks, and bilingual services to facilitate communication with ELs and their parents. The bilingual Education Aide II **may not**:

- provide direct teaching assistance to students
- perform the responsibilities of any classified position nor be used for supervision tasks

Note: Ed Aide II positions must be: (1) continuing positions only and (2) approved by the Multilingual & Multicultural Education Department on an annual basis. New positions cannot be created.

Bilingual Education Aide III: A Bilingual

Education Aide III works under the immediate supervision of a teacher or other certificated employee and provides instructional support for ELs. The aide must speak the primary language(s) of the majority of ELs.

Bilingual Education Aide III (AVID Tutor): Bilingual Education Aide III positions may be purchased to provide primary language support to ELs to access a rigorous curriculum in a college preparatory program. The position requires bilingual certification.

Instructional Aide: An Instructional Aide assists a certificated teacher in developing and presenting specialized educational materials and in conducting instructional activities requiring specialized education, training, or vocational experience. Instructional Aide I and II positions are limited to 60 hours per pay period.

Miscellaneous "Z" or "X" Time: May be funded through EIA-LEP when regular status employees perform Master Plan-related duties outside of their regular assignment.

Educational Resource Aide: This 3-hour position may be funded with EIA-LEP funds when the school is participating in a School-Based Coordinated Program.

Parent Resource Assistant (Spanish, Armenian or Korean Language): will be located in the parent center and will assist in providing direct support to parents, disseminating information, maintaining parent-school communication, assisting in programs and outreach activities for parents, and providing primary language support. Schools may use EIA-LEP funds to purchase this position. This position requires that the employee be **proficient in English AND one of the following languages**: Spanish, Armenian, or Korean.

NOTE: Schools with an EL student population over 75 percent may purchase one FTE. Schools with EL student populations of less than 75 percent may budget for this position in the same proportion as the EL population (Example: 32 percent of the student population is EL; therefore, the school may budget 32 percent of this position).

Unclassified

Bilingual Community Representative: A Community Representative fluent in one or more of the languages spoken in the community may be funded through EIA-LEP funds when s/he provides Master Plan program-related services. This position may be used to support EL parent training and involvement activities. Assignments are limited to 79 hours per pay period and 720 hours per school year.

District-Sponsored Training Rate: This payment may be allocated to certificated or classified staff for participating in direct Master Plan-related professional development activities outside the regular six-hour workday using EIA-LEP or Title III funds.

Books, Materials, Supplies (4000)

Instructional Materials Account (IMA): to purchase supplemental instructional materials for ELD and core instruction to support ELs in accessing language and comprehending core instruction. Examples of supplemental instructional materials include, but are not limited to, flash cards, leveled readers, learning games, computer software that focuses on language development, picture

books and artifacts to support themes. IMA expenditures must be based on identified need after an analysis of EL data has been completed.

To differentiate supplemental materials from core materials, use the following question: "Are the materials needed to teach the program on a daily basis?" If the answer is YES, the materials are not

considered supplemental. Supplemental materials are purchased to enhance the curriculum, not supplant or take the place of required materials.

Note: A maximum of 5 percent of a school's EIA-LEP allocation can be budgeted in IMA during budget development. After budget development, schools may request budget transfers into IMA but cannot exceed **10 percent** of the total allocation. When a transfer is requested, the school must complete the *SPSA Update for Instructional Material Account (IMA)* and Justification Pages – an explicit description must be provided indicating the specific items to be purchased and how those items will increase EL student achievement.

General Supplies: Funds for items of an expendable nature that are consumed or worn out deteriorate in use, or are easily broken, damaged or lost. General supplies purchased must be used to support (1) the academic achievement of ELs, (2) professional development for teachers of ELs, or (3) training specifically for parents of ELs.

Examples of general supplies include pencils, pens, writing/copy paper, tape, glue, folders, paper clips and art supplies. General supplies do not include tissues, hand sanitizer, soap, etc.

English Learner Advisory Committee (ELAC) Expenses: Expenses paid from EIA-LEP funds must be used to support the operating costs of the ELAC. Refer to District policy for more information.

NOTE: Advisory Committee Expenses must be spent within the fiscal year and are not subject to budget transfer.

School Staff Transportation: to reimburse school employees for mileage incurred to and from Master Plan-related activities.

Telephone Expenses: Telephone expenses paid from EIA-LEP funds must benefit budgeted EL program support staff.

Custodial Supplies: Supplies purchased using EIA-LEP funds must be reasonable and used in connection with Master Plan program implementation.

Services and Other Operating Expenses (5000) and Capital Outlay (6000)

Maintenance of Equipment Contracts: May be purchased with EIA-LEP funds to repair supplemental equipment previously purchased using EIA-LEP funds. These contracts must support Master Plan-related activities, such as supplemental materials and EL professional development.

NOTE: If a school does not have a contract for the repair of such equipment, it must place sufficient EIA-LEP funds in *Maintenance of Equipment.* Also, if the equipment purchase was multi-funded, the maintenance contract should be written using the same EIA-LEP funding formula. All services and operating expenses must support Master Plan-related activities.

Curricular Trips: Curricular trips **cannot** be purchased using EIA-LEP or Title III funds.

Independent (Professional Services) Contract: A contract may be purchased with EIA-LEP funds for instructional services for non-district individuals when a description of how the services provided by the contractor(s) are supplemental in nature and will contribute to meeting EL student or EL program needs identified in the school's Single Plan/Update. Contractor(s) may not perform the duties of any certificated, classified, or unclassified employee.

NOTE: Schools may not independently contract for services. Refer to District policy for guidelines regarding contract

Duties to Perform when Utilizing EL Funding

Psychiatric Social Work Services

- Provides individual, group and family therapy targeting English Learners (EL) who are at-risk of school failure due to social, behavioral and emotional problems with a specific focus on newcomers and Long Term English Learners (LTELs)
- Provides additional parent education, training and other evidence-informed programs for parents of ELs
- Collaborates with teachers and school staff regarding additional EL needs
- Implements evidence-based short-term group or individual (10 weeks) treatment that addresses the symptoms of trauma, depression and anxiety due to newcomer or Long Term English Learner status
- Provides community referrals, linkages and collaboration with District and community resources to address the needs of ELs.
- Participates in the school's Language Appraisal Team (LAT), Coordination Of Services Team (COST) and Student Success Team (SST) to support EL students

School Nurse

- Provides additional health-related counseling and education for parents and families, including home visits for English Learners (ELs), with a specific emphasis on Long Term English Learners (LTELs) and newcomers
- Provides supplemental staff development on health-related issues and counseling for ELs
- Provides school and community health-related information groups, workshops and projects with a focus on ELs
- Participates in multidisciplinary teams such as the Language Appraisal team (LAT) to identify necessary additional health-related support services for ELs
- Uses primary language of ELs and their families when assisting with health-related issues that affect attendance and learning.

