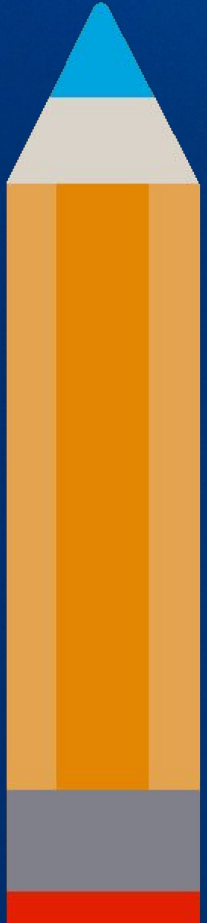

School Budget Planning

2024-25



Norms

Because of the size of these meetings, questions will **not** be taken verbally during the presentation

- Time for verbal Q&A has been reserved throughout the training
- Questions should be placed in the chat for teams to respond
- Please stay on “Mute” unless you are speaking.
- This Zoom meeting is being recorded; the recording will be posted to the School Fiscal Services website.
- **This information will also be shared via the Principals Portal as part of the communications toolkit**



Agenda

Welcome	<i>8:30 – 8:45 a.m.</i>
Targeted Student Population (TSP)	<i>8:45 – 9:15 a.m.</i>
Human Resources	<i>9:15 – 9:30 a.m.</i>
Personnel Commission	<i>9:30 – 9:45 a.m.</i>
School Fiscal Services	<i>9:45 – 10:20 a.m.</i>
Q&A	<i>10:20 – 10:35 a.m.</i>
BREAK	<i>10:35 – 10:45 a.m.</i>
Multilingual Multicultural Education Department (MMED)	<i>10:45 – 11:00 a.m.</i>
Federal and State Education Programs (FSEP)	<i>11:00 – 11:30 a.m.</i>
Family and Community Engagement Services (FACE)	<i>11:30 – 11:50 a.m.</i>
Q&A	<i>11:50 a.m. – 12:00 p.m.</i>



Agenda

Welcome	<i>1:00 – 1:15 p.m.</i>
Targeted Student Population (TSP)	<i>1:15 – 1:45 p.m.</i>
Human Resources	<i>1:45 – 2:00 p.m.</i>
Personnel Commission	<i>2:00 – 2:15 p.m.</i>
School Fiscal Services	<i>2:15 – 2:50 p.m.</i>
Q&A	<i>2:50 – 3:05 p.m.</i>
BREAK	<i>3:05 – 3:15 p.m.</i>
Multilingual Multicultural Education Department (MMED)	<i>3:15 – 3:30 p.m.</i>
Federal and State Education Programs (FSEP)	<i>3:30 – 4:00 p.m.</i>
Family and Community Engagement (FACE)	<i>4:00 – 4:20 p.m.</i>
Q&A	<i>4:20. – 4:30 p.m.</i>



Overview of Governor's 2024–25 State Budget

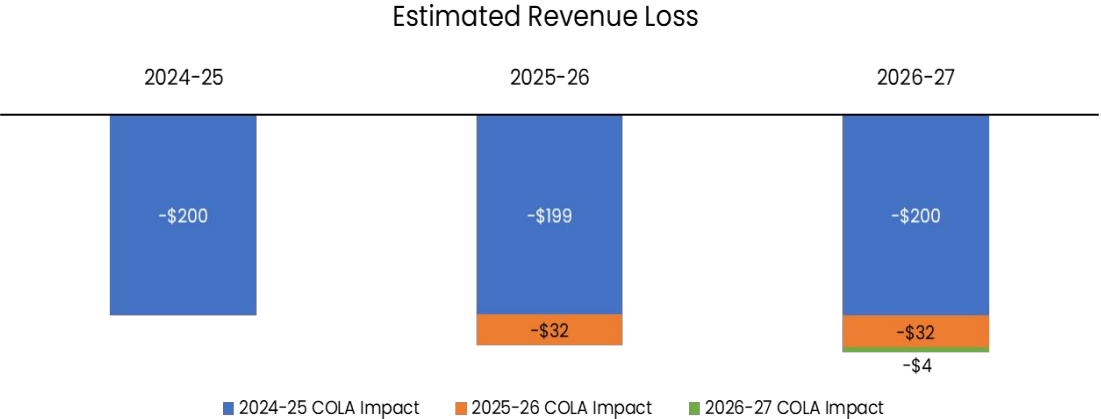
- The projected state General Fund budget shows a **\$37.9 billion budget shortfall**
- Governor proposes to make up projected deficit with the following actions:
 - \$13.1 billion from reserves, including \$5.7 billion from the Public School System Stabilization Account
- The Legislative Analyst's Office projects a larger budget problem that may require additional cuts, withdrawals or delays.



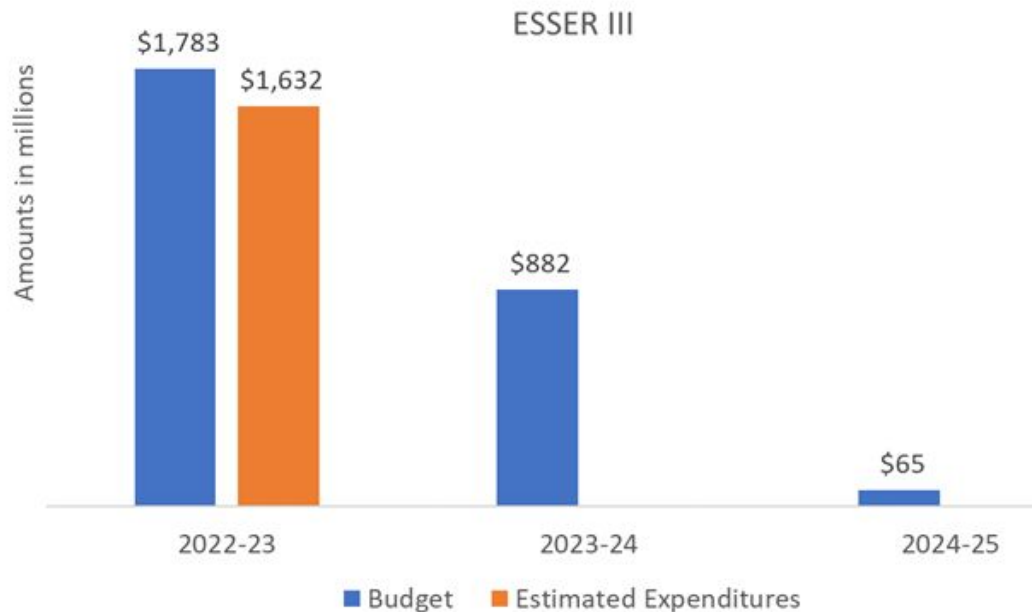
Overview of Governor's 2024-25 State Budget

- COLAs in 2024-25, 2025-26, 2026-27 lower than previous projections:

	Previous Projection	Governor's Proposed Budget	Difference
2024-25 COLA	3.94%	0.76%	-3.18%
2025-26 COLA	3.29%	2.73%	-0.56%
2026-27 COLA	3.19%	3.11%	-0.08%



Sunsetting of ESSER III



- Funds must be expended by **9/30/2024**
- The \$5.6 billion of total COVID funds represents **almost 50% of one fiscal year's General Fund budget**



Sunsetting of ESSER III

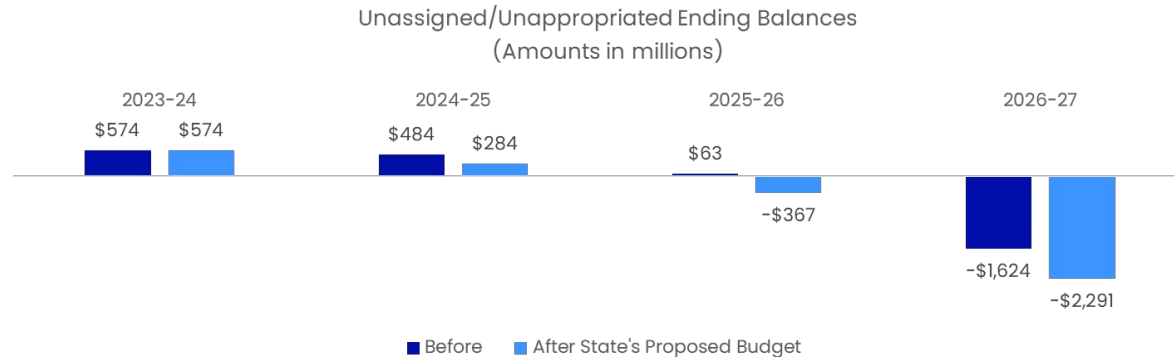


Category	Budgeted Amount	Budgeted FTE	Filled FTE	Filled %
Interventionists	\$67,574,333	448	359	80%
Alt Schedule Teachers	\$41,306,719	329	290	88%
PSWs	\$40,010,120	255	222	87%
Various Central Office	\$31,954,571	198	184	93%
APEISs	\$31,015,106	197	193	98%
B&G Workers	\$22,810,678	242	79	33%
ITS CoS Support	\$21,394,746	164	155	94%
Intervention Aides	\$15,754,824	216	166	77%
Navigators	\$15,016,523	170	137	81%
Speech Pathologists	\$9,189,105	59	58	98%
LVNs	\$8,811,445	84	73	87%
Psychologists	\$7,526,615	49	34	71%
SHHS Region Support	\$3,258,101	19	19	100%
Various Other HEET Positions	\$836,301	6	5	82%
TOTAL	\$316,459,187	2,436	1,973	81%



Implications for LA Unified

- With the expiration of one-time federal COVID funding, inflation, uncertainty with the State and federal budgets, and the recent increase in employee salary and benefit costs, LA Unified already faced a challenging budget outlook
- With the substantial proposed reduction in State funding, this outlook is even more challenging
- Unassigned ending balances, or reserves, are projected to be negative by over \$2.2 billion by the 2026-27 school year:



Looking Ahead

- The District is committed to managing these challenges in a manner that maintains its fiscal health and provides for the needs of our students, schools, and employees.
- Additionally, our fiscal and program teams presenting to you today are here to support our schools in navigating the difficult decisions ahead.
- **Our focus remains prioritizing our students and making strategic decisions to address their needs.**

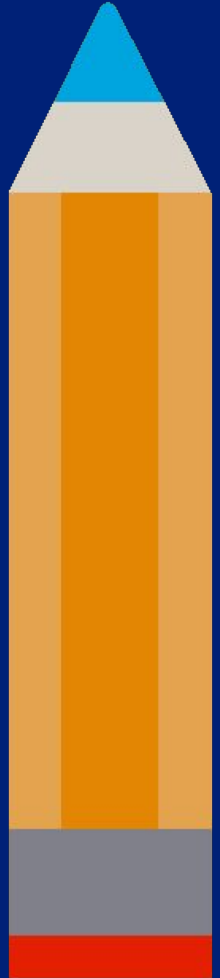


2024–2025 Targeted Student Population (TSP)

Equitable School Performance Office

**Karen G. Long
Executive Director**

February 2024



Targeted Student Population (TSP)



LAUSD
UNIFIED

Budget Development 2024: Targeted Student Population (TSP) Plans

**Equitable School Performance Office
Karen G. Long, Executive Director**

February 2024

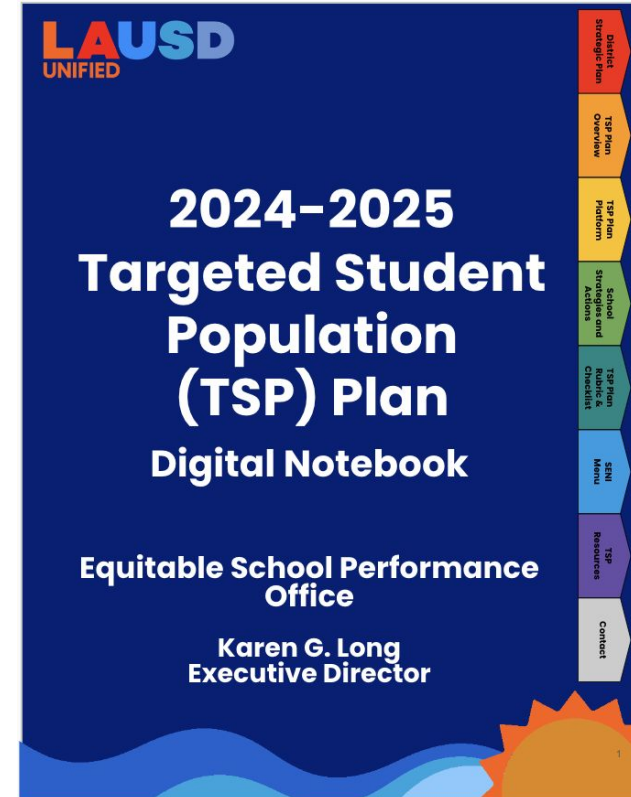


[TSP Plan Budget Development Training PowerPoint](#)



