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School Budget Development 2023-2024

Title I Schools

February 6, 7, 8, and 9, 2023

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School Budget Development 2023-2024

Title I Schools

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School Budget Development 2023-2024

Title I Schools

February 6, 7, 8, and 9, 2023

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 guided our redesign of our School Plan for Student Achievement that will both consider the District's strategies and school strategies to meet the needs of the school community.

Annual School Strategic Planning and Budget Development Process

September - December

January - March

April - June

Data Collection and Interpretation & Program and Practice Evaluation (Root Cause Analysis) with Stakeholders



Strategic Planning and Budget Development with Stakeholders



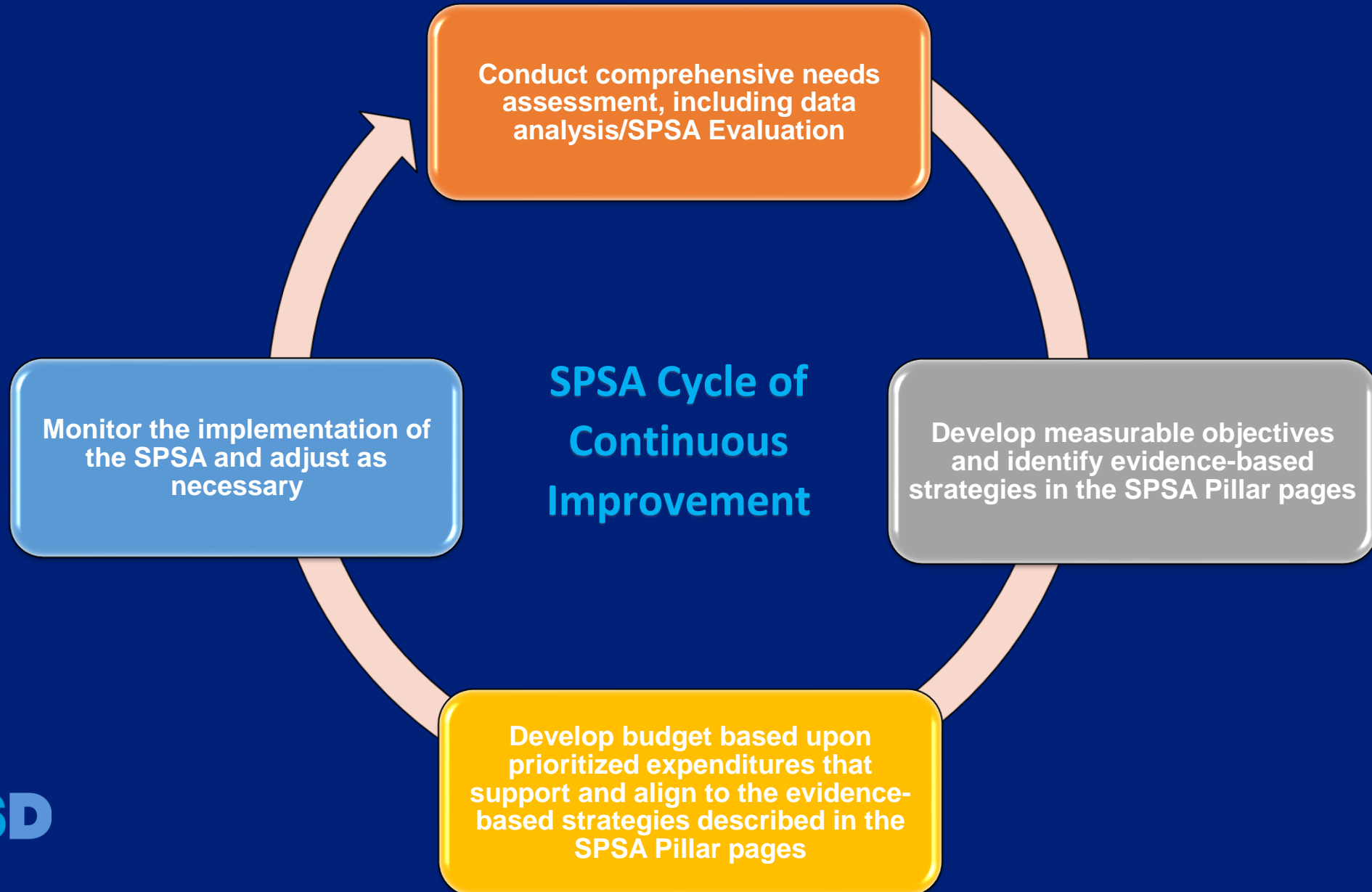
SCHOOL BUDGET APPOINTMENT

23-24 Budget Preliminarily Approved



Final Review and Approval of SPSA with Budget

All expenditures need to be aligned with the SPSA and the Continuous Cycle of Improvement.