School Psychologist

- Provides additional counseling for English Learners (ELs) individually or in groups with a focus on Long Term English Learners (LTELs) and newcomers
- Provides behavioral intervention consultation for newcomers, LTELs and ELs with disabilities
- Provides consultation in the development of intervention programs specific to EL needs
- Provides follow up with student observations as a result of the Language Appraisal Team (LAT) recommendations
- Uses primary language of ELs and their families, when appropriate
- Provides professional development addressing the needs of newcomers and LTELs

Pupil Services and Attendance (PSA) Counselor

- Develops and monitors student attendance plans of Long Term English Learners (LTELs), newcomers and ELs with disabilities
- Provides supplemental parent education groups and workshops for ELAC
- Participates in Language Appraisal Team (LAT) for ELs not making adequate progress
- Provides additional referrals to school and community services, home visits/in-home counseling for parents of English Learners (ELs) when their child is not making adequate progress
- Utilizes a three-tiered approach to attendance specifically focusing on drop-out data for LTELs
- Develops and implements attendance, motivation and incentive programs for newcomers and LTELs

Intervention Support Coordinator

- Uses multiple sources (AMAO, CST, CELDT) of English Learner (EL) data to identify areas of need for intervention targeting various subgroups of ELs (i.e., Long Term English Learners, newcomers, ELs with disabilities, etc.)
- Provides supplemental trainings and workshops for parents of ELs
- Develops and monitors Long Term English Learner (LTEL) intervention plan
- Participates in the Language Appraisal Team (LAT)

K-12 Counseling Services

- Uses English Learner (EL) data (AMAO, CST, CELDT) to identify areas of need for intervention targeting various subgroups of ELs (i.e., Long Term English Learners, newcomers, ELs with disabilities, etc.)
- Participates in the Language Appraisal Team (LAT)
- Utilizes multiple opportunities to collaborate with school staff in addressing the additional needs of ELs
- Provides additional assistance to LTELs and newcomers in utilizing the educational opportunities of the school and community
- Provides supplemental professional development and parent workshops to provide additional support for EL achievement

Appendix C
NCLB CORE Waiver Schools

School Name	ESC	Status	School Name	ESC	Status
7th Street ES	S	Reward	Hazeltine ES	N	Reward
15th Street ES	S	Reward	Holmes MS	N	Reward
28th Street ES	E	Reward	Hubbard ES	N	Reward
74th Street ES	W	Reward	Kennedy HS	N	Reward
135th Street ES	S	Reward	King MS	E	Reward
156th Street ES	S	Reward	Langdon ES	N	Reward
Annalee ES	S	Reward	Lemay ES	N	Reward
Apperson ES	N	Reward	Maywood Academy HS	S	Reward
Baldwin Hills ES	W	Reward	Menlo ES	W	Reward
Breed ES	E	Reward	Napa ES	N	Reward
Broadway ES	W	Reward	Newcastle ES	N	Reward
Bryson ES	S	Reward	Noble ES	N	Reward
Calvert ES	N	Reward	Orthopedic HS	E	Reward
Century Park ES	W	Reward	Oxnard ES	N	Reward
Chapman ES	S	Reward	Palms ES	W	Reward
Charnock Road ES	W	Reward	Playa del Rey ES	W	Reward
Chase ES	N	Reward	Point Fermin ES	S	Reward
Chatsworth Park ES	N	Reward	Queen Anne ES	W	Reward
Coldwater Canyon ES	N	Reward	Ritter ES	XP	Reward
Danube ES	N	Reward	Sierra Vista ES	E	Reward
Del Olmo ES	E	Reward	Strathern ES	N	Reward
Edison MS	S	Reward	Sylmar ES	N	Reward
El Sereno ES	E	Reward	University HS	W	Reward
Enadia ES	N	Reward	Vena ES	N	Reward
Eshelman ES	S	Reward	Vintage MST Magnet	N	Reward
Fullbright ES	N	Reward	West Athens ES	W	Reward
Gardena ES	S	Reward	Western ES	W	Reward
Glenwood ES	N	Reward	Westport Heights ES	W	Reward
Gratts ES	XP	Reward	Westside Leadership Magnet	W	Reward
Gulf ES	S	Reward	Wilmington Park ES	S	Reward
Harbor City ES	S	Reward	Wilshire Crest ES	W	Reward
Harbor Teacher Prep Academy	S	Reward	Winnetka ES	N	Reward

School Name	ESC	Status
Belmont HS	XP	Priority
Carver MS	XP	Priority
Clinton MS	E	Priority
Cochran MS	W	Priority
Crenshaw HS	XP	Priority
Drew MS	XP	Priority
East Valley HS	XP	Priority
Fremont HS	XP	Priority
Gage MS	S	Priority
Gardena HS	XP	Priority
Gompers MS	XP	Priority
Griffith Joyner ES	XP	Priority
Harte Prep MS	XP	Priority
Hillcrest ES	XP	Priority
Hollenbeck MS	XP	Priority
Jefferson HS	XP	Priority
Jordan HS	XP	Priority
Los Angeles Teacher Prep Academy	XP	Priority
Mann MS	XP	Priority
Manual Arts HS	XP	Priority
Markham MS	XP	Priority
Maywood Academy HS	S	Priority
Muir MS	XP	Priority
South East HS	S	Priority
Stevenson MS	XP	Priority
Washington Prep HS	XP	Priority
Woodcrest ES	XP	Priority
24th Street ES	XP	Focus
59th Street ES	W	Focus
68th Street ES	S	Focus
109th Street ES	S	Focus
112th Street ES	S	Focus

School Name	ESC	Status
Adams MS	E	Focus
Alexandria ES	E	Focus
Arleta HS	N	Focus
Bell HS	S	Focus
Bethune MS	S	Focus
Bridge ES	E	Focus
Burbank MS	E	Focus
Bushnell ES	E	Focus
Castelar ES	E	Focus
CIVITAS	XP	Focus
Cleveland HS	N	Focus
Coliseum ES	XP	Focus
Columbus Avenue ES	N	Focus
Contreras LC	XP	Focus
Cortines School of VPA	XP	Focus
Dodson MS	S	Focus
Dorsey HS	XP	Focus
Emerson MS	W	Focus
Esperanza ES	E	Focus
Euclid ES	E	Focus
Fairfax HS	W	Focus
Franklin HS	XP	Focus
Garfield HS	E	Focus
Glen Alta ES	E	Focus
Graham ES	S	Focus
Grant HS	N	Focus
Hamilton HS	W	Focus
Hart ES	N	Focus
Hollywood HS	W	Focus
Irving MS	E	Focus
Kingsley ES	W	Focus
Latona ES	E	Focus