TSP Resources

- [2024-2025 TSP Digital Notebook](#)
 - [2024-2025 TSP Plan Rubric \(p. 50\)](#)
 - [2024-2025 TSP Plan Checklist \(p. 6\)](#)
 - [2024-2025 SENI Menu Items \(p. 55\)](#)
 - [2024-2025 SENI Menu Guidance Video \(p.55\)](#)
 - [2024-2025 TSP Plan Platform Job Aid Video \(p. 16\)](#)
- [2024-2025 TSP Plan Budget Development Training Video](#)
- [SPSA Platform \(TSP Plan Platform\)](#)
- [LAUSD Strategic Plan](#)
- [LAUSD LCAP Website](#)



TSP Budget Development Office Hours

Virtual Office Hours to support your TSP Plan writing will be available:


- Every Monday and Thursday from **9:00 am – 10:00 am and 3:00 pm – 4:00 pm** starting **February 12 to March 28** (except Monday, 2/19 Presidents Day Holiday)
- First 3 Mondays (2/12, 2/26, 3/4) are reserved for Highest & High SENI Ranking Schools
- Zoom Link – <https://lausd.zoom.us/j/89217042181>

ESPO
Equitable School
Performance Office

LAUSD
UNIFIED

TSP PLAN OFFICE HOURS

Do you have questions regarding the TSP Plan writing?
The ESPO Instructional School Plans team is available to help.



2024-2025
Targeted Student
Population
(TSP) Plan
Digital Notebook

JOIN US

**from 9 to 10 AM
or 3 to 4 PM**

**Mondays &
Thursdays**

**February 12 –
March 28**
(except Monday 2/19)

**Monday Office Hours reserved for Highest & High
SENI Ranking Schools (2/12, 2/26, 3/4)**

ZOOM [HTTPS://LAUSD.ZOOM.US/J/89217042181](https://lausd.zoom.us/j/89217042181)

HELEN YU
ADMINISTRATOR OF INSTRUCTION
ELEMENTARY
HELEN.YU@LAUSD.NET
(213) 241-5573

ALEJANDRA SÁNCHEZ
ADMINISTRATOR OF INSTRUCTION
SECONDARY
ALEJANDRA.SANCHEZ@LAUSD.NET
(213) 241-7558

Approved by Karen G. Long

ESPO Contact Information

ESPO
Equitable School
Performance Office



LAUSD
UNIFIED

Helen Yu

Administrator of Instruction – Elementary

helen.yu@lausd.net

(213) 241 – 5573

Alejandra Sánchez

Administrator of Instruction – Secondary

alejandra.sanchez@lausd.net

(213) 241 – 7558

Elyse Pyun

Coordinator – Instructional School Plans

ehp9385@lausd.net

(213) 241 – 1927

Georgina Gravino

Coordinator – Instructional School Plans

gxg4631@lausd.net

(213) 241 – 1925

2024-2025 Budget Development Guidance

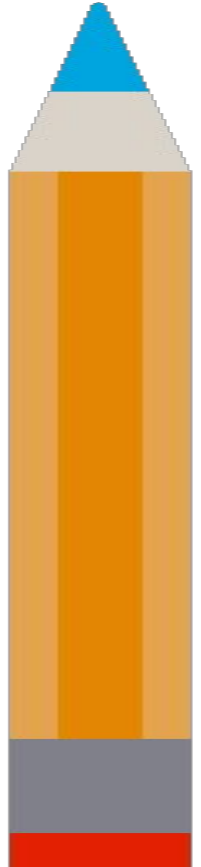
February 2024

Leanne Hannah
leanne.hannah@lausd.net



Non-Classroom Position Reminders

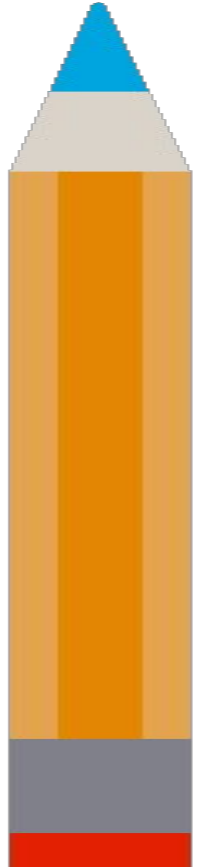
- Schools must use HR provided (District approved) flyers for both internal and external non-classroom postings.
- Non-Classroom Teacher and Support Services Vacancies /District Approved Flyers (lausd.org)
- Must hold appropriate credentials as specified on the flyers (i.e. Special Ed teachers for General Education positions)
- 8 hour on-site obligation





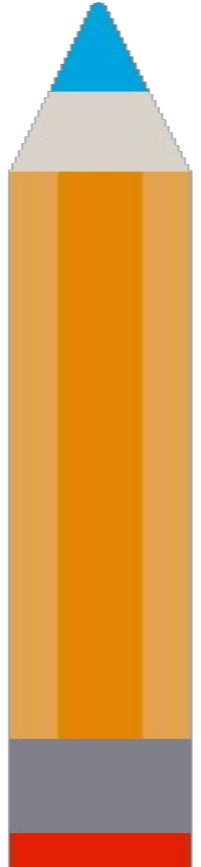
Categorical Limited Teachers

- Categorical Limited Teachers can only be funded with Title I or other categorical funds.
- Non-Title I schools must utilize day-to-day substitute teachers for similar work.



Categorical Limited Teachers

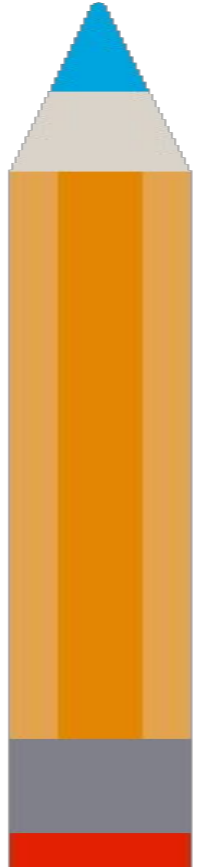
- Return retirees will also need to be onboarded as day-to-day substitute teachers.
- Day-to-day substitute teachers are not limited to the 48 hours per pay period as Limited Contract Teachers but will have a lower hourly rate.
- Should not be register carrying or qualify for the extended sub rate, as the intent is not to cover for a vacancy.





Teacher Assistants (TAs)

- All TAs have been reminded that enrollment and successful completion of college coursework, on a continuing basis is a condition of continued employment.
- The deadline to submit Fall 2023 requirements was January 31, 2024.
- Schools may be reaching out to change TA positions from to another category.

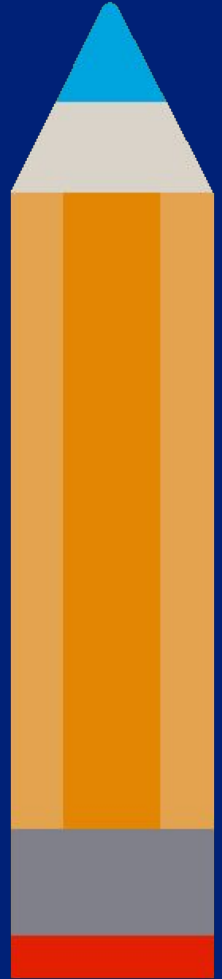


HR | Human Resources



REGION	SPECIALIST	EMAIL ADDRESS
EAST	WILLIAM MASIS	william.masis@lausd.net
	PATRICIA CAMACHO	patricia.camacho@lausd.net
	EDWARD SALAZAR	exs3827@lausd.net
NORTH	MICHELLE CAMPOS	mcamp6@lausd.net
	ELISE CHO	esc8642@lausd.net
	OSCAR HERNANDEZ	oherna2@lausd.net
SOUTH	KAREN CASTRO	karen.castro@lausd.net
	WILLIAM MASIS	william.masis@lausd.net
	THOMAS RAMIREZ	thomas.ramirez@lausd.net
	MICHAEL THOMPSON	michael.a.thompson@lausd.net
WEST	PATRICIA CAMACHO	patricia.camacho@lausd.net
	KAREN CASTRO	karen.castro@lausd.net
	WILLIAM MASIS	william.masis@lausd.net
	THOMAS RAMIREZ	thomas.ramirez@lausd.net

Personnel Commission



Personnel Commission



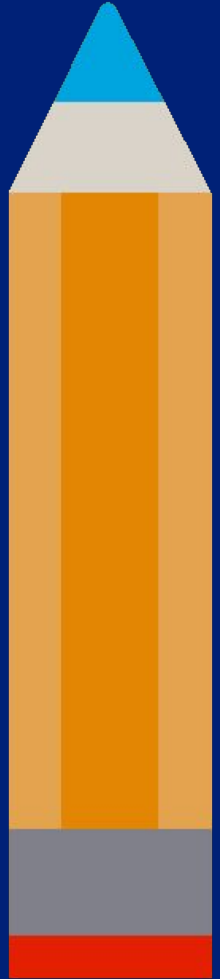
Personnel Commission Classified Employment Services

For classified employees, please note the following:

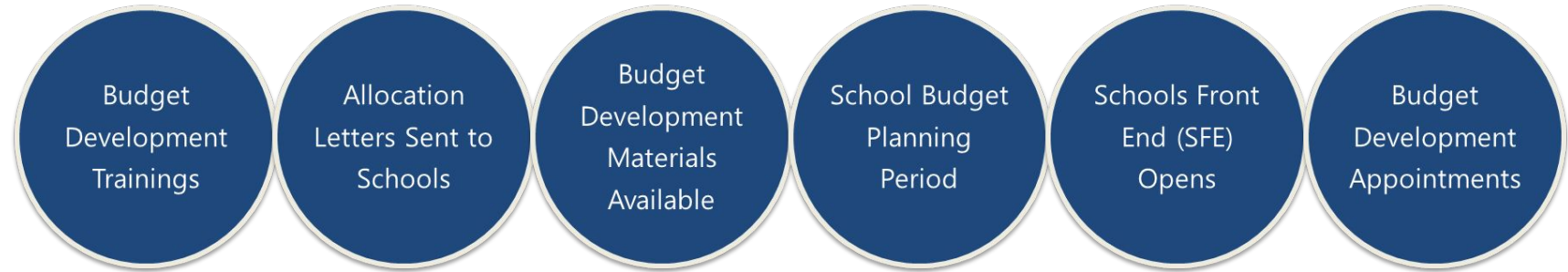
- The incumbent associated with the position control number that is not funded will be the employee impacted by reduction-in-force will either be reassigned to a new location, bumped to a lower classification, or laid off. There is not an on-site or within site seniority reduction-in-force process.
- Positions closed with incumbents who are "housed" or accommodated under the mandated Reasonable Accommodation-Return to Work program may not be vacated due to the sensitive nature of the assignment.
- A decrease in hours to a position during the budget development process will prompt a reassignment for the incumbent based on their collective bargaining agreement.
- An increase or decrease in hours to a position outside of budget development will not be approved unless the employee agrees to the change via an approved Request for Change of Assignment form.
- If you are unable to fund a position control number with an incumbent, please have the conversation with your employee so he/she will not be surprised when they receive the reduction-in-force notification in March.
- To avoid a RIF notice being sent to an employee when funding is the only change, please re-fund the SAME position with the new funding if within Budget Services guidelines.



School Fiscal Services



2024-25 Budget Development Calendar



February 2 - 9

February 9

February 12

February 12 - 23

February 13

February 26 - ...



Budget Allocations: Discretionary Allocations

Schools will receive lump sum allocations in the following programs:

Program Code	Program Name	School Eligibility	Notes
10552	SENI-TSP	ALL schools	<ul style="list-style-type: none">Both Advanced Carryover and new allocation will be placed in 10552All funds in 10552 must be budgeted in programs 10947, 10948, 10949Only new allocation must be included in TSP Plan
7S046	Title I	Title I schools	<ul style="list-style-type: none">Must be included in SPSA
7E046	Title I Parent Engagement	Title I schools	<ul style="list-style-type: none">Must be included in SPSA
11421	Arts, Music, IMA program (Prop 28)	All schools	<ul style="list-style-type: none">70% of the estimated allocation will be distributed to schools at Budget Development, and the balance after Norm Day.