The Four “C”s

In order 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

1D. Champion multiple pathways for college and career readiness for all students

District Strategies

1D.S4 Implement an updated Individualized Graduation Plan, beginning in middle school, to monitor student progress and increase academic outcomes and opportunities for students after graduation

School Strategy

To reduce the number of 8th grade students who graduate under-prepared for high school, we will ensure effective completion of the updated middle school IGP for all students. To do this, we will:

- Build parent, teacher and student capacity to understand and use the IGP to support preparedness for High School

School Actions

Coordinate, Plan and Implement IGP Effort: A full-time Middle School College and Career Coach (MSCCC) will coordinate, plan and support all elements of this strategy. Specifically, the coach will prepare materials for parent meetings, analyze student data and review student progress with classroom teachers, create and provide lessons for teachers to give during advisory periods, and meet with students about their academic preparedness for high school. (Salary Cost: \$129,608)

Build Teacher Awareness of IGP and Naviance

-2-hour overview session with teachers to ensure they have basic knowledge of the updated IGP and use of Naviance (Teacher X time (Non-Tutor) 90.18/hr x 40 teachers x 2 hours= \$7,214)

Coordinate with Teachers to Support Personalized Supports

-Teachers and MSCCC will meet after-school and on Saturdays 3 times per year for 2 hours to discuss students with early warning indicators, and identify next steps (Teacher X (Non-Tutor) 90.18/hr x 40 teachers x 2 hours x 3 days= \$21,643)

Implement Parent Sessions

-Middle School College and Career Coach will maintain office hours for meeting with parents, and offer 2 after-hours parent sessions per semester after hours or on Saturday at the 10-week grading period and right after each semester to review on-track markers and support parents in understanding if their child needs additional support, and offer resources; (Teacher X-time (Non-Tutor), 90.18 x 2 hours x 2 sessions x 2 semesters)

-MSCCC and Academic Counselors will conduct outreach to parents of students in 7th and 8th grade who have early warning indicators after 10-week grading period, and after each semester to ensure they are aware, and to discuss a plan to get back on track. Some of the outreach will occur during regular hours, but to ensure the counselor is able to reach families with a variety of schedules, they will also have time for this after hours. (Teacher and Counselor X-Time (Non-Tutor), 90.18/hr x 10 hours x 3 staff=\$2,705)

Implement Student Support Sessions

-MSCCC and/or Academic Counselor will meet with students during the day to review each IGP twice per year; students with early warning indicators will meet at least one more time to determine if additional supports are needed (No cost).

Coherent

Position Items

Add Position Items

Funding Source

7T124

Budget Item

14188-MSCOL and Career Coach

Position Number

NS9632S5

Percentage

100

Total Cost

\$129,608

Non Position Items

Add Non Position Items

Funding Source

7S046

Budget Item

14693 TCHR X (NON-TUTOR)

SACS Function

2100

Rate Type

Hourly

Rate

\$90.18

80 hrs

Total Cost

\$7214.00

Coherent

School Actions

Coordinate, Plan and Implement IGP
support all elements of this strategy.
review students progress with classr
meet with students about their acad

Build Teacher Awareness of IGP and

-2-hour overview session with teach
(Non-Tutor) 90.12/hrx10 teachersx2

School Budget Signature Form

Fund Center	1234567	WONDERFUL MS
Fund	010-3010	GF-TIA Low-Inc&Neg
LAUSD Program	7T124	CE-TI-College and Career Coach-Sch
Version / Year	CM0 / 2023	
Grant / Funded	201399 / OPR00000	
Division	LOCAL DISTRICT TBD	