School Name	ESC	Status	School Name	ESC	Status
Lawrence MS	N	Focus	Venice HS	W	Focus
Lillian ES	S	Focus	Virginia ES	W	Focus
Limerick ES	N	Focus	West Adams Prep HS	XP	Focus
Magnolia ES	E	Focus	Wilson HS	E	Focus
Marshall HS	E	Focus	Woodland Hills Academy	N	Focus
Mayberry ES	E	Focus	42nd Street ES	XP	Support
McKinley ES	S	Focus	52nd Street ES	W	Support
Meyler ES	S	Focus	93rd Street ES	S	Support
Miramonte ES	S	Focus	Acad Ldshp Commun	XP	Support
Monroe HS	XP	Focus	Angeles Mesa ES	W	Support
Narbonne HS	S	Focus	Audubon MS	W	Support
Nimitz MS	XP	Focus	Banning HS	XP	Support
North Hollywood HS	N	Focus	Barrett ES	S	Support
Ochoa LC	S	Focus	Bernstein HS	XP	Support
Pacoima MS	N	Focus	Bradley Glbl Awr Mag	W	Support
Panorama City ES	N	Focus	Camellia ES	N	Support
Porter MS	N	Focus	Canoga Park ES	N	Support
Roosevelt HS (Communications)	XP	Focus	Carson HS	XP	Support
San Fernando HS	XP	Focus	Castro MS	XP	Support
San Jose ES	N	Focus	Curtiss MS	S	Support
San Pedro HS	S	Focus	Elizabeth LC	S	Support
School for the Visual Arts & Humanities	XP	Focus	Flournoy ES	XP	Support
South Gate MS	S	Focus	Fulton College Prep	XP	Support
Southeast MS	S	Focus	Harmony ES	E	Support
Sun Valley HS	XP	Focus	Harrison ES	E	Support
Sun Valley MS	XP	Focus	Holmes ES	S	Support
Sylmar HS	XP	Focus	Huntington Park HS	XP	Support
Tarzana ES	N	Focus	LA Global Studies	XP	Support
Union ES	E	Focus	LA HS Arts @ RFK	XP	Support
Utah ES	E	Focus	Los Angeles HS	XP	Support
Valerio ES	N	Focus	Marina del Rey MS	W	Support
Van Nuys HS	N	Focus	Micheltorena ES	E	Support

School Name	ESC	Status
Miller ES	S	Support
Mulholland MS	N	Support
Normandie ES	W	Support
Norwood ES	E	Support
Panorama HS	XP	Support
Parks LC	N	Support
Roybal LC	XP	Support
Sierra Park ES	E	Support
State ES	S	Support
Sunrise ES	XP	Support
Sutter MS	N	Support
Weigand ES	XP	Support
West Vernon ES	E	Support

Appendix D

Budget Planning for Parental Involvement

TO: School Principals   **DATE:** March 1, 2013

FROM: Maria Casillas, Chief Officer
School, Family and Parent/Community Services

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

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

Title I Funds

Schools receiving Title I funds will receive a separate allocation to implement programs and activities to support their schools' Title I Parent Involvement Policy (Bulletin 5963, February 2013) including programs that strengthen parent capacity to support learning at home and at school. Such programs and activities must be planned and implemented with the meaningful involvement of parents of participating children. The School Plan for Student Achievement (SPSA) describes the details of the school's plan for parent engagement. The SSC has the authority to make decisions on the use of Title I funds.

Title III, and EIA-LEP Funds

Schools receiving Economic Impact Aid-Limited English Proficient (EIA-LEP) funds **must** allocate one percent (1%) of their allocation to provide for programs and activities that strengthen parent capacity to support learning at home and at school. Programs and activities must be planned and implemented with the meaningful involvement and advice of parents of participating children through the school's English Learner Advisory Committee (ELAC) when using Title III and EIA-LEP funds. The ELAC may delegate their authority to the SSC according to LAUSD guidelines described in Bulletin 5797.1, January 2013**.**

Budget Planning Process

1. The school plan for parent engagement must address the Parents as Equal Partners Resolution and Task Force Recommendations, the School Goals for Parent Engagement, and all appropriate Federal and State mandates regarding parent engagement.

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

3. Unless delegation of authority has been provided to the SSC, the advisory committee must be included throughout the entire budget process, and it must make formal recommendations to the SSC. The ELAC must make formal recommendations regarding Title III and EIA-LEP budgets.

4. Upon receipt of committee recommendations, the SSC must perform the following duties:
   a. address the recommendations during a regularly scheduled meeting
   b. approve or disapprove the recommendations
   c. provide written response to the appropriate committee regarding their actions.

5. Funds allocated for parent involvement activities <u>must not</u> be used for other purposes.

When used inappropriately, the categorical program from which the non-allowable item was expended must be repaid with general funds regular program resources.

6. The school planning sheet for parent involvement activities must be developed with parent recommendations for the projected expenditures from all categorical funds. The Planning Sheet is submitted to the appropriate ESC Fiscal Specialist and copies provided to chairpersons of the SSC and advisory committees.

7. Personnel expenditures, including Community Representatives, Parent Resource Assistants, and Parent Resource Liaisons budgeted from parent involvement funds must perform duties and responsibilities that **directly** support the school's plan for parent engagement, as identified in the SPSA. These positions should be multi-funded from all categorical programs. Budget justifications with the job description must be attached to the budget worksheet when submitted.

8. Categorical funds are to supplement, not supplant, educational services for parents. These funds may not be used for rental of facilities or for equipment, other than for translation equipment when approved by the ESC Parent and Community Engagement (PACE) Administrator. Funds should be allocated to support parent activities that help meet the School Goals for Parent Engagement, including:
    - Training to strengthen parent capacity to support their children's learning at home and achievement at school
    - Training of the school's Family Engagement Action Team
    - Development of the School-Parent Compact and the Title I Parent Involvement Policy
    - Translation services and/or translation equipment
    - Parent conference attendance *(BUL-5449.0)*
    - Parent and Family Center programs, activities, and staff
    - Advisory committee expenses for meetings and for training of members, including light refreshments *(BUL-5447.0)* and postage for notices.