Budget Allocations: Discretionary Allocations

Program Code	Program Name	School Eligibility	Notes
13723	Charter School Categorical Block Grant	Select Affiliated Charter schools	ACS that started operating before 2013-14 receive this allocation
13724	Charter School In-lieu of EIA	Select Affiliated Charter schools	ACS that started operating before 2013-14 receive this allocation
14876	Curriculum, Climate & Wellness Grant	Select BSAP schools	<ul style="list-style-type: none">• Must be budgeted in programs 14873, 14874, and 14875• General Supplies capped at 5%

Potential Funding Variance: 2% of total allocations will be set aside.



Budget Allocations: Changes for 2024–25

ITINERANTS

- **Pupil Service And Attendance Counselors (PSA)**– schools identified as having chronic absentee rates of 35% or higher will receive a half-time Pupil Services and Attendance Counselor (PSA) allocation (.50 FTE) as required by the UTLA contract.
- **Psychiatric Social Workers (PSW)**– schools with enrollment of 600 students or more will receive a full time Psychiatric Social Worker (PSW) allocation as required by the UTLA contract.
- These resources will be allocated in program 10977.
- There is no flexibility allowed on these resources.



Budget Allocations: Changes for 2024-25

- **School Psychologists (Psych)**- the base allocation for Psychologists at schools will as follows per the UTLA contract:

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



Budget Allocations: Changes for 2024–25

DISTRICT FUNDED INTERVENTIONISTS

- Priority schools that received Literacy and Numeracy Interventionists and Instructional Aides in 2023–24 will continue to receive these resources in 2024–25.
- The 70% ESSER funds provided in 2023–24 to schools that funded Intervention Coordinator positions will not continue in 2024–25.



Budget Allocations: Norm Updates

- **Teachers**

In accordance with UTLA Agreement Article XVIII Section 2.3, class-sizes will be reduced by two students for priority schools and by one student for all other schools in the following grade bands:

- Grades TK-3
- Grades 4-5 (6)
- Grades 6-8*
- Grades 9-12*

- **Counselors**

- Middle and Senior High School Counseling staffing ratios are updated based on the 2022-25 UTLA Agreement. Please refer to the secondary staffing bulletin for norm tables.
- Schools with 900 or more students in grades 9-12 are given an additional counseling position to provide college counseling services.

* For academic courses only



Budget Allocations: Norm Updates

UNIVERSAL TRANSITIONAL KINDERGARTEN

- UTK includes students who:
 - Are turning 5 between September 2, 2024 and June 2, 2025
 - Are turning 5 between June 3, 2025 and September 1, 2025. These students are identified by the state as “early enrollment” students.
- For enrollment tracking and norming purposes, the District will identify “early enrollment” students using the “TE” indicator in MiSiS, and all other UTK students as “TK” students.
- Grade TE is incorporated into the norming.



Budget Allocations: Norm Updates

UNIVERSAL TRANSITIONAL KINDERGARTEN

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

- UTK classrooms that include TE students shall maintain an adult-to-pupil ratio of at least one adult to every 10 pupils.
- UTK classrooms that include TE students **shall not** exceed 20 pupils.
- UTK classes without TE students shall maintain an adult-to-pupil ratio of one adult for every 12 students.
- UTK classes without TE students **shall not** exceed 24 pupils.



Budget Allocations: Norm Updates

UNIVERSAL TRANSITIONAL KINDERGARTEN CALCULATION

- To satisfy the state requirement and maximize resources allocated for TE students, when TE enrollment is insufficient to create a class size of 20 students, the District norm combines TE and TK up to grade 3 students to reach the 20:1 capacity.
- Please refer to the elementary staffing bulletin for examples.



Budget Allocations: Carryover

- During budget development, schools will receive an advanced amount equal to **80% of the projected carryover** in the following program codes:
 - 13938 Donations
 - 13723 Charter School Categorical Block Grant
 - 13724 Charter School In-Lieu of EIA
 - 11421 – Prop 28 Arts Program
 - 11266 – Community Schools Resolution
- *Note that the projected carryover amounts will be trued-up when the books close in September*



Budget Allocations: Carryover

- During budget development, schools will receive an advanced amount equal to **30% of the projected carryover** in the following program codes:
 - 13027 General Fund School Program
 - 10552 TSP-SENI
- The remaining 70% will be reserved until there is further clarity on the State and District budget
- *Note that the projected carryover amounts will be trued-up when the books close in September*



Budget Allocations: Carryover Calculation

Total 2023-24 Budget

- Actual Jul-Dec Spending
- Projected Jan-Jun Spending

Projected Carryover

Notes:

- Projected spending for January –June is based on current spending patterns
- If spending increases in the 2nd half of the year, actual carryover will be less than the projected carryover
- This could result in a negative adjustment in September 2024



Budget Allocations: SENI and School Staffing Equity Grant

- Since 2021-22, SENI has been increased to \$700M. For 2024-25, it will be maintained at \$700M.
- For the 2022-23 and 2023-24 school years, Staffing Equity Grant funds were allocated to schools in addition to their SENI funds
- In both years, these allocations were significantly underspent
- Given the additional staffing resources for schools as part of our collective bargaining agreements, these Staffing Equity Grant funds **will no longer be allocated separately**



Budget Item Changes for 2024-25

- **Problem Solving Data Coordinator:** This budget item will only be allowed in Title I. The item numbers will be removed from the estimated rate sheets from SENI and GF programs.
- **Middle School College and Career Coach:** This budget item will only be allowed in Title I. The item numbers will be removed from the estimated rate sheets from SENI and GF programs.
- **Intervention Support Coordinator:** The item numbers for this description will be removed from the estimated rate sheets. If interested in budgeting an out of classroom intervention coordinator position can instead choose to purchase the Intervention Prevention Coordinator position.



Budget Item Changes for 2024-25

- **Intervention Support Teacher/Intervention Teacher:** Schools will no longer be able to purchase this position.
If interested in budgeting a non-register carrying, in-classroom teacher providing instructional services for the entire 6-hour day (e.g., co-teaching, small group instruction, targeted student intervention during class time) can instead choose to purchase the ***non-register carrying teacher*** which will be expanded outside of Title I.
- **Interventionist:** Schools can purchase the Interventionist, Elementary and Interventionist, Secondary positions to provide direct services to students in multiple content areas.

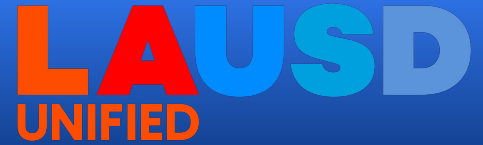


Assistant Principals – Background



- **Assistant Principals:**
 - Play an important role supporting principals in maintaining a comprehensive, instructionally effective and compliant program that accelerates the academic achievement for all students.
 - Have been allocated to schools based on student enrollment in accordance with established norm tables
 - Have not been earned in any elementary school based on student enrollment since 2019-2020.

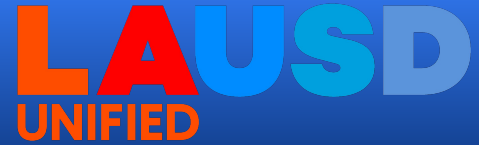
APs – Historical Staffing



	2018–2019		2023–2024	
	Norm	Off Norm	Norm	Off Norm
Elementary	1	256	0	307
Secondary	251	258	215	412
Totals	702		934*	

**Of these 934 positions, 719 (77%) are off-norm school purchased positions.*

Administrator-to-Teacher Ratio (R2)



- State law stipulates that school districts must maintain districtwide administrator-to-teacher ratios (ATRs) of no more than eight administrators for every 100 teachers (eight percent).
- Despite being granted an exemption from the State to reduce the ratio; the District continues to exceed R2 requirements
- In 2024-25, District is estimated to be 350-400 positions above the R2 ratio
 - This would result in a penalty of \$28-32M

To comply with R2 requirements and align resources as part of the budget development process for the 2024–2025 school year, enrollment range caps have been established for purchasing off-norm assistant principal positions.

Elementary Off-Norm AP Caps

Enrollment from	Enrollment to	Norm AP	Off Norm AP	Total AP
1	375	0	0	0
376	500	0	1	1
501	750	0	1	1
751	999	0	1	1
1,000	1,300	1	2	3

Secondary Off-Norm AP Caps

Enrollment from	Enrollment to	Norm APSCS	Norm AP	Off Norm AP	Total AP
1	315	0	0	0	0
316	699	0	0	1	1
700	1,354	1	0	1	2
1,355	1,749	1	1	1	3
1,750	2,088	1	2	1	4
2,089	4,233	1	3	1	5

- Assess student and programmatic needs to determine budgetary needs.
- Consult with Regional leadership and Central Offices to determine ongoing/projected services, supports, and/or resources.
- Engage stakeholders in meaningful discussions in preparation for budget development.



- For any budgetary questions please contact your Fiscal Specialist.
- For displacement questions, please contact Maria Voigt at maria.voigt@lausd.net.
- For questions related to the AALA/LAUSD Collective Bargaining Agreement, please contact Juan Alfayate at juan.alfayat@lausd.net.

More Information to Come

- **Alternative Schedule**
- **APEIS Allocations**



General Fund School Program Reminders

Budget Items with flexibility in General Fund School Program (13027):

- Building and Grounds Worker
 - Need approval from M&O
- Office Technicians above the legal requirement
- Registration Adviser Time
- Teacher Activity Differential
- Classified Substitute Time
- School Facilities Attendance
- Temporary Personnel Funds
- Instructional Materials
- General Supplies
- Library Aides



Budget Process Reminders

- If flexibility to close a position is implemented, the same positions/titles **cannot** be repurchased with TSP or categorical funds.
- Any flexibility over positions will be implemented **for one school year only**.
- Schools will bear any additional costs related to **purchased positions**.
 - Example: register-carrying teachers – 10 days of sub. time, differentials, and salary pay scale increases.
- Purchased positions that are vacant must be budgeted at the Districtwide average cost.
- During budget development, schools should **not** modify a position's salary level for the purpose of capturing salary savings or to swap employees assigned.



Budget Development Checklist

In your budget meeting, please be ready to submit the following, as applicable:

- Signed School Budget Signature Forms for each program
- Signed Employee Roster Letter
- Manual budget adjustments indicating positions funded with Carryover funds including grants and restricted items
- Submit Teacher Assistant Reduction in Force PC Form 5009 for Teacher Assistants whose positions will not be funded next fiscal year
- Completed and SSC-approved Single Plan for Student Achievement (SPSA)
- Schools that currently have an Alternate Staffing Pattern (ASP) in place may submit an ASP request for the upcoming fiscal year for approval



Budget Development Resources

See the following resources at <https://achieve.lausd.net/Page/18778>

- General Fund School Programs Manual
- Carryover memo
- Estimated Rate Sheets (cost of positions)
- Manual Budget Adjustment Request (BAR) form
- Position/Staffing Simulator
- Request for Itinerant Support Services forms
- Request for Alternate Staffing Pattern (ASP)
- Program and Budget Handbook
- Budget-At-A-Glance (for categorical programs)

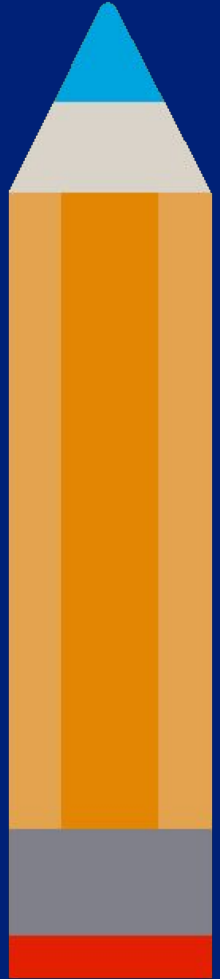


Contact – School Fiscal Services Branch

- Homepage – sfs.lausd.net
- Contact List – under “Contact Us” or at <https://achieve.lausd.net/Page/18257>

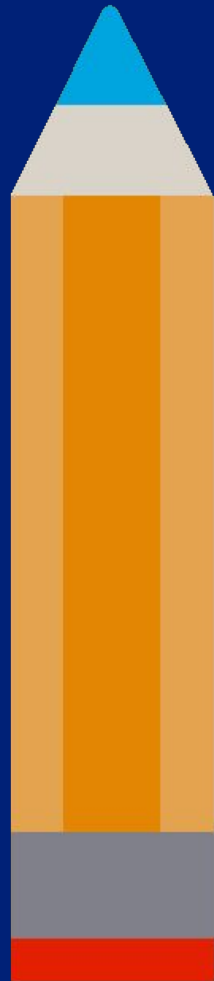


Q&A



Break

Multilingual Multicultural Education Department (MMED)



2024–2025 EL Programs Budget Overview



Ready for the World
In Limitless Ways



EL Funding Sources

Title III Funding

Federal funds provided to supplement the core instructional program for English learners

- Title III Immigrant Education Program

Targeted Student Population

State funds provided to supplement and support **English learners**, low socioeconomically disadvantaged and foster youth

General Funds

State funds provided to fund the core (base) instructional program for all students



Targeted Student Population (TSP)

Funds designated for English Learners, low income and Foster youth

Purpose:

- Increase the number of English learners making annual progress in learning English [as measured by the English Learner Progress Indicator (ELPI)] and who reclassify as Fluent English Proficient.
- Increase performance in basic skills assessment (DIBELS/i-Ready/SBA) demonstrating proficiency in English to participate in curriculum designed for native English speakers
- Prevent the number of Long-Term English Learners (LTEL)
- Meet reclassification LCAP Targets



Title III

The District receives Title III (Federal) funds to provide supplemental direct services to English Learners (ELs). These funds must be used to provide direct services to ELs above and beyond the core program so that ELs learn English and meet challenging State academic content and achievement standards.