BUDGET MAINTENANCE WORKSHEET

Total Allocation	130,658.00
Direct Budgeted	130,658.00
Indirect Limit	0.00 0.000 %
Budgeted	0.00 0.000 %
COFE/FM/GM Docs	/ /
Comment	
Status	B

School Budget

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
14188 MS COL & CAREER COACH	1POSITN	1110-2100-7T124 190001	19100706 ASMT, NONCLSRM, PREP	CSXX	Name:	A	07/01/2022 06/30/2023	6.000 5.000	100.00 1.00	129,608.00	

Fund Center	1234567	WONDERFUL MS
Fund	010-3010	GF-TIA Low-Inc&Neg
LAUSD Program	7S046	CE-NCLB T1 Schools
Version / Year	CM0 / 2023	
Grant / Funded	110001 / OPR00000	
Division	LOCAL DISTRICT TBD	

Direct Budgeted	249,249.00
Indirect Limit	0.00 0.000 %
Budgeted	0.00 0.000 %
COFE/FM/GM Docs	/ /
Comment	
Status	B

Position Items

Add Position Items

Funding Source

7T124

Position Number

NS9632S5

Percent

100

Non Position Items

Add Non Position Items

Funding Source

7S046

SACS Function

2100

Rate T

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	30027123 Name:	C	07/01/2022 07/01/2022	5.000 5.000	100.00 0.83	0.00	
107762 TCHR AST DEG TK NW/2	1POSITN	1110-1000-7S046 110005	11500953 TEACHER ASST - DEGREE TRA	XXXX	30447433 Name:	A	07/01/2022 06/30/2023	5.000 5.000	100.00 0.83	17,305.00	
107762 TCHR AST DEG TK NW/2	1POSITN	1110-1000-7S046 110005	11500953 TEACHER ASST - DEGREE TRA	XXXX	30471848 Name:	A	07/01/2022 06/30/2023	5.000 5.000	100.00 0.83	17,305.00	
27784 COMMUNITY REP A	1POSITN	1110-2100-7S046 290001	29105337 Community Representative	CSXX	30492147 Name:	A	07/01/2022 06/30/2023	3.000 5.000	75.00 0.38	8,413.00	
12103 ITIN COUNS PSA C	2OTHSL	1110-3110-7S046 120021	Guidance/Wel Sal-Reg				07/01/2022 06/30/2023			135,031.00	
13222 ITIN PSYCH COUNSEL C	2OTHSL	1110-3110-7S046 120021	Guidance/Wel Sal-Reg				07/01/2022 06/30/2023			26,422.00	
14693 TCHR X (NON-TUTOR)	2OTHSL	1110-1000-7S046 110004	Tchr Sal-Supple/Oth				07/01/2022 06/30/2023			7,214.00	
14895 TA-ALLOWANCE-PNWD	2OTHSL	1110-1000-7S046 110005	TCHR ASST SALGRADE				07/01/2022 06/30/2023			2,214.00	
30210 TA HEALTH&MEDBENEFIT	2OTHSL	1110-1000-7S046 340101	Health/Welfare-Cert				07/01/2022 06/30/2023			5,677.00	
40127 GEN SUPPLIES TECHNO	3OTH-L	1110-1000-7S046 430001	General Supplies				07/01/2022 06/30/2023			10,049.00	
40239 POTENTIAL FNDING VAR	3OTH-L	1110-1000-7S046 430098	Instr Mat Pot Fndg				07/01/2022 06/30/2023			5,034.00	

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.



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 (.doc, .txt, .csv, .xls, .xlsx).

Click open button to select the file and then click upload button to upload.

Categorical Programs I 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.

CSI Cohort 1 Carryover- 7T961

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

Retain at the School

- SSC Certification Form
- GATE Plan
- Grants Include plans for any grants received by the school
- Safe School Plan
- LAUSD Public School Choice Proposal

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

- SSC Agenda
- SSC Minutes
- SSC Sign-In

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

SPSA Components
School Identification ✓
Recommendations and Assurances
Funding Allocated to School
Budget Summary
School Vision and Mission Statement
School Review Process Recommendations
Comprehensive Needs Assessment
Pillars
Resource Inequities and Evidence-Based Interventions
Academic Excellence ▾
Joy and Wellness
Engagement and Collaboration
Title I Schoolwide Program
Title I Parent and Family Engagement Plan

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

Typed SSC Chairperson name

Date

mm/dd/yyyy

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.