9. Parents driving their vehicles to attend non-school-site meetings and activities will be reimbursed by the sponsoring unit at the approved mileage rate (51¢ per mile).

10. A differential may be provided to a register-carrying teacher **only** for purposes of coordinating parent engagement activities, including convening and training the school family engagement team that develops the parent engagement plan. Specific duties of the teacher must be above and beyond the duties of the EL and/or Title I Coordinator.

For further information, please contact Diane Panossian, Administrator, Parent Community Student Services Branch, at (213) 481-3350, or your ESC Parent and Community Engagement (PACE) Administrator:

ESC-North	Marilu Pigliapoco	818-654-3600
ESC-South	Rene Robinson	310-354-3400
ISIC	Kevin Baker	213-241-0100
ESC-West	Sara Lasnover	310-914-2100
ESC-East	Fatima Castaneda-Gutierrez	323-224-3100

cc: Jaime Aquino
Donna Muncey
Debbie Ernst
Hilda Maldonado
Kathy Norris

Attachments (2)

BUDGET PLANNING SHEET FOR 2013-2014

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

ITEM NO.	RESOURCES	TITLE I (7E046)		LEP (7S536)		Other		
		QTY	Amount	QTY	Amount	QTY	Amount	Total Amount
21427	**Clerical Overtime**							
21532	**Custodial Overtime**							
50073	**Parent Conference Attendance**							
50163	**Parent Training Allowance** (Limited to a maximum of $1500.00 per funding source)							
50059	**Mileage**							
11275	**Professional Expert (Certificated)** (For Parent Engagement Activities)							
10365	**Differential, Teacher Parent Activity** (For Register-Carrying Teacher Only)							
21720	**Community Representative Pay Rate $_____ (multi-funded)**							
22555	**Parent Resource Liaison (multi-funded) This position is subject to seniority rights.**							
26956	**Parent Resource Assistant (multi-funded) This position is subject to seniority rights.**							
40267	**Instructional Material Account (IMA)** (No office supplies; for parent activities only)							
40169	**Advisory Committee Expenses** (expenses and refreshments for advisory committees)							
40110	**Audio Visual/for translation only** (Must be approved by PACE Administrator)							
50002	**Contracted Instructional Services: Must be approved vendors for training defined in the school plan for parent engagement.**							
50035	**Independent Contract (Professional Services): LAUSD-approved contracted individuals defined in school plan for parent engagement.**							
	TOTAL BUDGET	$		$		$		

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

The *Parents as Equal Partners in the Education of their Children* Resolution, adopted by the Board of Education in December of 2010, led to a series of recommendations for implementation at school sites. The Task Force on *Parents as Equal Partners* stated that "meaningful parent engagement is when schools see parents as equal partners in promoting student achievement and recognize parents' talents and skills as resources to promote children's educational development." A review of decades of research conducted in support of this resolution indicates that when parents are involved, students have

- ✓ **Higher grades, test scores, and graduation rates**
- ✓ **Better school attendance**
- ✓ **Increased motivation and better self-esteem**
- ✓ **Lower rates of suspension**
- ✓ **Decreased use of drugs and alcohol**
- ✓ **Fewer instances of violent behavior**

In addition, through authentic partnerships with parents, schools gain

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

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

School Goals for Parent Engagement

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

2. **Provide parents opportunities to acquire necessary information, knowledge, and skills to support their children's education at home and at school.**
   - A school Family Engagement Action Team (FEATeam) guides all efforts to implement an effective plan for family engagement, including the home- school compact
   - Parent center staff and members of the FEATeam receive training and support to carry out their role
   - Parents participate in parent education classes to strengthen their capacity to support learning at home
     - Parent center facilities and equipment/technology are adequate to support parent and community engagement activities
     - Partnerships with community organizations provide resources for parent engagement and wrap-around resources for their families

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

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

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

2013-2014 Supplemental Services

Classified Employee Services
Instructional Assistance Positions

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

Instructional Aide I and Education Aide III (AVID) positions may be budgeted for three hours per day only. Education Aide III positions may be budgeted in the following ways: three hours per day, six hours per day, or eight 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, L (4925); Instructional Aide I (4991 only).

Instructional Aide IIs (4592) can no longer be hired.

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

Applicants for any position involving classroom instructional assistance must pass the District's proficiency test (effective February 1, 2000), and meet the *No Child Left Behind Act of 2001* (NCLB) requirements. For additional information on NCLB requirements, please visit www.iainfo.net.

Classified forms such as resignation, change of assignment and voluntary transfer may be printed from the Personnel Commission website.

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

2013-2014
Support
Services

K-12 Counseling Services

The Elementary or Secondary Counselor **provides counseling services to students for early identification and intervention for barriers to academic achievement of students, and to promote and encourage a healthy learning environment. This position may be funded to reduce the student-to-counselor ratio once the base program has been met.**

- Participates in various multidisciplinary teams, such as Student Success Team (SST), Coordination of Services Team (COST), Resource Coordinating Team (RCT), to identify necessary support services, e.g., school counseling, student assessment and interventions;
- Collaborates with school administration and staff in developing student knowledge, skills and attitudes that promote personal, social, emotional and academic growth;
- Provides individual and group counseling and guidance to students in the academic, personal/social, and career domains; connects students with appropriate resources;
- Assists in the collection and analysis of data relative to attendance, behavior and achievement and communicates/interprets the assessment results to students, parents and teachers;
- Helps students effectively utilize the educational opportunities of the school; recommends available resources within the school, school system and community to meet the needs of individual students; assists in making such referrals and contacts;

- Consults with the administrative staff and pupil support on student referrals for supplementary counseling, psychological evaluation and case conferences;
- Participates in the development of the total educational plan of the school;
- Assists in the preparation of information for entry on student cumulative records; analyzes data relevant to student needs;
- Assists with the development of transition programs to support successful student matriculation between grades and school levels;
- Provides professional development and parent education workshops;
- Monitors and case manages student progress for targeted students;
- Develops programs to address student attitudes, understanding of self and others, peer relationships, goal-setting, conflict resolution, career awareness, college preparation and post-secondary planning.
- Consults with parents and school personnel as a means of helping students with educational and personal problems that may interfere with their learning and success in school.

Only a Title I Schoolwide Program (SWP) school can purchase this position. For duties that should be performed when funded with EIA-LEP, please see Appendix B, Programs for English Learners Budget Process.

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

Secondary English Learner (EL) Counselor

This position is designed to support English Learners (EL), Long Term English Learners (LTEL), and Reclassified Fluent English Proficient (RFEP) students. The English Learner Secondary Counselor provides the following services and holds an EL Authorization**.**

ROLES AND RESPONSIBILITIES.