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



Title III Funding Guidelines

- Increase the Academic English language proficiency of ELs
- Provide effective professional development to educators
- Provide activities and strategies that enhance educational programs for ELs, which include parent, family and community engagement.



EL Program Budget Priorities



Professional Development



Multilingual Multicultural
Academic Language Coach/
Teacher Expert



Enrichment/ Acceleration



Family Outreach & Training



Supplemental Instructional
Materials (SIM)



EL Program Budget Priorities

Professional Development

- PD Teacher Regular/ X-Time
- Contracted Instructional Services
- Conference Attendance
- Staff Training Rate
- Mileage
- Teacher Assistant (TA Relief)

Targeted Accelerated Prevention of LTEL Services for ELs

Intervention: address and remedy linguistic & academic deficits of identified ELs

Note: Non-ELs including RFEP students are not eligible to receive Title III funded Supplemental services.

Multilingual Multicultural Academic Language Coach/ Teacher Expert

To support implementation of District's Title III initiatives including:

- Standards-based dELD & iELD instruction
- Demo/Co-Teacher
- Minimum 50% Push-in intervention
- Mentor
- Facilitator

Family Outreach & Training

Training activities related to the instructional program for ELs and designed to assist parents and families in becoming active participants in the education of their children. (Title III must not be used to support ELAC activities.)

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



Process For Title III Funded Positions/Expenditures

1- ELAC

Recommends the approval of the position/expense to the SSC

2- SSC

Approves the position/expenditure

3-SPSA

Position/expense is incorporated in the SPSA



Available Instructional Support Positions





Multilingual Multicultural Academic Language Coach

- Enhance teacher capacity
 - Provides push-in intervention for a least 3 hours of the daily assignment
- 7-hour **B-basis** with differential
- Assigned to schools with high EL student populations





Title III International Newcomer Instructional Aides

New

- Support student adjustment to the U.S. educational system
- 6-hour position
- Assigned to elementary schools with high International Newcomers





School funded EL/SEL Instructional Coach Position

- Supports teacher capacity to instructionally support ELs/SELs
 - Provides push-in intervention for a least 3 hours of the daily assignment
- 7-hour **B-basis** with differential

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

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

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

ROLES AND RESPONSIBILITIES

• Demonstration Teacher/Co-Teacher

- Collaboratively plan and conduct demonstration lessons with the classroom teacher that emphasize good first teaching which includes:
 - Standards-based instruction
 - The use of effective evidence-based instruction, access strategies (Academic Vocabulary, Instructional Conversations, Graphic Organizers, and Cooperative Grouping), Academic Engaged Time, and checking for understanding aligned to grade-level standards and content
- Differentiation of instruction with targeted attention to ELs/SELs academic and linguistic needs utilizing effective Designated ELD (dELD) and/or Integrated ELD (iELD) and/or MELD strategies

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

• Mentor

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

58

English Learner Instructional Coach, Elementary or Secondary

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

The EL/SEL Instructional Coach is a seven-hour support position and does not include the evaluation of teachers. The EL/SEL Instructional Coach will provide direct instruction and acceleration services to students at least

Teacher

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

- Differentiation of instruction with targeted attention to SELs academic and linguistic needs utilizing effective MELD strategies
- The multi-tiered approach to support academic achievement in Years 1 & 2
- Use of pre- and post-conferences for planning and debriefing lessons
- Use of technology tools
- **Mentor**
 - Provide opportunities for teachers to reflect on their teaching practice, including the utilization of Culturally and Linguistically Relevant strategies

59

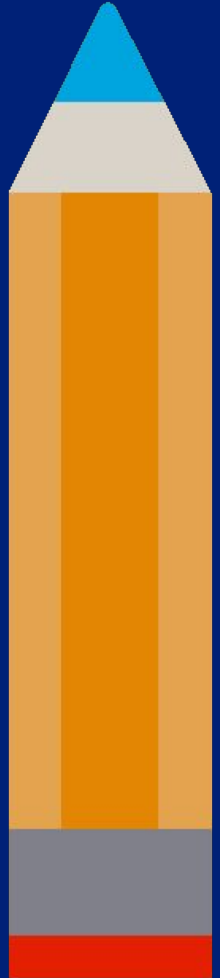


For more information contact:

Dr. Jose Posada @
jmp1322@lausd.net

Rafael Escamilla@
rafael.escamilla@lausd.net

Federal and State Education Programs (FSEP)



School Budget Development 2024-2025

Title I Schools
February 2024

Federal and State Education
Programs

Purpose of Title I

- To improve the achievement of low-achieving students in schools with high concentrations of students from low-income families.
- To ensure that the federal investment has a meaningful impact on the students the program is designed to serve



Title I, Part A

Schools with a low-income percentage of 45% or more, receive Title I funds.

Federal funds must supplement, not supplant the District's core program.

7E046 Funds

To engage parents and families

7S046 Funds

To improve student academic achievement

School Site Council is the designated body to approve use of funds through the School Plans for Student Achievement

Strategic Plan Alignment



The 2022-2026 Strategic Plan's Pillars are the basis for our School Plan for Student Achievement, which is built on the District's strategies and targets to meet the needs of the school community.

The PDSA Cycle as it relates to the SPSA

1. Plan

- Data source selection
- Key Findings
- Root Cause Analysis
- CA Dashboard Indicators & Focus Student Groups
- Measurable Objectives
- District Priority and Strategy Selections
- School Strategy and Actions
- Budget Development

2. Do

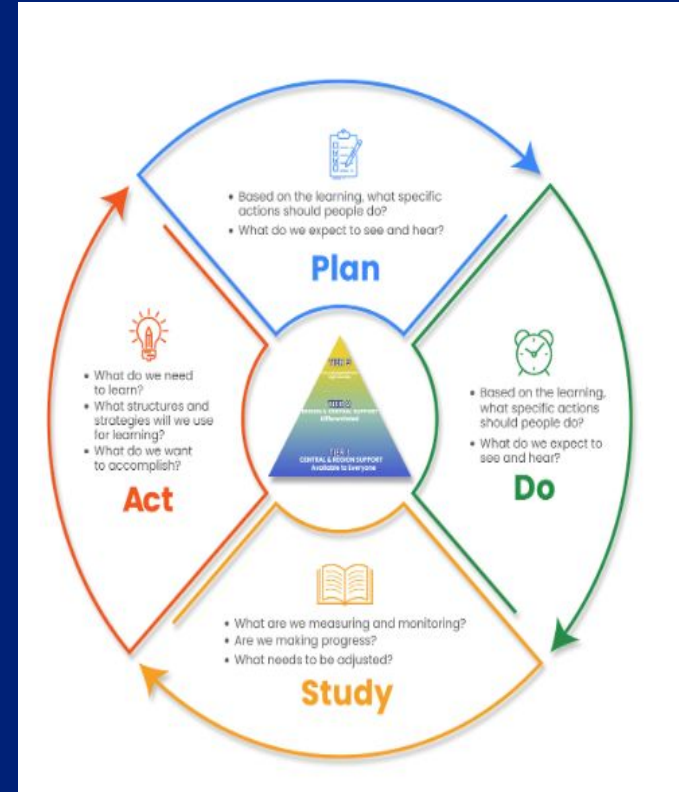
- Implement school strategy and actions
- Expend categorical funds
- Collect data to measure progress

3. Study

- Analyze data to measure progress
- Determine if the school is on track to meet the measurable Implementation and Improvement Objectives
- Track budget availability and expenditures

4. Act

- Based on the data, continue to implement effective strategy and actions
- Modify existing strategy and/or actions that are not effective
- Develop a new strategy and actions



Developing the School Plan for Student Achievement and Budget

Based on schools' ongoing PDSA cycles and monitoring the data and school plans with your ILTs and School Site Council, school teams will leverage the framework of adopt/adapt/abandon.

Adopt

What new strategies should your school consider for 2024-25?

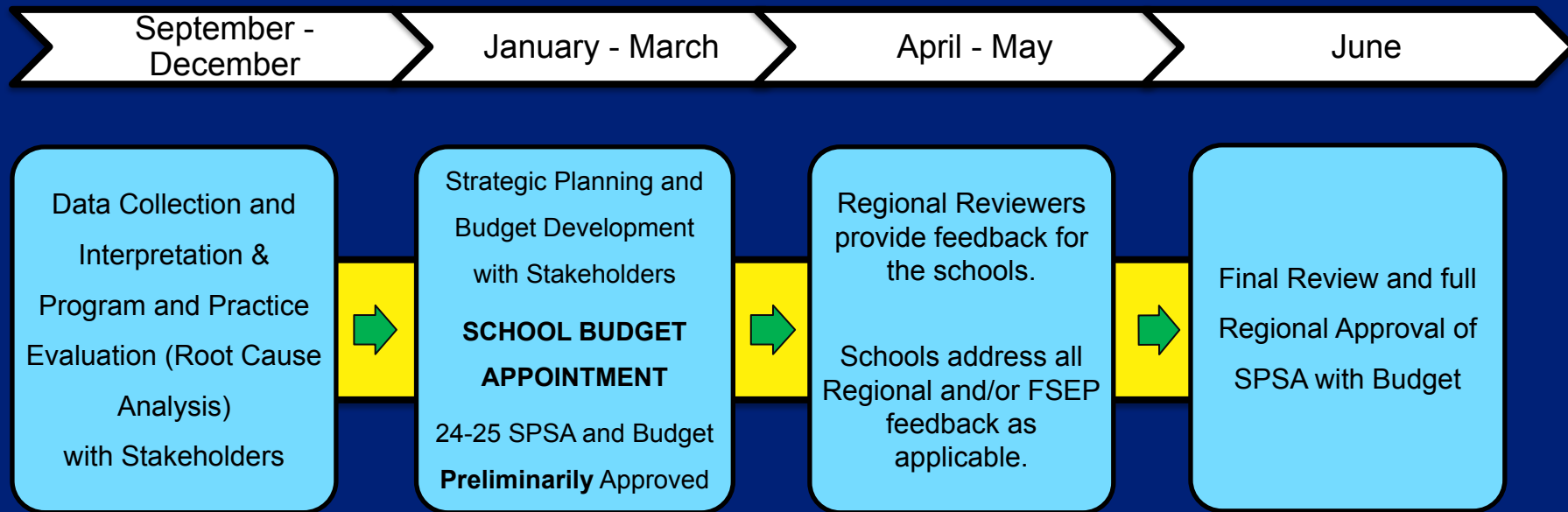
Adapt

How can your school pivot or modify strategies in 2024-25?

Abandon

Which strategies or investments should your school reconsider for 2024-25?