Complete

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: 2

Grant / Funded	110001 / OPR00000
Division	

Comment	
Status	W

Principal

Principal's Signature

Title I Program

☐ If multi-funded, p

The SSC sought and

03/06/23

SSC Date

When applicable, the
Section 8.2 a & b ha

UTLA

UTLA Chapter Chair

"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

Principal's Signature

03/12/23

Date

Digital Resources for Budget Development 23-24

LAUSD UNIFIED

About Los Angeles Unified >
Find a School > Offices >

Families Em

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 Requirements
- Federal Program Monitoring
- School Plan for Student Achievement (SPSA)
- Schoolwide Programs (SWP)

FSEP Mission Statement

To design, develop, and administer a technical support system that will assist central office and school-level staff to execute federal and state school improvement mandates and to utilize site-based resources effectively.

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 <

Resources for Budget Development 2023-2024 are live 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 23-24

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)

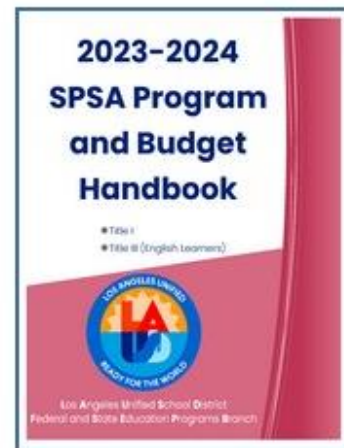
Local Control and Accountability Plan (LCAP)
Federal Addendum

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



be purchased, and other useful resources.

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

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

2023–2024 SPSA Program and Budget Handbook

✱ Title I

✱ Title III (English Learners)



Los Angeles Unified School District
Federal and State Education Programs Branch

Ver: 01-25-2023

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 At A Glance

Budget at a Glance – Frequently Purchased Items in Title I and Title III				
<div> <div>✓ Allowable</div> <div>✗ Not Allowed</div> </div> <div>Copyright © 2023 Los Angeles Unified School District Federal and State Education Programs</div>				
Frequently Purchased Items in Title I & Title III <small>For a more extensive list, please refer to the Estimated Rate Sheets posted on the School Fiscal Services Branch website.</small>	7S046 & 7T691 <small>Title I SWP & CSI</small>	70S46 <small>Title I TAS</small>	7E046 <small>Title I Parent and Family Engagement</small>	7T197 <small>Title III</small>
Administrative X-Time	✓	✓	✗	✗
Admission Fees	✓	✗	✗	✗
Categorical Program Advisor	✓	✓	✗	✗
Certificated Training Rate	✓	✓	✗	✓
Classified Training Rate	✓	✗	✗	✗
Clerical X/Z Time	✓	✓	✓	✗
Community Representative	✓	✗	✓	✗
Coordinator X-Time (Non-Tutoring) <small>(for Commitment Item # 50001 staff)</small>	✓	✓	✗	✗
Coordinator X-Time (Tutoring) <small>(for Commitment Item # 50001 staff)</small>	✓	✓	✗	✗
Counselor Aide	✓	✗	✗	✗
Counselor Assistant	✓	✗	✗	✗
Counselor, PSA	✓	✓	✗	✗
Counselor, School	✓	✗	✗	✗
Counselor X-Time (Non-Tutor) <small>(for positions under Commitment Item # 50002)</small>	✓	✓	✗	✗
Counselor X-Time (Tutor) <small>(for positions under Commitment Item # 50002)</small>	✓	✓	✗	✗
Curricular Trips	✓	✗	✗	✗
Custodial Supplies <small>(Consumables for intervention activities – \$125 per intervention student)</small>	✓	✓	✗	✗
Day-to-Day Subs, Benefitted Absence ² <small>(budget item #10562 for teachers) (budget item # 50094 for librarian)</small>	✓	✗	✗	✗
Day-to-Day Subs (also known as TCH REL DTD SUB CAT) <small>for Title I funded personnel who attend a Title I-funded activity (budget item #10376)</small>	✓	✓	✗	✗
Differential, Coordinating	✓	✗	✗	✗
Education Aide II	✓	✗	✗	✗
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) <small>(formerly known as Information System Support Assistant)</small>	✓	✓	✗	✗
Instructional Contracts, individual and/or firms (up to \$25,000 of a contract/purchase order, use Budget Item # 50002) ⁴	✓	✓	✓	✗
Instructional Contracts, individual and/or firms (amount beyond \$25,000 of a contract or purchase order, use Budget Item # 50255) ⁴	✓	✓	✓	✗
IT Support Technician (ITST) <small>(formerly known as Microcomputer Support Assistant)</small>	✓	✓	✗	✗
Instructional Aide	✓	✓	✗	✗
Instructional Coach	✓	✓	✗	✗
Intervention/Prevention Support Coordinator	✓	✓	✗	✗
Library Aide	✓	✗	✗	✗

