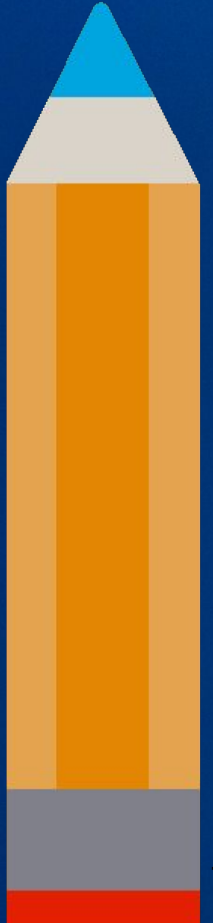

School Budget Planning

2025-26



Norms

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

- Time for verbal Q&A has been reserved throughout the training, instead.
- Questions should be placed in the chat for teams to respond.
- Please stay on “Mute” unless you’ve been called on.
- This Zoom meeting is being recorded; the recording will be posted to the [School Fiscal Services website](#).
- A Q&A document that captures all of the questions asked and the answers provided will also be posted to the [School Fiscal Services website](#).
- In the latter part of the the training we will have our Title I presentations from FSEP and SFACE. Non-Title school teams are not required to stay for these presentations.

Agenda

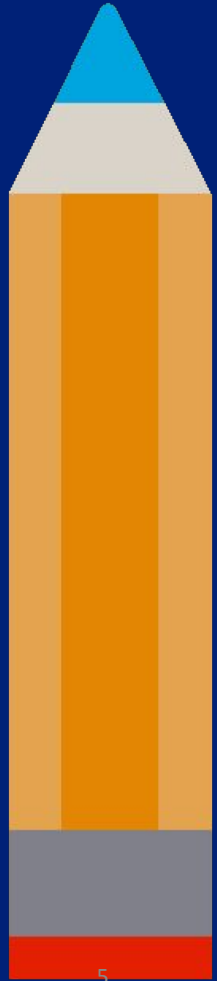
Welcome	8:30 – 8:35 a.m.
Equitable School Performance Office (ESPO)	8:35 – 9:05 a.m.
Equity Multiplier Funds (SIO)	9:05 – 9:20 a.m.
Human Resources (HR)	9:20 – 9:25 a.m.
Personnel Commission (PC)	9:25 – 9:30 a.m.
Black Student Initiatives Education Transformation Office (ETO)	9:30 – 9:40 a.m.
School Fiscal Services (SFS)	9:40 – 10:10 a.m.
Q&A	10:10 – 10:25 a.m.
BREAK	10:25 – 10:35 a.m.
Multilingual Multicultural Education Department (MMED)	10:35 – 10:50 a.m.
Federal and State Education Programs (FSEP)	10:50 – 11:20 a.m.
Student, Family and Community Engagement Services (SFACE)	11:20 – 11:35 a.m.
Q&A	11:35 a.m. – 12:00 p.m.

Agenda

Welcome	<i>1:00 – 1:05 p.m.</i>
Equitable School Performance Office (ESPO)	<i>1:05 – 1:35 p.m.</i>
Equity Multiplier Funds (SIO)	<i>1:35 – 1:50 p.m.</i>
Human Resources (HR)	<i>1:50 – 1:55 p.m.</i>
Personnel Commission (PC)	<i>1:55 – 2:00 p.m.</i>
Black Student Initiatives Education Transformation Office (ETO)	<i>2:00 – 2:10 p.m.</i>
School Fiscal Services (SFS)	<i>2:10 – 2:40 p.m.</i>
Q&A	<i>2:40 – 2:55 p.m.</i>
BREAK	<i>2:55 – 3:05 p.m.</i>
Multilingual Multicultural Education Department (MMED)	<i>3:05 – 3:20 p.m.</i>
Federal and State Education Programs (FSEP)	<i>3:20 – 3:50 p.m.</i>
Student, Family and Community Engagement Services (SFACE)	<i>3:50 – 4:05 p.m.</i>
Q&A	<i>4:05 – 4:30 p.m.</i>