Annual School Strategic Planning and Budget Development Process



The Four “C”s

To meet federal program requirements, the School Plan for Student Achievement (SPSA) and corresponding school budget(s) need to be:

- Current
- Coherent
- Compliant
- Complete



Current

SPSA: The SPSA needs to review and address the most recent performance data and other information available to help the school evaluate its educational program. Historical information, such as trend and cohort data, may also be appropriate to consider.



Coherent

SPSA: To be considered coherent ...

- All sections of the SPSA need to be clear and unambiguous.
- The content of the SPSA needs to be internally aligned.
 - Data and Root Cause Analysis
 - Measurable (SMART) Objectives
 - District Priorities and Strategies
 - School Strategies and Actions/Expenditures



Budget: The Title I budget items and amounts on the School Budget Signature Forms need to match the Budget Summary in the SPSA.

Coherent

School Strategy with Actions 1



District Priority * Required

School Strategy * Required

School Strategy should answer the following questions:

What is the strategy? Why is it being implemented? Who will benefit?

School Actions * Required

School Actions should answer the following questions:

How is the strategy being implemented (i.e., PD/Planning, Implementation, Monitoring)? How much does it cost (budget alignment)?

Professional Development

1. The Instructional Coach with differential will support teachers and staff by conducting grade level meetings to analyze data and plan targeted, differentiated instruction. Data analysis will be conducted by teachers in the primary grades using Eureka Math and Edulastic CFA data. Teachers in upper grades will analyze IAB, Edulastic CFA, and SBA data. Elementary Instructional Coach at \$132,832 and differential for 2 semesters at \$941.03 each, equaling \$1882.

2. Teachers will receive continuous math professional development in the targeted areas to increase math skills of all at-risk students from all significant subgroups including English Learners, Standard English Learners, and Students with Disabilities. •Teachers of students of at-risk students and new teachers will participate in bimonthly teacher workshops. Teacher X-time (non-tutor) at 60 hours, with \$89.70 per hour, totaling \$5,382.

Implementation

1. Teachers will attend PD/workshops provided by the instructional coach to conduct data analysis on a bimonthly basis. Teacher X-time (non-tutor) at 60 hours, with \$89.70 per hour, totaling \$5,382.
2. Teachers will identify students who are at-risk needing additional support using gathered data and conduct small group instruction to target needs
3. Teachers will implement the Math Workshop Model and Number Strings in grades K-2, and Math Warm-ups, and target instruction on fractions in grades 3-5.

Monitoring

1. Teachers will monitor student progress monthly using Eureka Math assessment data, and quarterly using Edulastic and IAB data.
2. The instructional coach and principal will conduct classroom observations and analyze data.
3. The instructional coach, principal, and intervention team will meet to discuss results of data and classroom observations to plan ongoing PDs.

Coherent

Position Items

Add Position Items

Funding Source

CE-ESSA T1 Schools (7S046)

Budget Item

13454 - INSTRL COACH EL C1T (6 Hrs / 5 Days)

Position Number

30490890

Percentage

100.00

Total Cost

146,665



Non Position Items

Add Non Position Items

Funding Source

CE-ESSA T1 Schools (7S046)

Budget Item

10247 - DIFF INSTL COACH ELM

SACS Function

1000

Rate Type

S

Rate

945.94

Semester

2

Total Cost

1,891



Coherent

School Budget Signature Form

Fund Center	Wonderful Elementary
Fund	010-3010 GF-TIA Low-Inc&Neg
LAUSD Program	7S046 CE-NCLB T1 Schools
Version / Year	CM0 / 2024
Grant / Funded	110001 / OPR00000
Division	This Region

BUDGET MAINTENANCE WORKSHEET			
Total	Allocation	380,550.00	
Direct	Budgeted	380,550.00	
Indirect	Limit	0.00	0.000 %
	Budgeted	0.00	0.000 %
COFE/FM/GM	Docs	/ /	
Comment			
Status		B	

Budget Item Description	Line Type	Functional Area Commit Item	Job / Description	Person. Subarea	Position	P Stat	Start / End Date	Hrs/Day Days/Wk	Fund % FTE	Total Cost	Change
107762 TCHR AST DEG TK NW/2	1POSITN	1110-1000-7S046 110005	11500953 TEACHER ASST - DEGREE TRA	XXXX	30448437 Name:	A	07/01/2023 06/30/2024	6.000 5.000	100.00 1.00	26,209.00	
107762 TCHR AST DEG TK NW/2	1POSITN	1110-1000-7S046 110005	11500953 TEACHER ASST - DEGREE TRA	XXXX	30469641 Name:	A	07/01/2023 06/30/2024	6.000 5.000	100.00 1.00	26,209.00	
13454 INSTRCL COACH EL C1T	1POSITN	1110-1000-7S046 110001	11100843 Instrcl Coach, Elem	CSXX	30490890 Name:	A	07/01/2023 06/30/2024	6.000 5.000	100.00 1.00	146,665.00	
27785 COMMUNITY REL S	1POSITN	1110-2100-7S046 222222	29105338 Community Relationship	CSXX	30484483 Name:	A	07/01/2023 06/30/2024	3.000 2.000	70.00 2.00	9,979.00	
10247 DIFF INSTR COACH ELM	2OTHS-L	1110-1000-7S046 110004	Tchr Sal-Suppl/Oth				07/01/2023 06/30/2024			1,885.00	
10376	2OTHS-L	1110-1000-7S046					07/01/2023			30,267.00	

Compliant

SPSA: The “key findings” sections of each Pillar page must include analysis of the school’s performance that will lend themselves to the need of the plan.

All budgeted Title I expenditures must be allowable pursuant to federal requirements:

- Necessary – expenditure is necessary in order to address an identified need and achieve one or more of the goals in the school plan
- Reasonable – the cost does not exceed that which would be incurred by a prudent person
- Allocable – the goods or services are chargeable to the program

Complete

SPSA: All applicable components of the SPSA must be completed as indicated on the SPSA online template, including but not limited to:

- Each required Pillar page and corresponding sections
- School Review Recommendations Tab (schools going through WASC)
- Resource Inequities & Evidence-Based Interventions Tab (All schools)

Budget: “Pending Distribution” budget line within the SPSA needs to be less than \$100.

REMINDER: All SPSAs are posted on school profile webpages under “Find-A-School”. It is highly recommended that schools review and edit their SPSAs before finalizing to ensure correct grammar, spelling, punctuation, and usage. It should also consider the varying audiences.



Resource Inequities and
Evidence-Based
Interventions

Academic Excellence

Joy and Wellness

Engagement and
Collaboration

Title I Schoolwide Program

Title I Parent and Family
Engagement Policy

Region Monitoring

Upload Attachments

Plan Submission

Approval Tracking

Upload Attachments



The file names cannot include special characters (e.g., period, comma, colon, semi-colon, etc.)

Select and Upload (File size cannot exceed 20 MB)

Select

Choose File

No file chosen

Upload

To upload a file, please click the select dropdown to select the type of upload and click the browse button to select a file of type (.pdf, .docx, .doc, .txt, .csv, .xls, .xlsx). Click open button to select the file and then click upload button to upload.

Categorical Programs | Budget Report

No documents found. Please click above to upload a new document.

SSC Approval of SPSA and budget (agenda, minutes, sign-ins)

No documents found. Please click above to upload a new document.

at the School

Reminder: Schools must click on the "Submit" button on the Plan Submission page prior to their school budget appointment.

**Schools must upload required documents upon
SSC approval of SPSA and Budget:**

- SSC Agenda
- SSC Minutes
- SSC Sign-in

Recommendations And Assurances



The School Site Council recommends this school plan and its proposed expenditures to the district governing board for approval and assures the board of the following:

1. School Site Council has developed and approved, and will monitor the plan, to be known as the School Plan for Student Achievement for schools participating in programs funded through the consolidated application process.
2. School plan was developed with the review, certification, and advice of any applicable school advisory committees.
3. The School Site Council sought and considered all recommendations from the following groups or committees before adopting this plan. Signatures are requested for those advisory committees/groups providing input in the development of this plan.
4. The content of the plan is aligned with school goals for improving student achievement.
5. The plan is reviewed annually and updated, including proposed categorical expenditures of funds allocated to the school through the consolidated application, by the School Site Council.
6. Plans are reviewed and approved by the governing board of the local educational agency "whenever there are material changes that affect the academic programs for students covered by programs" funded through the consolidated application.
7. The school will provide an accelerated, high quality curriculum.
8. The school minimizes the removal of identified children during regular school hours for supplemental Title I instruction (Targeted Assistance Schools only).
9. The school will, on an ongoing basis, review the progress of eligible children and revise the targeted assistance program under this section if necessary to provide additional assistance to enable such children to meet the challenging State academic standards.

The school plan was adopted by the School Site Council on

(school plan approval appears in SSC Minutes)

mm/dd/yyyy

x

Typed SSC Chairperson name

Date

mm/dd/yyyy

x

One of these boxes must be selected *

☐ e-signature or

☐ SSC Chairperson declined to sign

Only the Principal or Assistant Principal can enter the Typed SSC Chairperson's name, Date and e-signature.

School principal name:

Date:

mm/dd/yyyy

☐ e-Signature

- A complete plan will indicate when it was approved by SSC.
- The SSC Chairperson name, date, and e-signature
- Principal name will automatically populate but the date and e-signature need to be entered.

The local district signature(s) below indicate that this budget request has been approved.

Principal's Certification: My signature below indicates that I shall be fully responsible for any program and/or fiscal implications of this request due to non-compliance with federal/state policies, rules, and regulations.

Reason: **2024-2025 Budget Development**

FOR SCHOOL SITE USE ONLY

Principal's Signature

03/08/24

Principal's Signature

Title I Program

☐ If multi-funded, please indicate other funding sou

The SSC sought and considered recommendation fr

03/07/24

03/05/24

SSC Date

ELAC Date

When applicable, the signature of the UTLA Chapter
Section 8.2 a & b have been followed.

UTLA Chapter Chair

UTLA Chapter Chair

FOR BUDGET SERVICES AND LD USE ONLY

"Unit D, Collective Bargaining Agreement, Appendix C, 4.0, b

...Criteria: The identification of individual employees within a department or unit for reassignment shall be based upon consideration of seniority (as defined below) and also consideration of the objective operational needs of the department or unit, such as the need to minimize disruption of services, the need to minimize retraining of the remaining employees, and the need to retain employees who possess special skills and/or expertise. It may also be based upon the avoidance of extraordinary personal hardship to an employee.

Employees who have volunteered for reassignment shall be considered first, subject to and consistent with the above considerations. Reassignment selections are not to be used to evade appropriate progressive disciplinary procedures; however, employees whose performance is marginal or below standard shall remain subject to the above reassignment criteria along with all other employees. For purposes of identification for reassignment, "seniority" means length of regular District service within the classification.

"My signature confirms that I have followed the Unit D Collective Bargaining Agreement criteria set forth above in approving the reassignments resulting from this budget form."

Principal's Signature

03/08/24

Principal's Signature

Date

Digital Resources for Budget Development 24-25

LAUSD UNIFIED

About Los Angeles Unified >

Families En

Find a School > Offices >

Federal and State Education Programs

Home > Intensive Support > Federal and State Education Programs > FSEP Home

Welcome to Federal and State Education Programs

The Federal and State Education Programs (FSEP) Branch, in partnership with two Title I Districts, provides technical support on:

- Title I, Part A, Fiscal and Program Monitoring
- Federal Program Monitoring
- School Plan for Student Achievement (SPSA)
- Schoolwide Programs (SWP)

Budget Planning 2023-2024

Budget Planning 2022-2023

Federal Program Monitoring (FPM)

Title I Resources

FSEP Mission Statement

To design, develop, and administer a technical support system that will assist central office and school improvement mandates and to utilize site-based resources to ensure the effective implementation of federal and state school improvement mandates.

Resources for Budget Development 2024-2025 will be live next week and will be updated as changes are made. Resources for the current School Year will continue to be available until June.