- Participates in various multidisciplinary teams, such as the Language Appraisal Team (LAT), Student Success Team (SST), Coordination of Services Team (COST), Resource Coordinating Team (RCT), to identify the necessary support services e.g. school counseling for ELs, LTELs, and RFEPs, support EL student assessments and EL, LTEL, RFEP interventions; serve as the LTEL Designee (and EL Intervention Specialist)

- Collaborates with school administrator and staff in developing EL, LTEL, and RFEP students' knowledge, skills, and attitudes that promote personal, social, emotional, and academic growth

- Provides individual and group counseling and guidance to EL, LTEL, and RFEP students, in the academic, personal/social, and career domains; connects EL, LTEL, and RFEP students with the appropriate resources

- Assists in the collection and analysis of EL, LTEL, and RFEP data relative to attendance, behavior, and achievement; communicates/interprets assessment results to students, parents, and teachers

- Support EL, LTEL, RFEP students effectively in utilizing the educational opportunities of the school; recommends available resources within the school community, school system and to meet the needs of EL, LTEL, and RFEP students; assist in making such referrals and contacts

- Consults with the administrative staff and pupil support of EL, LTEL, and RFEP student

referrals for supplementary counseling, psychological evaluation and case conferences

- Participates in the development of the educational plan of the school, as an advocate for EL, LTEL, and RFEP student success

- Assists in the preparation of information for entry on EL, LTEL, RFEP student cumulative records; analyzes data relevant to the needs of EL, LTEL, and RFEP students

- Provides professional development and parent education workshops for parents of EL, LTEL, and RFEP students

- Monitors and case manages student progress for targeted EL, LTEL, and RFEP students

- Develops programs to address the attitudes, understanding of others, peer relationships, goal-setting, conflict resolution, career awareness, college preparation and post-secondary planning for EL, LTEL, and RFEP students

- Monitors and supports EL, LTEL, and RFEP student completion of the A-G Requirements

- Assist EL, LTEL, and RFEP students with creating an Individualized Graduation Plan (IGP); monitors student progress of the IGP

For additional information, please call the Multilingual & Multicultural Education Department at (213) 241-5582

B-3

Pupil Services and Attendance (PSA) Counselor

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

Pupil Services and Attendance (PSA) Counselors are child welfare and attendance experts who work with students, parents, school staff, and communities to increase student attendance and engagement toward better academic outcomes for all students.

Core Services provided through Pupil Services in the central offices and ESC:
- Consultation regarding Compulsory Education and District Policy
- Mandated Initial Truancy Notification
- District Resource panel and the School Attendance Review Board (SARB)
- Resources available through the Pupil Services website
- Attendance Improvement guides and toolkits
- Pupil Services policy development, including the Attendance Policy and Procedures Manual

The school site administrator in charge of attendance is responsible for establishing and monitoring school attendance procedures, including:
- ensuring enrollment and check-out of students
- serving as or designating a Homeless Liaison
- serving as or designating a Foster Care Liaison
- creating and ensuring implementation of a comprehensive, school-wide Attendance and Dropout Prevention Plan
- establishing student attendance and achievement monitoring and intervention systems, such as SST/COST
- ensuring accurate daily attendance taking and submittal
- clearing excused and unexcused absences
- notifying parents/guardians of absences and truancies
- sending attendance compliance letters, including mandated truancy notifications
- conducting mandated truancy conferences
- preparing cases for SARB
- processing intra-district permit applications

Services to be provided through Categorical Funding

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

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

- assess schools' data trends related to student enrollment, attendance, adjustment, academic achievement, and graduation;
- create and implement differentiated prevention, intervention and recovery efforts using evidence based strategies and a tiered approach to improve individual and school-wide outcomes;
- participate in and/or facilitate multidisciplinary teams (Student Success Team (SST), Coordination of Services Team (COST), Resource Coordinating Team (RCT), Student Attendance Review Team (SART);

- implement strategies and activities to increase student attendance rates among identified, targeted student groups and monitor individual student attendance plans;
- recommend practices to improve school culture, reduce suspensions, increase attendance, and improve the accuracy of enrollment and attendance records;
- implement strategies and activities to reduce chronic absenteeism and truancy among identified, targeted student groups;
- assist with early identification and intervention systems to support at-risk students;
- serve as a liaison between school, home and community, providing direct services to identified at-risk students and families, including assessment, referral, and case management;
- provide individual and/or group counseling, including crisis intervention;
- conduct home visits and/or in-home counseling;
- conduct parent education groups and workshops and provide referrals to school and community services.

For duties that should be performed when funded with EIA-LEP, please see Appendix B, Programs for English Learners Budget Process.

For additional information, please contact Erika Torres, Interim Director of Pupil Services at (213) 241-3844, or your ESC or ISIC Pupil Services and Attendance Coordinator.

Student Health and Human Services

Psychological Services

School Psychologist

District-funded Services

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

Connecting with Students

- Observes students in the classroom and other settings to determine how they function in multiple settings.
- Provides formal and informal assessments of students' abilities, including psychological and social competence skills, social/emotional development, academic achievement, and response to intervention, communication development, fine and gross motor development, and learning aptitudes and interests.
- Assists students in developing positive social skills.
- Assists students in developing appropriate problem-solving skills through individual and small-group counseling.
- Collaborates with community agencies to provide services required by students and families.

Collaborating with Teachers and Staff

- Works with community agencies to provide services required by students and families.
- Serves as a member of the School Resource Coordinating Team.
- Helps teachers clarify a student's learning and adjustment problems.

- Consults with teachers regarding classroom management and discipline strategies.
- Interprets evaluation results to appropriate staff members.
- Promotes better understanding about a student's growth and development.
- Participates as a team member of student study teams (SST) and school guidance committees.
- Serves as a member of the Individualized Education Program (IEP) team.
- Provides in-service training classes.
- Serves as a resource person to school personnel regarding school and community mental health services.
- Serves as a member of the School Crisis Intervention Team.

Consulting with Parents

- Assists parents in understanding a student's special needs.
- Facilitates communication between home and school.
- Assists with identifying students with special needs and follows up on their progress.
- Provides appropriate referrals to District and community resources when needed.
- Provides parenting skills training and family counseling related to a student's educational concerns.
- Works to correct serious difficulties in learning and adjustment in an attempt to keep such problems from becoming long term or permanent.