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.

Budget Terms

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 Education Programs Office (213) 241-6990 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

- C. Clerical**
1. **Clerical Relief/Z-time**... Clerical Overtime is **not** an allowed expenditure in the Title I Program (75046, 70546). 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 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, Supplies, 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 effective instructional programs
- Conducting program/student evaluation activities
- Coordinating and providing parent and family engagement workshop activities
- Ensuring parents receive communication regarding Regional and District parent engagement sessions
- Coordinating the identification of eligible students in a Targeted Assistance School Program
- Monitoring program expenditures
- Distributing program materials
- Providing on-going achievement reports for Title I students to the staff and constituent groups
- Maintaining accurate/updated records of Title I students to share with the staff and constituent groups
- Maintaining accurate/updated records for the Title I student program, including time reporting and equipment inventory

The job code and Budget Item Numbers are listed in the table below. The coordinator position is to have a differential should be budgeted at the same person contract Article IX, 3.5b, the coordinator position is to have

Job	Job Title	Budget Item
19100704	ADVS, CTGORCL PGM	CAT PRG AD
		CRD DIF CAT

- Assisting with the writing of updates to the School Plan for Student Achievement
- Assisting with the development of the school's

Instructional Coach, Elementary or Secondary

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

The Instructional Coach is a support position and does not have

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-2643.14, 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 Rate Sheets](#) published in the [School Fiscal Services Branch](#) website.

Elementary	
Budget Item Number	Description
13249	CSR Teacher, Grade K, 1 TK
13251	CSR Teacher, Grade 1, 1 TK
13253	CSR Teacher, Grade 2, 1 TK
13255	CSR Teacher, Grade 3, 1 TK
13257	CSR Teacher, Grade 4, 1 TK
13259	CSR Teacher, Grade 5, 1 TK
13261	CSR Teacher, Grade 6, 1 TK

Middle School	
Budget Item Number	Description
13640	CSR Teacher, MS, 6 th Grade, 1 TK
Secondary	
13641	CSR Teacher, ELA, 1 TK
13644	CSR Teacher, Math, 1 TK
13643	CSR Teacher, HSS, 1 TK
13579	CSR Teacher, Science, 1 TK
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 in a support 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 tasks that require the exercise of judgement based on training and experience.
- A **Senior Office Technician** performs a variety of tasks that require a strong independence of judgement and responsibility for specific functions and providing work direction to a staff member.

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

Office Technician

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

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 Support (MTSS) to address and support academic, emotional and behavior functions of students.
- Observe students in the classroom and school settings to determine the need for social-emotional functions.
- Provide formal and informal assessment of students' abilities, including social-emotional skills, academic achievement, and communication development.
- Assist students in developing problem-solving strategies (PBIS).
- Assist students in developing communication problem-solving skills through small-group counseling.
- Collaborate with community agencies to provide services that support students and families, as needed.
- Provide Dispute Resolution and Educational Related Intensive Counseling Services to students as warranted on the Individualized Education Program (IEP).