Digital Resources for Budget Development 24-25

Federal and State Education Programs

FSEP Home

School Plan for Student Achievement (SPSA) <

State-Identified Schools

Budget Planning 2023-2024

Budget Planning 2022-2023

Federal Program Monitoring (FPM) <

Title I Resources <

Categorical Equipment

Title I, IV Private Schools Program (PSP)

Local Control and Accountability Plan (LCAP)
Federal Addendum

Consolidated Application

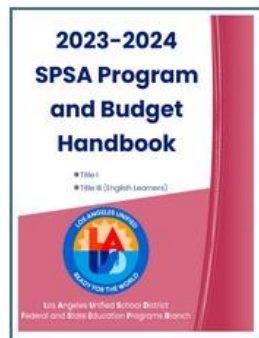
Budget Planning 2023-2024

The school budget must be based on the assessed needs of participating students as determined in the comprehensive needs assessment and detailed in the consolidated school plan to improve student achievement. The most efficient use of resources which support the plan and students' access to the core curriculum should be the rule. The budget should demonstrate a clear relationship between the planned supplemental instructional program and the planned expenditures. Schools are advised to restructure budget expenditures if students are not showing signs of academic improvement.

Program and Budget Handbook - Online

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

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



Resources Menu

Budget Planning & Program and Budget Handbook

Budget at a Glance

Estimated Rate Sheets

Option B Form

Budget Adjustment Request (BAR)

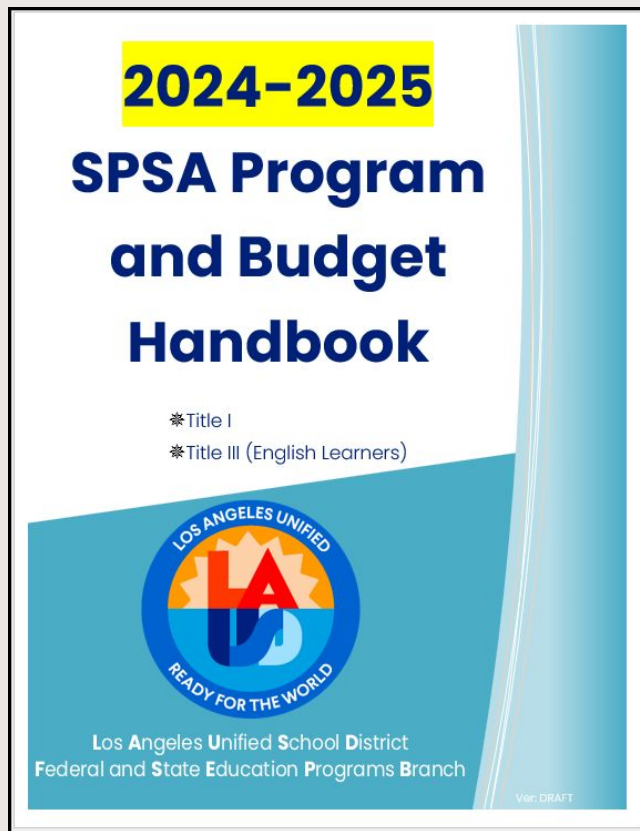
Title I Cheat Sheet & Commonly Used Budget Items

Allowable Warehouse Items (GST & SIM)

Equipment Classifications

Title I Curricular Trips

Ensuring “Allowability”: The Program and Budget Handbook



Keeping Up-to-Date: The Errata

Errata

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

-
-
-
-

Any changes to the handbook will be reflected in the Errata. The version date will also be noted in the front cover of the handbook. We anticipate an errata with minor changes will be released in the coming weeks.

Budget Terms

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

Classified

A. Teachers

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

Direct services may include:

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

A. Clerical

1. **Clerical Relief/Z-time**...Clerical Overtime is **not** an allowed expenditure in the Title I Program (75046, 70S46). Schools may still budget Clerical Z-Time. Refer to the [Classified Employee Handbook](#) or Payroll Services for the correct usage of Clerical Z-Time. If budgeted in Program 7E046, it must only be used to support the school's parent and family engagement program.
2. **Classified Training Rates**...payments to classified staff for participating in professional development activities outside the instruction day.
3. **Office Technician**...provides clerical services in connection with the Title I program. A school-specific duty statement with the specific activities for this position if funded with federal funds may be requested.
4. **Senior Office Technician**...performs difficult or complex clerical tasks related to the Title I program. May provide work direction to a few clerical employees. A school-specific

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

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

1. Information Technology Support

Technician...installs personal computer systems for student use and selected categorical program personnel to troubleshoot hardware and software malfunctions. This position is integral to the instructional program by ensuring technology is available for students to benefit from supplemental literacy and math programs.

2. Information Technology Support

Assistant...performs a variety of routine information system duties associated with the installation of computers, updating and checking hardware, systems software, and computer programs that support the program. This position is integral to the instructional program by ensuring

Budget Terms and Guidance

Budget Terms serve as a glossary to assist schools in determining how various resources support the Title I Program. **They also contain compliance (allowability) information.**

The different categories are:

- Certificated
- Classified
- Unclassified
- Contracts
- Conferences, Professional Development, and Curricular Trips
- Equipment, Materials, and Expense Reimbursement

Instructional Support

Categorical Program Adviser (CPA)/Title I Coordinator

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

Direct services may include*:

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

The job code and Budget Item Numbers are differential should be budgeted at the same contract Article IX, 3.5b, the coordinator position

Job	Job Title	Budget
19100/704	ADVSR, CTGOR/CAT PGM	CAT PR
		CRD D

Instructional Coach, Elementary or Secondary

The District's Local Control Accountability Plan (LCAP) tiered approach to teaching and learning, also know the Instructional Coach is to build teacher capacity/administrators. Under the direction of the school-site collaboratively with general and special education staff to promote standards-based literacy and Content Standards, using a multi-tiered approach to including the problem-solving model and appropriate instruction and intervention for all students including socioeconomically disadvantaged students, student focus of work for the Instructional Coach will be based on school.

The Instructional Coach is a support position and does

ROLES AND RESPONSIBILITIES

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

Class-Size Reduction (CSR) Teacher

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

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

differentiates instruction for students not meeting grade-level standards.

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

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

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

Per [BUL-284314, Documentation for Employees Paid from Federal and State](#), a CSR teacher at a Title I SWP school is a Single Cost Objective; therefore, when funding with Title I resources, a semi-annual certification is required.

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

Elementary		Middle School	
Budget Item Number	Description	Budget Item Number	Description
13249	CSR Teacher, Grade K, 1 TK	13640	CSR Teacher, MS, 6 th Grade, 1 TK
13251	CSR Teacher, Grade 1, 1 TK		Secondary
13253	CSR Teacher, Grade 2, 1 TK	13641	CSR Teacher, ELA, 1 TK
13255	CSR Teacher, Grade 3, 1 TK	13644	CSR Teacher, Math, 1 TK
13257	CSR Teacher, Grade 4, 1 TK	13643	CSR Teacher, HSS, 1 TK
13259	CSR Teacher, Grade 5, 1 TK	13579	CSR Teacher, Science, 1 TK
13261	CSR Teacher, Grade 6, 1 TK	13729	CSR Teacher, ELD HS 1 TK

Instructional Support section contains descriptions of different positions that a school can fund with the Title I Program to provide instructional support. These positions provide direct services to students.

Based on these positions being supplemental, they cannot take on required responsibilities such as an assistant principal, testing coordinator, or dean.

Note: Out of the classroom personnel's primary responsibility is to provide direct services to students. These positions may also be subject to repurposing (responsibility and funding) if the school has a vacant normed position.

Support Services

Office Technician/Senior Office Technician

The Office Technician/Senior Office Technician position is a Title I position in nature to support the Title I program.

- These positions must be specifically described in the School Plan for Student Achievement (SPSA).
- These positions support the Title I program and/or an out-of-classroom support personnel that is 100% funded with funds.

Based on the District's Class Description of between the two positions:

- An Office Technician performs a variety of exercise of judgement based on training.
- A Senior Office Technician performs a strong independence of judgement as others and responsibility for specific functions and providing work direction to a small group.

Typical duties of a Title I-funded Senior Office Technician include compliance requirements (e.g., categorical student data files, School Site Council minutes).

Office Technician

- Prepares a variety of letters, memos, reports, arithmetical summaries, and material that supports the Title I program typically using computer software;
- Compiles, interprets, and codes data from various sources; enters data utilizing computer systems and programs for functions such as procurement, finance, student attendance and personnel; and prepares related reports;
- Checks Title I program forms and records for completeness and accuracy;
- Maintains files, records, and other Title I information such as student intervention plans.

Psychological Services, School Psychologist

District-funded Services

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

Connecting with Students

- Utilize a Multi-tiered System of address and support academic, emotional and behavior functions of students.
- Observe students in the classroom settings to determine functional and social-emotional function.
- Provide formal and informal assessment of students' abilities, including social-emotional skills, academic achievement, and communication development.

- Assist students in developing problem-solving skills through small-group counseling.
- Collaborate with community agencies to provide services that support families, as needed.
- Provide Dis Counseling and Educational Related Intensive Counseling Services to students as warranted on the Individualized Education Program.

Collaborating with Teachers and Staff

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

Pupil Services and Attendance (PSA) Counselor

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

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

The Duties of a School-Site PSA Counselors

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

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

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

Support Services pages contain descriptions of different positions that a school can fund to supplement the general services allocated to schools by the District.

Most of these positions are itinerant in nature.

Program and Budget Guidelines

The blue hyperlinks in the index link to the specific budget guideline for that topic.

These general guidelines provide new or updated policies or considerations for specific expenditures.

Notes: It is highly recommended that schools also refer to other applicable sections because the Handbook often includes more than one provision on a given topic.

Program and Budget Guidelines			
Program and Budget Guidelines		Title I & CSI 75040 - 77999	Title III 77997
Budget General Guidelines			
1. Allocations	Allocations: The following applies to allocations for categorical resources: <ul style="list-style-type: none"> All new, sending, and reconfigured schools will receive 90% of their estimated Title I allocation. All existing schools will continue to receive 100% of their Title I allocation, adjusted for mandated set-asides if applicable. 	✓	✗
2. Arts	Arts: When funding with Title I resources, the Arts may be utilized to enhance students' academic skills that support proficiency in English/Language Arts and Mathematics; however, allowable expenditures for this purpose are limited to the following services: <ul style="list-style-type: none"> Contracted Instructional Services may be funded. These services must incorporate the Arts in supporting Tier II intervention in English/Language Arts and Mathematics for students not meeting grade-level standards. Professional Development that ensures teachers are skilled in delivering Tier II intervention that integrates Arts strategies designed to enhance students' academic skills in English/Language Arts and Mathematics. <p>Based on the Education Department General Administrative Regulations (EDGAR), 2CFR Part 200 Section 200.438, costs of entertainment including amusement, diversion, and social activities and any associated costs are unallowable with federal funds (including Title I).</p>	✓	✗
3. Budget Assistance	Budget Assistance: Schools should contact the Regional fiscal specialist for budget development, budget transfers, and the Position with Incumbent (PW) Report for federal and state funded employees.	✓	✓
4. Expenditures and SPSSA, and Repayments	Expenditures and SPSSA, and Repayments: The use of all federal funds allocated to school sites (i.e., Title I and Title III) must be adequately described in the School Plan for Student Achievement (SPSA). The SPSA is an auditable document during Federal Program Monitoring (FPM) reviews and other audits. All expenditures must be allowable in accordance with program regulations and meet federal cost principles such as "necessary" and "reasonable". The FSEP office routinely monitors all Title I expenditures throughout the year. For expenditures that are questionable, FSEP may require additional information and/or documentation (i.e., lesson plan, purpose and intent, who will be attending, how the expenditure will benefit students academically, how the expenditure supports your academic program, what data was used to determine the	✓	✓
5. Feeder Schools Allocations			
6. Funds In Pending Distribution			
7. Negative Budget Amount			
8. Prior Year Credit			
9. Gifting of Public Funds Prohibition			
10. Health and Welfare Benefits			
11. Rental of Facilities			
12. Salary Savings			
13. New Schools or Schools New to Title I			
Certificated, Classified and Unclassified Personnel			
14. Certificated Basis			
15. Itinerant Support Personnel - School Nurse, School Psychologist, Supplemental Time			
16. Percentage Options for Most Commonly Funded Title I Positions			
17. Other Federally Funded Personnel Who Cover Classes			
18. Out-Of-Classroom Personnel (not CSE Teachers) - Program			
19. Multiple sites Classified Assignments			
20. Multi-Funding Classified and Unclassified Positions			
21. CalPERS cost and Other Miscellaneous Payroll Issues			
22. Holiday Pay			
Equipment and Technology			
23. Categorical Equipment Inventory (CEI)			
Instructional Materials			
24. P-Card Restrictions Utilizing Title I Funds			
25. Test Preparation Materials			
26. Visual & Performing Arts and PE Materials			
Procurement and Year Deadlines			
27. Title I Other Expenditures			
28. Goods Receipt			
Submission of Required Documents			
29. Prompt Submission of Title I Related Documents			
Time and Effort Reporting			
30. Time and Effort Reporting Requirement for Employees P			
31. Time and Effort Reporting Requirement for Employees M			
32. Time and Effort Reporting Certification Deadline			
33. Swapping Position Control Numbers			
34. Retrospective Payroll Using Title I Funds			

Budget At A Glance

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

✓ Allowable ✗ Not Allowable

Copyright © 2023 Los Angeles Unified School District Federal and State Education Programs

Frequently Purchased Items in Title I & Title III
For a more extensive list, please refer to the [Frequently Purchased Items](#) posted on the School Fiscal Services Branch website.