👉 *Services to be Provided through Categorical Funding*

School psychologist time may be purchased to provide supplemental services to identified students. As indicated, school psychologists are highly trained support personnel who can provide a broad range of services to students, staff, and parents. Schools may wish to focus on one or more of the following areas of service. The services provided by a school psychologist should be consistent with the activities described in the school plan and referenced on the budget justification pages.

Counseling

- Counsels with students individually or in groups for the following:
    - Academic problems
    - Potential dropouts
    - Bilingual/bicultural adjustment problems
    - Underachieving, potentially gifted
    - At-risk of failing
    - Development of social skills

Consultation

- Provides consultative services for parents and staff
- Provides liaison with parent groups and community agencies
- Provides behavioral intervention consultation
- Provides consultation in the development of intervention programs

Assessment

- Assists in the design and development of intervention programs
- Evaluates the effectiveness of interventions

Professional Development

- Child Development
- Classroom Management
- Learning Styles

For duties that should be performed when funded with EIA-LEP, please see Appendix B, Programs for English Learners Budget Process.

For further information, please call Beth Kaufman, Director, Psychological Services, at (213) 241-8303, or the Special Education Service Center (SESC) Psychological Services Coordinator in your area.

Psychiatric Social Worker (PSW)

School Mental Health PSWs support positive student connections with peers, family, school and the community. PSWs facilitate student development and the ability to successfully deal with problems, crises or traumatic experiences. PSWs foster resiliency, the ability to bounce back from challenges with a stronger sense of self-confidence and coping capacity, by promoting healthy relationships, self reflection and problem-solving skills to optimize school success.

Research confirms that trauma and social- emotional barriers can negatively impact school performance by impairing learning resulting in a lower GPA, decreased reading ability, increased rate of school absences and increased rates of dropout, suspensions and expulsions. Exposure to violence and chronic traumas without proper support and intervention can lead to reckless behavior, high risk sexual behavior, substance abuse, gang/violent behavior, and disturbance in academic functioning.

In support of the implementation of the Coordinated Safe and Healthy School Plan and the Discipline Foundation Policy, the following core services are provided by central office PSWs:

- *Crisis Response and Intervention*
- *Threat Assessment and Management*
- *Suicide Prevention and Intervention*
- *School Mental Health Clinic Services*

Services to be Provided through Categorical Funding

- Provide a range of comprehensive mental health services, including school-wide prevention, early intervention and treatment services.
- Provide individual, group and family therapy targeting students who are at-risk of school failure due to social, behavioral and emotional problems.
- Provide student and parent psycho-education on topics that include mental health and trauma awareness, social skills, conflict mediation, grief, substance abuse prevention, and other social-emotional issues impacting learning and the school community.
- Provide parent education, training, and other evidence informed programs.
- Conduct staff development to address barriers to learning, including Impact of Trauma on Learning; Psychological First Aid: Listen, Protect and Connect Model; Crisis Intervention & Management; and Threat Assessment & Management.
- Collaborate with teachers and school staff to provide mental health consultation to individuals and/or groups, develop strategies for classroom management, design and monitor behavior contracts, and support positive behavior planning and implementation.
- Implement evidence-based short-term group or individual (10 weeks) treatment that addresses the symptoms of trauma, depression, and anxiety (Cognitive Behavior Intervention for Trauma in Schools (CBITS) or Trauma Focused Cognitive Behavior Therapy (TF-CBT)).
- Provide community referrals, linkages and collaboration with District and community resources to address student and family needs.
- Participate in the school's Coordination of Services Team (COST) and Student Success Team (SST) meetings.
- Integrate framework multi-tiered approach to create and implement school and student services at every tier: universal, targeted and intensive.

For duties that should be performed when funded with EIA-LEP, please see Appendix B, Programs for English Learners Budget Process.

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

School Nurse

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

- Athletic pre-participation exams (PPE)
- Mandated screenings: vision, scoliosis, audiometric, growth (height and weight), and oral health.
- Communicable disease (CD) and illness exclusion and readmission
- Care for injured students, emergency care and transport
- Administration and assistance with medication at school
- Specialized skilled care and supervision of care for students with special health needs, such as: diabetes, severe allergies, spina bifida, asthma, cardiac conditions, respirator dependency, seizures etc.
- Special Education Individualized Education Plan (IEP) and Special Education Related Services
- 504 Plans for Students with Disabilities

Services to be Provided through Categorical Funding

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

Services funded through categorical resources must be supplemental in nature and are designed to supplement district activities. These services are subject to process evaluation and audit. School nurses must be involved in the development of the health services components in the Single Plan for Student Achievement (SPSA) related to categorically funded services. They should have a clear understanding of the individual school's health needs, and these services must be articulated in the SPSA and should list the activities necessary to reach the goals of the school.

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

- Health-related counseling and education for parents and families, including home visits

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

For duties that should be performed when funded with EIA-LEP, please see Appendix B, Programs for English Learners Budget Process.

For further information, call Dee Apodaca, Director, District Nursing Services, at (213) 202-7580 or via email at dee.apodaca@lausd.net or call your Nursing Coordinator.

2013-2014 Instructional Support

Class-Size Reduction (CSR) Teacher

Schools may purchase the services of a highly qualified, register-carrying teacher to reduce class size in literacy, mathematics, science, and history/social science classes. Services of a highly qualified, register-carrying teacher with an EL authorization may be purchased to reduce class size and provide direct services to students in classes which are composed solely of ELs. The need for this position must be based on data for improving student academic achievement and be included in the school's *Single Plan for Student Achievement* (SPSA). The priority for this position is to reduce class size for students at-risk of academic failure and English learners.

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 Proficiency For All page(s) of the Performance Meter Matrix in the school's SPSA.

A secondary school should indicate the Master Plan Course(s) or the subject area(s) selected for reduced class size on the appropriate Proficiency For All page(s) of the Performance Meter Matrix (English language arts, mathematics, science, or social studies) in the school's SPSA.

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.**

All CSR teachers purchased with categorical resources must be fully funded from a single funding source; consequently this position cannot be multi-funded. QEIA schools may multi-fund a CSR position using general funds.

A CSR teacher funded with EIA-LEP resources must serve the needs of ELs. **Students who are not EL may not be enrolled in the class(es) of the CSR teacher.**

All CSR teachers funded from Title I, EIA, or QEIA funds must meet NCLB compliance as a highly qualified teacher.