Collaborating with Teachers and Staff

- Work with teachers to identify and address adjustment problems.
- Consult with teachers regarding classroom 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		Title I & CSI 75046 - 71891	Title III 71187
<div> - Budget Guideline is applicable to the program - Not Allowed </div>			
Budget General Guidelines			
1. Administrative X-Time 2. Alterations and Improvements 3. Allocations 4. Arts 5. Budget Assistance 6. Expenditures and SPSA and Repayments 7. Feeder Schools Allocations 8. Funds in Pending Distribution 9. Negative Budget Amount 10. Prior Year Credit 11. Gifting of Public Funds Prohibition 12. Health and Welfare Benefits 13. Mileage 14. Penalties and Payback to the Title I Program 15. Rental of Facilities 16. Salary Savings 17. New Schools or Schools New to Title I 18. Postage 19. Unallowable Positions	1. Administrative X-Time: Administrative salaries for intervention and/or site-based professional development (PD) on unassigned days and/or Saturdays can be purchased during budget development (for additional information please refer to BUI-101500.0, Extra Duty Pay for Certificated Administrators Policy , dated November 9, 2020). Schools purchasing Administrative X-time are required to maintain documentation such as approved Request for Extra Duty Pay for Certificated Administrators forms (approved by Regional Superintendent) along with the intervention flyer and/or PD agenda for auditing purposes. For a Budget Adjustment Request (BAR) after budget development, this documentation will need to be submitted with the SPSA modification and BAR. For an administrator who is supervising intervention or facilitating a PD, up to one additional hour beyond the instructional program day or PD may be paid to the administrator for in-person events, and up to 30 minutes for remote/virtual events. For example, if the in-person intervention instructional program is scheduled for 8:00 a.m. to 12:00 p.m. (4-hour student intervention), the most that a supervising administrator can be paid for the day with Title I funds is 5 hours. If the remote/virtual intervention instructional program is scheduled for 8:00 a.m. to 12:00 p.m. (4-hour student intervention), the most that a supervising administrator can be paid for the day with Title I funds is 4.5 hours. Note: If budgeting X-Time for Assistant Principal, Secondary Counseling Services (APSCS), use Counselor X-Time Budget Item #11087.	✓	✗
Certificated, Classified and Unclassified Personnel			
20. Certificated Basis 21. Counselors 22. CSR Teachers and District Norming 23. Day to Day Substitute Benefitted Absence 24. English Learner (EL) Instructional Coach 25. English Learner/Standard English Learner (EL/SEL) Instructional Coach 26. Percentage Options for Most Commonly Funded Title I Personnel 27. Intervention/Prevention Support Coordinator 28. Itinerant Support Personnel – School Nurse, School Psychologist, PSW, PSA Counselor (Minimum Funding for Supplemental Time) 29. Limited Contract Teachers and Off-Norm Auxiliaries for Intervention 30. Multi-funded CPA and Differential 31. Other Federally Funded Personnel Who Cover Classes 32. Out-Of-Classroom Personnel (not CSR Teachers) – Program Funding Guidelines 33. Prof Expert	2. Alterations and Improvements: Alterations and Improvements (A&I) of facilities is not allowed with Title I funds. 3. Allocations: The following applies to allocations for categorical resources: <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 	✗	✗
	4. 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:	✓	✗

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Title I Updates and Reminders



Updates and Important Reminders

- **Community Rep** positions can now be multi-funded with Title I and non-Title I general funds as long as the position remains true to the community rep job description.
 - If community rep is multi-funded, use the same classification (A or C).
 - Reminder – Health Benefit costs for a community rep will need to be budgeted if the person worked 1000 hours in the previous year.
 - X time still not allowable when using 7S046 or 7E046.

Updates and Important Reminders

- A differential is now a condition of the following assignments per Human Resource's standard flyer: **Categorical Program Adviser, Intervention Prevention Coordinator, and/or a Problem-Solving Data Coordinator.**
 - If the position(s) is not 100% funded by 7S046, the differential(s) should 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.
- **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.

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

- **General Supplies**
Technology: Laminating film and poster paper roll may be an allowable expenditure if necessary and reasonable.



Updates and Important Reminders

- **1:1 Devices (Mobile Equipment)** – IT Asset Management (ITAM) has shared with our office what has been shared with school Instructional Device Managers.
- Schools should not be using Title I funds for 1:1 devices since ITAM is providing them centrally.
- Can there be situations for a purchase with Title I? Maybe. The expenditure must be reasonable and necessary considering district provides it at no expense to the school. Speak to your Regional Title I Coordinator.



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.



Updates and Important Reminders



- **Potential funding variance** will not be a manual set aside in the SPSA. The PFV will be a standard 5% per program.
- **Initial Allocations** will be preliminary for Title I. Preliminary allocations will be adjusted in the SPSA automatically once available.
- 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.

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.