	75046 & 71691 Title I SWP & CSI	70546 Title I TAS	7E046 Title I Parent and Family Engagement	71197 Title III
Administrative X-Time	✓	✓	✗	✗
Admission Fees	✓	✗	✗	✗
Categorical Program Advisor	✓	✓	✗	✗
Certificated Training Rate	✓	✓	✗	✓
Classified Training Rate	✓	✗	✗	✗
Clerical X/2 Time	✓	✓	✓	✗
Community Representative	✓	✗	✓	✗
Coordinator X-Time (Non-Tutoring) (for Commitment Item # 50003 staff)	✓	✓	✗	✗
Coordinator X-Time (Tutoring) (for Commitment Item # 50003 staff)	✓	✓	✗	✗
Counselor Aide	✓	✗	✗	✗
Counselor Assistant	✓	✗	✗	✗
Counselor, PSA	✓	✓	✗	✗
Counselor, School	✓	✗	✗	✗
Counselor X-Time (Non-Tutor) (for positions under Commitment Item # 50003)	✓	✓	✗	✗
Counselor X-Time (Tutor) (for positions under Commitment Item # 50003)	✓	✗	✗	✗
Curricular Trips	✓	✗	✗	✗
Custodial Supplies (Consumables for intervention activities - \$125 per intervention student)	✓	✓	✗	✗
Day-to-Day Subs, Benefitted Absence - ² (Budget Item #10562 for teachers) (Budget Item # 10564 for librarians)	✓	✗	✗	✗
Day-to-Day Subs (also known as TCH REL DTD SUB CAT) (for title I funded personnel who attend a title I funded activity (Budget Item #10576))	✓	✓	✗	✗
Differentiated Coordinating	✓	✗	✗	✗
Education Aide B	✓	✗	✗	✗
Education Aide X-Time	✓	✓	✓	✗
Educ. Aide III X-Time	✓	✓	✗	✗
Education Aide III (AVID)	✓	✓	✗	✗
Educational Resource Aide	✓	✗	✗	✗
Ed Resource Aide X-Time	✓	✗	✗	✗
EL Instructional Coach, Elementary/Secondary - B Basis	✓	✓	✗	✓
EL/SEL Instructional Coach	✓	✓	✗	✗
General Supplies-Technology	✓	✓	✓	✗
Information Technology Support Assistant (ITSA) (formerly known as Information Systems Support Assistant)	✓	✓	✗	✗
Instructional Contracts, individual and/or firms (up to \$25,000 of a contract/purchase order, use Budget Item # 50002) ¹	✓	✓	✓	✗
Instructional Contracts, individual and/or firms (amount beyond \$25,000 of a contract or purchase order, use Budget Item # 50295) ¹	✓	✓	✓	✗
IT Support Technician (ITST) (formerly known as Microcomputer Support Assistant)	✓	✓	✗	✗
Instructional Aide	✓	✓	✗	✗
Instructional Coach	✓	✓	✗	✗
Intervention/Prevention Support Coordinator	✓	✓	✗	✗
Library Aide	✓	✗	✗	✗

99

Useful tool available in the handbook and as an EXCEL worksheet (calculates totals).

Tool identifies commonly budgeted items and assists in providing a snapshot of allowability per program.

- 1 - Needs prior approval from the Office of the Superintendent
- 2 - Day to Day Sub. Benefitted Absence (Budget Item #10562) must be budgeted with this position (maximum of 4 days)
- 3 - Needs prior approval for Title I from FSEP
- 4 - Needs prior approval for 7E046 from Parent and Community Engagement Administrator, PACE Unit
- 5 - For TAS, this item is only to make copies for intervention materials and program correspondences for identified Title I students. The amount allocated needs to be reasonable.

Title I Updates and Reminders



Updates and Important Reminders

- **Information Technology** – schools will continue to be able to fund the A basis position. A-Basis assignments funded with Title I or CSI must support the Title I program as indicated in the school's SPSA.
- If the position is reassigned during the summer, the assignment will need to be budgeted and time reported accordingly.

Updates and Important Reminders

- A differential is a condition of the following assignments per Human Resource's standard flyer: **Categorical Program Adviser, Intervention Prevention Support Coordinator, and/or a Problem-Solving Data Coordinator.**
 - If the position(s) is not 100% funded by 7S046, the differential(s) must be budgeted at the same percentage.
- **Instructional Coach:** The position must also include a differential and budgeted at the same percentage of the FTE.
- **English Learner (EL), Standard English Learner (SEL), and SEL/EL Coaches** are B Basis only due to mandated requirements prior to the start of the school calendar.

Updates and Important Reminders

Backing out Benefits

- When two positions are combined to make a full FTE (e.g. CPA/TSP), the full cost of benefits are included in each job code.
- Half of the benefits will need to be “backed out” in SFE and in the online SPSA.

Certificated

30165	Health/Welfare
30166	Retirement
30170	Other Postemployment Benefits

Classified

30167	Health/Welfare
30168	Retirement
30169	Other Postemployment Benefits



Updates and Important Reminders

- Title I SWP schools may purchase **Class Size Reduction Teachers** that reduce class size in Literacy, Mathematics, Science, and Social Studies, but the school must maintain the number of norm teachers allocated to the school.
 - Using a Class Size Reduction Teacher for a normed position will result in supplanting issue.
- The above also applies in the event a school received a Title I Centrally Funded Class-Size Reduction Teacher.
- **Teacher Auxiliaries** in secondary schools serve the same purpose of a Title I funded CSR teacher or can be used to provide an intervention class during the school day.
 - Teacher Auxiliaries cannot be used to carry out coordinator responsibilities during the regular day.

Updates and Important Reminders

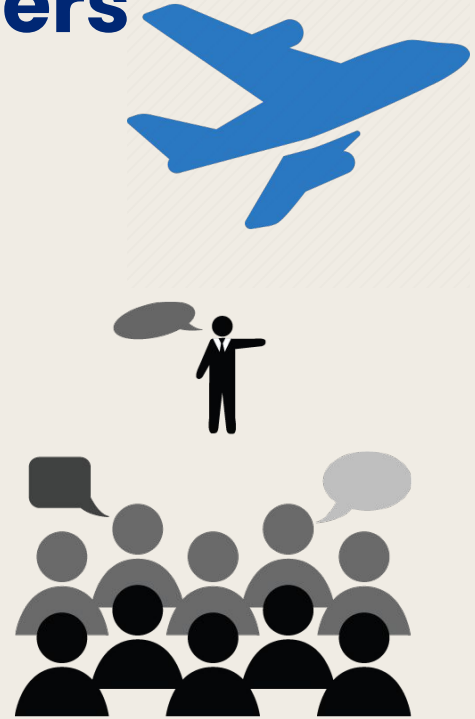
- **Clerical X/Z** may be budgeted to support the Title I program on unassigned/off-basis days. (Saturdays **are not** considered unassigned days.) Tentative dates and number of hours will need to be called out within the strategies and actions in the SPSA.

Please be sure to consult the Classified Employee Handbook or Payroll Services for the correct usage of Clerical X/Z-Time.

- **Mileage** is only allowable to reimburse school employees for mileage to Title I program activities or conference attendance. The purpose and need for the mileage must be specifically described in the SPSA.

Updates and Important Reminders

- Title I funds can be used for **travel and conferences**. However, these expenditures must be called out specifically in the plan (title/name of conference, dates, and benefit to at-risk students), budgeted accordingly, and follow requirements per Bulletin 134710.0.
- Title I funds do not carry over; therefore, all travel expenses must be expended by June 30.
- All procurement closing deadlines must be met.



Updates and Important Reminders



- **Potential funding variance** will be a standard 2% per program.
- **Reconfigured Schools** will receive 90% of their projected funding.
- Schools should have a **contingency plan**:
 - Contingency plans can also assist schools with technical corrections resulting in surplus amounts or amounts of what items to decrease in the event of a reduced allocation.
 - Contingency plans need to be documented. The Office of School, Family, and Community Engagement has created guidance to follow.

Updates and Important Reminders

Curricular Trips often considered entertainment (Code of Federal Regulations 200.438)

- However, field trips may be allowable if:
 - Are authorized/approved in the SPSA
 - Clearly tied to a programmatic purpose, and the trip (although approved in the plan) may require additional information.



Title I School Site Allocations

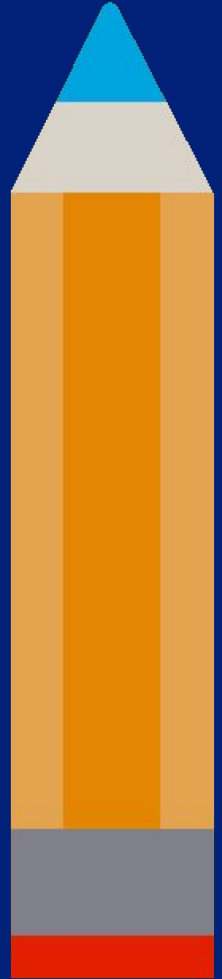
Do Not Carry Over

- The purpose of Title I funds is to close achievement gaps for academically at-risk students.
- The District receives a Title I entitlement annually, and likewise, schools receive an annual allocation.
- Unspent funds may lead to other situations, additional restrictions, or scrutiny.

We are here to support and welcome collaboration in ensuring schools can serve their school community.



Family And Community Engagment (FACE)



Title I Program 7E046

Parent and Family Engagement Funds

Objectives

- **Consider** the purpose of parent and family engagement
- **Explore** Appendix B of the Program and Budget Handbook for Program 7E046
- **Learn about** other parent engagement funds
- **Review** Budget Development best practices



Purpose of Parent and Family Engagement

Purpose of Parent and Family Engagement

Strategy Focus Area: Parent and family engagement

Goal: Student academic achievement and attendance

Decades of research show that when parents and families are engaged as partners, student academic achievement and attendance improve.

Specific strategies and actions have greater impact on student academic achievement and attendance than others.

Review student and family engagement **data** to determine specific strategies and related actions.



Strategic Plan Alignment



The 2022-2026 Strategic Plan's Pillars are the basis for our School Plan for Student Achievement, which is built on the District's strategies and targets to meet the needs of the school community.