The item numbers for class-size reduction teachers are listed below by grade/subject area and by school calendar

Elementary	
Budget Item Number	**Description**
13249	CSR Teacher, Grade K, 1 TK
13251	CSR Teacher, Grade 1, 1 TK
13253	CSR Teacher, Grade 2, 1 TK
13255	CSR Teacher, Grade 3, 1 TK
13257	CSR Teacher, Grade 4, 1 TK
13259	CSR Teacher, Grade 5, 1 TK
13261	CSR Teacher, Grade 6, 1 TK
EL Teacher, Elementary	
13231	CSR Teacher, EL, Grade K, 1 trk
13233	CSR Teacher, EL, Grade 1, 1 trk
13235	CSR Teacher, EL, Grade 2, 1 trk
13237	CSR Teacher, EL, Grade 3, 1 trk
13239	CSR Teacher, EL, Grade 4, 1 trk
13241	CSR Teacher, EL, Grade 5, 1 trk
13243	CSR Teacher, EL, Grade 6, 1 trk

Middle School	
Budget Item Number	**Description**
13265	CSR Teacher, MS, 6th Grade, 1 TK
Secondary	
13267	CSR Teacher, ELA, 1 TK
13271	CSR Teacher, Math, 1 TK
13269	CSR Teacher, HSS, 1 TK
13273	CSR Teacher, Science, 1 TK
ELD Teacher, Secondary	
13245	CSR ELD Teacher, MS 1 trk
13247	CSR ELD Teacher, HS 1 trk
13248	CSR ELD Teacher, HS 4 trk
QEIA Schools **only**	
13160	CSR Teacher, Elementary, 1 TK
13170	CSR Teacher, Secondary, 4 TK
13171	CSR Teacher, Secondary, 1 TK

Intervention Support Coordinator

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

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

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

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

The Intervention Support Coordinator is part of the school staff and works under the direction of the school-site administrator. They work a six-hour on-site day, and are funded based on the school's calendar.

Intervention Support Coordinator duties include the following:

- Use of data (multiple measures) to identify areas of strength and need for instruction and behavior
- Implementation of multi-tiered instruction and intervention services and resources
- Delivery of professional development in RtI^2 framework, problem-solving model, analysis of data, differentiated instruction and strategies, and progress monitoring
- Trainings and workshops for parents/ guardians on the RtI^2 intervention model and how to support students at home
- Development and monitoring of student intervention plan utilizing an integrated data and assessment system
- Participation on Student Support and Language Appraisal teams.

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

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

For duties that should be performed when funded with EIA-LEP, please see Appendix B, Programs for English Learners Budget Process.

For additional information, please contact the ESC Director.

Instructional Coach, Elementary

The District's LEA Corrective Action Plan identifies coaching as a critical component of a multi-tiered approach to teaching and learning, also known as Response to Instruction and Intervention (RtI^2). The role of the Instructional Coach, Elementary 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 CCSS, using a multi-tiered approach to instruction, including the problem-solving model and appropriate evidence-based strategies to provide access to core instruction and intervention for all students including English learners, standard English learners, socio-economically disadvantaged students, students with disabilities, and GATE students. The content area focus of work for the Instructional Coach, Elementary will be based on student data and the academic goals of the school.

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

ROLES AND RESPONSIBILITIES

- **Demonstration Teacher/Co-Teacher**
  - Collaboratively plan and conduct demonstration lessons with the classroom teacher that emphasize good first teaching which includes:
    — Standards-based instruction
    — The use of effective evidence-based instruction, access strategies (Academic Vocabulary, Instructional Conversations, Graphic Organizers, and Cooperative Grouping), Academic Engaged Time, and checking for understanding aligned to grade-level standards and content
    — Differentiation of instruction
    — The multi-tiered approach to support academic achievement and intervention.
  - Use of pre and post conferences for planning and debriefing lessons
  - Use of technology tools
- **Mentor**
  - Provide opportunities for teachers to reflect on their teaching practice
  - 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 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, ESC, and school-site professional development related to expanding coaching expertise, pedagogical repertoire, content knowledge, and systematic analysis of student work data within the multi-tiered framework

REQUIRED QUALIFICATIONS

- Permanent status in LAUSD or another school district

- Meet standard performance ratings on Stull Evaluation and in the preceding four years, have no Notice of Unsatisfactory Service
- Minimum of three years of teaching experience at the elementary school level
- Appropriate certification to teach English learners (CLAD, BCLAD, SB395 or SB 1969 certificate) or willingness to gain certification within one year
- Possess a valid California elementary teaching credential
- 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 Response to Instruction and Intervention/problem-solving model
- 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 ESC if there are questions.

The job code and budget item numbers are listed below.

Job	Job Title	Budget Item Description	Budget Item	PS group	Lv	Subarea
11100843	Instrl Coach, Elem	INSTRL COACH EL C1T	13284	27	14	CSXX

Instructional Coach, Secondary

The District's LEA Corrective Action Plan identifies coaching as a critical component of a multi-tiered approach to teaching and learning, also known as Response to Instruction and Intervention (RtI^2). The role of the Instructional Coach, Secondary 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 CCSS, using a multi-tiered approach to instruction, including the problem solving model and appropriate evidence-based strategies to provide access to core instruction and intervention for all students including English learners, standard English learners, socio-economically disadvantaged students, students with disabilities, and GATE students. The content area focus of work for the Instructional Coach, Secondary will be based on student data and the academic goals of the school.

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

<u>ROLES AND RESPONSIBILITIES</u>

- **Demonstration Teacher/Co-Teacher**
  - Collaboratively plan and conduct demonstration lessons with the classroom teacher that emphasize good first teaching which includes:
    — Standards-based instruction
    — The use of effective evidence-based instruction, access strategies (Academic Vocabulary, Instructional Conversations, Graphic Organizers, and Cooperative Grouping), Academic Engaged Time, and checking for understanding aligned to grade-level standards and content
    — Differentiation of instruction
    — The multi-tiered approach to support academic achievement and intervention.
  - Use of pre and post conferences for planning and debriefing lessons
  - Use of technology tools
- **Mentor**
  - Provide opportunities for teachers to reflect on their teaching practice
  - 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 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, ESC, and school-site professional development related to expanding coaching expertise, pedagogical repertoire, content knowledge, and systematic analysis of student work data within the multi-tiered framework

REQUIRED QUALIFICATIONS

- Permanent status in LAUSD or another school district
- Meet standard performance ratings on Stull Evaluation and in the preceding four years, have no Notice of Unsatisfactory Service
- Minimum of three years of teaching experience at the secondary school level
- Appropriate certification to teach English learners (CLAD, BCLAD, SB395 or SB 1969 certificate) or willingness to gain certification within one year
- Possess one of the following required teaching credentials:
  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 Response to Instruction and Intervention/problem-solving model
- 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 teaches three periods to provide a demonstration classroom and coaches for three periods. This person 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.