Strong Relationships, Accessible Information & Honoring Perspectives

Pillar 3: Engagement and Collaboration

Strong
Relationships

Accessible
Information

Leading for
Impact

Honoring
Perspectives

PILLAR 3

Engagement and Collaboration

Authentic Engagement to
Leverage the Power of Our
Families, Communities, and
Educational Partners

Priorities

3A

Strong Relationships: Strengthen relationships between families, students, and their schools to improve student success

3B

Accessible Information: Provide clear, consistent, and accessible information to the community

3C

Leading for Impact: Lead and leverage our role as an impactful, key member of local, state, national, and global communities

3D

Honoring Perspectives: Honor and act upon the perspectives of students and everyone we serve

LAUSD
UNIFIED

**Ready for
the World**

LOS ANGELES UNIFIED SCHOOL DISTRICT

2022-26 Strategic Plan



School Plan for Student Achievement

District Pillar	Engagement and Collaboration
District Priority	3A: Strong Relationships
District Strategy	3A.53: Link every student to a parent or guardian on the Los Angeles Unified App and Parent Portal
School Strategy	Build parent capacity to engage in and support student learning by: <ol style="list-style-type: none"> 1. Registering parents of students in grades K-5 on the Parent Portal through informational and hands-on workshops and access to technology devices 2. Outreach to parents and incentives to increase Parent Portal registration 3. Ongoing monitoring of Parent Portal registration
School Actions	<p>Professional Development/Planning:</p> <p>1.Planning Parent Portal Informational and Hands-On Workshops:</p> <ul style="list-style-type: none"> • A Community Rep., Parent and Family Center (PFC) staff, and Categorical Program Adviser will plan 3-4 parent workshops per semester to provide an overview of the Parent Portal and opportunities for guided hands-on practice using the various portal features. An IT Tech. Assistant will support parents with use of technology devices to register for the parent portal and use the various features. Community Rep. C 6 hrs. 5 Days: \$28,341. Categorical Program Adviser: 3 hrs. 5 days \$74,156; Categorical Program Adviser Differential: \$785; IT Support Tech 6 hrs. 5 days: \$66,507 <p>2.Outreach/Communication to Parents:</p> <ul style="list-style-type: none"> • School staff will invite parents/legal guardians to attend the workshops through: personal invitations, Blackboard Connect, school website, school marquee, monthly Parent and Family Center calendars, flyers, bulletins, and newsletters. <p>3.Provide Access to Technology Devices to Register for the Parent Portal:</p> <ul style="list-style-type: none"> • The school will equip the Parent Center with 5 Chromebooks to support parents in registering for the Parent Portal. -General Supplies Technology: 10 Chromebooks x \$189 per Chromebook = \$1,890; 1yr Chromebook Services \$24.50 x 10 Chromebooks = \$245; e-Waste \$4 x 10 Chromebooks = \$40; Estimated Tax: \$180; 10% overage for incidental costs = \$236; Total: \$2,591 -Non Cap Equipment: Chromebook Cart: \$1,225 unit cost + \$117 tax + \$135 (10% overage) = \$1,477 <p>Implementation:</p> <p>4.Deliver Parent Portal Workshops:</p> <ul style="list-style-type: none"> • The Community Rep. and Categorical Program Adviser will deliver Parent Portal workshops that will include the step-by-step registration process, ways to access the information required to register, and the features/screens. • The Community Rep. and Categorical Program Adviser will review all the features, which include Attendance monitoring, Schoology, the online forms and applications available (School Volunteer Application, LAUSD School Choice Programs/CHOICES, School Meal Application, etc.), student testing, progress reports, Special Education services, and all the other resources. Parents will also learn how to link to Schoology using the Parent Portal and about the features on Schoology to support parents in monitoring their child's academic progress and grades. <p>5. Outreach and Incentives to Increase Parent Portal Registration:</p> <ul style="list-style-type: none"> • Categorical Program Adviser will work with the school leadership team to outreach to parents/legal guardians to support them in registering on the Parent Portal. School will provide incentives such as highlighting the classroom(s) with the highest Parent Portal registration percentages in school announcements, sharing the progress toward 100% Parent Portal registration on the P.A. and bulletins/newsletters, and creating a bulletin board dedicated to the school's Parent Portal progress. <p>Monitoring/Evaluation:</p> <p>6. Ongoing monitoring of Parent Portal Registration:</p> <ul style="list-style-type: none"> • Categorical Program Adviser will generate weekly Parent Portal reports from the Focus Dashboard, such as the report titled, "Parent Portal Registration by Student", which indicates the parents who are linked to their student in the Parent Portal. The Categorical Program Adviser will work collaboratively with members of the school leadership team (Administrator, Comm. Rep./PFC staff, and support staff) to review the report and strategically target the parents/legal guardians who have yet to register and/or link their student in the Parent Portal.

FSEP Digital Notebook:

<https://www.lausd.org/Page/12036>

Sample page with focused school strategies, related actions and associated funds.

Use your school data to support the selection of strategies and actions.



**Explore
Appendix B of
the Program
and Budget
Handbook**

Program and Budget Handbook

Appendix B:

Budget Planning for Parent and Family Engagement

INTER-OFFICE CORRESPONDENCE Los Angeles Unified School District

TO: School Principals
FROM: Antonio Plascencia, Jr., Director
Office of Parent and Community Services
SUBJECT: Parent and Family Engagement Activities Supported

All parent and family engagement programs and activities developed with meaningful involvement, consultation, and input from the school community. Specifically, the role of the school plan, the Office of Parent and Community Services modules for use by each school community to support parent and family engagement, and the role of the school plan in the 2021-22 school year, school sites are to bring together funding streams develop a coherent strategic plan for the "Budget Development Module Series for School Community Schools" tab on the [PACS website](#). According to [LAFPS 4.5.2.1](#), [Instructional Management](#), completion of this requirement is a new heading called the Annual School Goals and Budget. The broader school community and verifying this engagement ensure the English Learner Advisory Committee (ELAC) Council (SSC) and the SSC members are fully involved making modifications to the School Plan for Student Achievement of the SPSS, and 4) assessing the impact achievement.

Strategic Plan 2021-26 Ready for the World

The following Title I strategies for family engagement are *Ready for the World*. Review pages 40-48 and specifically for *SD: Honoring Perspectives*. While each priority is essential communication, engagement and partnership, these are the

Title I Funds

Schools receiving Title I funds will receive a separate all support their schools' Title I Parent and Family Engagement, including programs and activities that strengthen learning at home and at school. Such programs and activities that strengthen learning at home and at school. The meaningful involvement of parents and families. We family engagement that provides Title I families with ongoing and socioemotional needs of students at each grade level, additional opportunities to extend services for families at the school site. The School Plan for Student Achievement of the SPSS, and 4) assessing the impact achievement. The school's plan for parent and family engagement and is to make decisions on Title I funds. Please ensure to organize family engagement which shows how instructional, social investments are linked to serving families. Plans often list family engagement strategies leveraged to accelerate student provided with a welcoming environment and capacity building verification of SSC and ELAC in the Principal Portal pre required each year. If the SSC and ELAC are not formed school campus may not be able to spend their Title I funds.

Appendix B-1

Office of Parent and Community Services BUDGET PLANNING SHEET FOR 2023

SCHOOL NAME:

ITEM NO.	RESOURCES	TITLE I (TE846)	Amount
21465	Clerical X/T Time	QTY	
50073	Parent Conference Attendance		
50163	Parent Training Allowance		
50059	Mileage		
11175	Professional Expert (Certificated) (For Parent Engagement Activities)		
10265	Teacher Parent Activity Differential (For Regular-Career Teacher Only)		
27784	Community Representative Pay (Class A) Rate \$		
27785	Community Representative Pay (Class C) Rate \$		
26594	Parent Resource Liaison (This position is subject to seniority rights.)		
26957	Parent Resource Assistant (This position is subject to seniority rights.)		
27144	Intersect SS Parent Resource Liaison		
40269	Supplemental Instructional Materials (SIMs) (No office supplies, for parent activities only)		
40127	General Supplies-Technology		
40125	Non-Capitalized Equipment for Parent Center		
40110	Non-Capitalized Equipment-Audio Visual (for translation only)		
50002	Contracted Instructional Services		
50035	Independent Contract (Professional Services): LAUSD-approved contracted individuals defined in school plan for parent engagement.		
50254	Phone Expenses (For Parent Center; No postage allowed)		
60018	Capitalized Equipment-Audio Visual (for translation only; need prior approval from PCS)		
TOTAL BUDGET			\$

This planning sheet is intended to allow for parent and family engagement. Please present this page for programmatic and financial review.

Appendix B-3

Attachment B

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

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

Appendix B-6



Program and Budget Handbook

21468	Clerical X Time
50073	Parent Conference Attendance
50163	Parent Training Allowance
50059	Mileage
11275	Professional Expert (Certificated) (For Parent Engagement Activities)
10365	Teacher Parent Activity Differential (For Register-Carrying Teacher Only)

X Time to support parent engagement **outside of one's regular assignment/basis**. It is paid on **unassigned days**.

Required Title I documentation for the Shopping Cart and/or P-Card/Imprest reconciliation

A **birth certificate** for reimbursement for childcare of children 0-5

A **differential** is provided to a register-carrying teacher only for purposes of coordinating parent engagement activities.

Persons working on **special projects** that are **non-repetitive** on a **temporary** basis and that are not performed by classified or certificated employees **in the scope of their duties**. The person must be a current or retired employee of the District.

Program and Budget Handbook

Schools can purchase 1-, 2-, 3-, 4-, 6-, and 8-hour (only if already in this position) positions for Class-A or Class-C only. Total Cost with Benefits: **Consult fiscal.**

8 hours per day; increased responsibilities. Total Cost with Benefits: **\$84,805**

6 hours per day; different total cost based on bilingual (Armenian, Korean, Spanish); Total cost with benefits **\$63,590**

Centrally managed position shared among sites which split the position costs

27784	Community Representative, Class A (Number of hours_____)
27785	Community Representative, Class C (Number of hours_____)
26594	Parent Resource Liaison (This position is subject to seniority rights.)
26958	Parent Resource Assistant (This position is subject to seniority rights.)
27144	Itinerant SS Parent Resource Liaison

Review Personnel Commission website on **class description link** for job duty descriptions.



Program and Budget Handbook

40269	Supplemental Instructional Materials (SIM) (No office supplies; for parent activities only)
40127	General Supplies-Technology
40125	Non-Capitalized Equipment for Parent Center

For parent education only. The titles of the materials must be listed in the SPSA and be clearly supporting parent learning.

GST can be **purchased for the Parent and Family Center** and must be described in the SPSA.

For translation equipment, consult with District Translations Unit to learn more about approved vendors and products.

Describe in detail in the SPSA, explaining how it will be used to support parent engagement.



Program and Budget Handbook

Vendors who provide parent and family engagement workshops must be approved by the Procurement Division and have an active vendor identification number. **Only the Procurement Services Division can contract** with organizations for a school.

50002

Contracted Instructional Services

Funds **for Parent and Family Center phone expenses**, not including alterations and improvements.

50254

Phone Expenses (For Parent Center; No postage allowed).

60018

Capitalized Equipment-Audio Visual (for translation only; need prior approval from PCS)

Capitalized equipment purchases **require pre-approval** from the CA Department of Education.



**Learn About
Other Parent
and Family
Engagement
Funds**

Expanded Learning Opportunity Funds

- ❑ Expanded Learning Opportunity (ELO) funds will be provided in February for schools to use with families through June of 2024.
- ❑ Funds can only be used to provide services to families on the weekend or after hours.
- ❑ \$2,000 to cover the cost of classified overtime, SIM, general supplies, and contracts with family engagement providers
- ❑ More information is forthcoming in mid-February.



Review Budget Development Best Practices

Promising Practices for Budget Planning with Families

- ☐ **Review** the Comprehensive Needs Assessment (**data**) **findings and SPSA goals and strategies** with families before conversations regarding budget alignment.
- ☐ **Explain to families** why specific amounts of funding are assigned to support school strategies in the SPSA.
- ☐ **Show families** how you have **considered ELAC recommendations** while budget planning.
- ☐ **Invite ELAC members to attend the SSC meetings** when you are reviewing the SPSA and the budget.
- ☒ Teach families **where to find the SPSA, TSP Plan, and school funds** online, in addition to providing them with easy-to-understand summaries and handouts.

School Site Council Reminders



Principal Portal Certification: SSC and ELAC formation documents must be uploaded and information up to date.

Principal Portal Certification: Each campus is to host an Annual School Goals and Budget Consultation Meeting as a part of the budget development process.

Emergency SSC meetings are not allowed; therefore, a **72-hour advanced notice/agenda posting** is required.

School Site Council Reminders



Schedule **one or two School Site Council** meetings before the appointment date.

Language for SSC Meeting Agenda: Agenda items for SPSA and budget approval have the term, *Action*, next to them.

Language for Minutes: Use specific language in minutes. *Sample: The motion to approve the (SPSA or budget) was made by (name) and seconded by (name). The results were (# of members) in favor, (# of members) opposed and (# of members) abstentions. The motion carried/failed.*

Region Family and Community Engagement Administrators

REGION	NAME	EMAIL
EAST	MEGAN GUERRERO AMARIS MEDINA	MGUERR3@LAUSD.NET AMARIS.MEDINA@LAUSD.NET
NORTH	LAURA FUENTES Dr. JEREMIAH GONZALEZ	LXF1109@LAUSD.NET JJG2443@LAUSD.NET
SOUTH	LETICIA ESTRADA DE CARREON	LDECARRE@LAUSD.NET
WEST	VACANT (CONTACT JILL O'BRIEN)	JAO8869@LAUSD.NET
VIRTUAL ACADEMIES	LAURA BANUELOS	LXB0446@LAUSD.NET

Q&A