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 ESC if there are questions.

The job code and budget item numbers are listed below.

Job	Job Title	Budget Item Description	Budget Item	PS group	Lv	Subarea
11100846	Instrl Coach, Sec	INSTRL COACH SEC C1T	13297	27	10	CSXX

Title III Instructional Coach (Elementary/Secondary)

The District's LEA Corrective Action Plan identifies instructional coaching as a critical component of a multi-tiered approach to teaching and learning, also known as Response to Instruction and Intervention (RTI^2). The role of the Title III Instructional Coach (Elementary/Secondary) is to build teacher capacity and provide support to teachers and administrators. Under the direction of the Multilingual and Multicultural Education Department (MMED) and the school-site principal, the Title III Instructional Coach will work collaboratively with general and special education teachers, administrators, and program coordinators, other content area instructional coaches and staff to promote standards-based literacy and numeracy instruction across the content areas using a multi-tiered approach to instruction, including the problem solving model and appropriate evidence-based strategies to provide ELD, access to core instruction and intervention for English Learners (ELs).

This position is designed to support effective ELD instruction and the use of Specially Designed Academic Instruction in English (SDAIE) and access to core strategies to ensure that ELs have equitable access to a standards-based instructional program. This person will support the consistent implementation of the District's Title III Initiatives, English Learner Master Plan along with Access-to-Core professional development and instructional planning.

The Title III Instructional Coach must provide direct instructional support to ELs in the areas of ELD, SDAIE and Access to Core and will work directly with teachers to develop effective and consistent implementation of ELD, SDAIE and access to core instructional strategies. The coach can also provide direct services to assist ELs meeting the Annual Measureable Achievement Objectives (AMAOs 1, 2, and 3) performance targets. To support the District's Title III Initiatives, participation in MMED Title III professional development sessions is mandatory.

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

ROLES AND RESPONSIBILITIES

- **Demonstration Teacher**
  - Conduct demonstration lessons to model use of effective ELD/SDAIE methodologies to ensure equitable access to core standards-based instruction for English Learners
  - Coordinate the development of model lessons using the ELD/SDAIE lesson design to ensure access to grade-level content area instruction for English Learners.
- Model the effective use of access to core strategies (cooperative and communal learning, academic language development, instructional conversations, and the use of advanced graphic organizers).
- **Mentor/Co-Teacher**
  - Provide opportunities for teachers to reflect on their teaching practice, including the utilization of CLR strategies to address the needs of our diverse student population

- Assist and support teachers in the implementation of the District's Title III Initiatives including the ELD and SDAIE lesson design
- Promote standards-based literacy and numeracy instruction for ELs across the content areas through:
  — demonstration lessons including modeling collaboration and co-teaching to support effective ELD, SDAIE, and access to standards-based instructional strategies
  — focused observation of ELD, SDAIE, and access-to-core strategies to improve instructional practice
  — pre and post conferences for planning and debriefing lessons to ensure the development of language objectives that address the needs of EL students
- Support teachers to manage, interpret and use formative assessment data, systematically examine student work, plan and deliver appropriate instruction,

intervention and accommodation strategies for ELs
  - o Provide direct instruction and intervention targeted to ELs' specific needs, including preparation for reclassification as fluent English proficient
  - o Address Title III AMAO 1, 2, and 3 performance targets to demonstrate academic growth and progress of ELs.
- **Facilitator**
  - o Plan and conduct professional development for teachers, paraprofessionals, parents, and community members based on evidence-based SDAIE and ELD instructional strategies
  - o Facilitate banked-time and grade-level/department meetings
  - o Work closely with the school-site and ESC Leadership Team
  - o Attend, as needed, central, local and site-based professional development related to implementation of ELD, effective use of SDAIE strategies, expanding coaching expertise, pedagogy repertoire and systematic analysis of student work within the three-tiered instructional system.

REQUIRED QUALIFICATIONS
- Permanent status in LAUSD or other public school district
- Meet standard performance ratings on Stull Evaluation and in the preceding four years, have no Notice of Unsatisfactory Service
- Minimum of three years of teaching experience at the elementary school level (Grades K-6) or a minimum of three years of teaching experience at the secondary school level (grades 6-12)
- Appropriate certification to teach English learners (BCLAD, CLAD, SB395 or SB1969 certificate).

- Possess or qualify for a valid California 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 Intervention/Problem-Solving model
- 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.

The job codes and budget item numbers are listed below.

Job	Job Title	Budget Item Description	Budget Item	PS group	Lv	Subarea
11100843	**Instrl Coach, Elem**	TIII ACC CIC EL C1T	**13289**	27	**14**	CSXX
11100846	**Instrl Coach, Sec**	TIII ACC CIC SEC C1T	**13296**	27	**10**	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 ESC Leadership Team using a multi-tiered approach to high-quality instruction and evidence-based intervention. The focus will be on California's Core Components for Response to Instruction and Intervention (RtI^2) that include evidence-based instruction/intervention, universal screening, continuous classroom progress monitoring, staff development and collaboration, and parent involvement. Key to the Problem-Solving/Data Coordinator's role will be the use of data based problem-solving models in the delivery of professional development, and appropriate evidence-based strategies to provide access to core instruction and intervention.

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

ROLES AND RESPONSIBILITIES

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

REQUIRED QUALIFICATIONS

- Permanent status in LAUSD or another school district
- Meet standard performance ratings on Stull Evaluation and in the preceding four years, have no Notice of Unsatisfactory Service
- Minimum of three years of teaching experience at the elementary (K-6) or secondary (6-12) level
- Appropriate certification to teach English learners (CLAD, BCLAD, SB395 or SB1969 certificate) or willingness to gain certification within one year
- Possess or qualify for a valid California elementary or secondary teaching credential
- Required multicultural coursework or willingness to complete this requirement within one year of assignment
- Ability to use technology and access data to inform instruction
- Ability to travel to other sites/locations

DESIRABLE QUALIFICATIONS

- Experience in collaborative planning, delivery of instruction, and differentiated professional development
- Knowledge of RtI^2/problem-solving model
- Excellent interpersonal communication, listening, facilitation and adult education teaching skills
- Collaborative team-building skills
- Teaching experience at more than one grade level
- Skills in analyzing and using data to make instructional and behavior decisions
- Familiarity with various District and other databases (i.e., MyData, Decision Support System, SIS and DataQuest etc.)

- Ability to conduct research and data gathering activities that support staff training

FUNDING OPTIONS

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

OPTION TWO:
- One FTE coordinator to be shared .5 by two schools