Equitable School Performance Office (ESPO)

2025–2026 TSP Plan BD Training Slide Deck





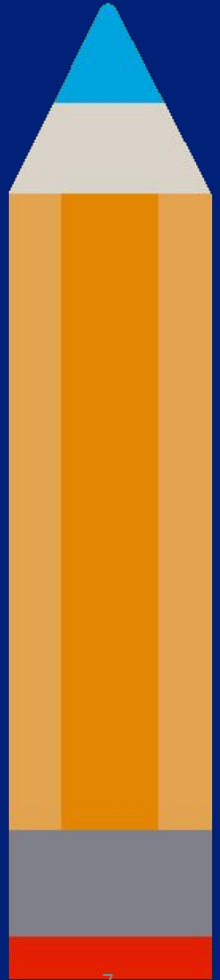
LAUSD
UNIFIED

**Budget Development 2026:
Targeted Student Population (TSP)
Plans**

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

December 2024

Strategic Initiatives Office (SIO): Equity Multiplier Funds



Equity Multiplier Funds (10673): State

- **Q: Did your school receive an Equity Multiplier funds allocation for 2024–25?**
 - If YES,
 - Your school has two years to expend funds, by June 2026.
 - If projected 2024–25 carryover, school will receive 100% of carryover during budget development.
 - In early–March 2025, complete the Equity Multiplier Report in the SPSA platform.
 - If NO,
 - Nothing for you to do at the moment.
 - Your school may be eligible for Equity Multiplier funds for 2025–26. Eligibility determined by early–March 2025. Eligible schools will be notified.

Who is eligible to receive Equity Multiplier funds?

- School sites with prior year nonstability rates greater than 25%
- AND**
- Prior year socioeconomically disadvantaged pupil rates greater than 70%

- ★ For LAUSD, **seventy-one (71) schools** were determined in 2023-24 *based on 2022-23 criteria* to be eligible to receive Equity Multiplier funds for use beginning 2024-25.
 - [Click HERE](#) for the list of eligible schools
- ★ These 71 schools were allocated \$21.2 million in total and have **two years** to expend the funds.

Equity Multiplier Reports

- If eligible, school complete the Equity Multiplier Report in the SPSA Platform beginning in early-March.
 - Engage with educational partners, receive consult. Needs assessment.
- Equity Multiplier Reports are reviewed and approved by Region Directors.
- Purpose of the Report is to explain how Equity Multiplier funds will be used to increase services and supports aimed at closing equity gaps for identified student groups that have the lowest performance level (e.g., Red) on one or more CA School Dashboard indicators.
- Equity Multiplier funds must be used to supplement, not supplant or replace funding that the school site would otherwise receive to implement District-wide actions identified in the District's LCAP.

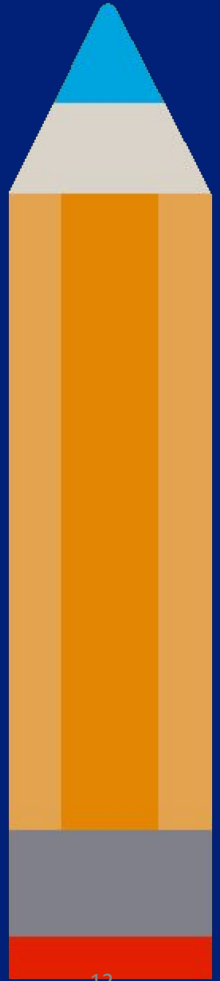
For More Information:

- Refer to the [Principal's Portal](https://principalportal.lausd.net) for the [Equity Multiplier Principals' Toolkit](#) (*principalportal.lausd.net*)
- Refer to the [LAUSD School Directory](#) to review schools' Equity Multiplier Reports
- Refer to the [CDE website](#) for Equity Multiplier

Contact:

- LCAP Administrator: Erik Elward- erik.elward1@lausd.net

Human Resources





2025-2026 Budget Development Guidance

December 2024

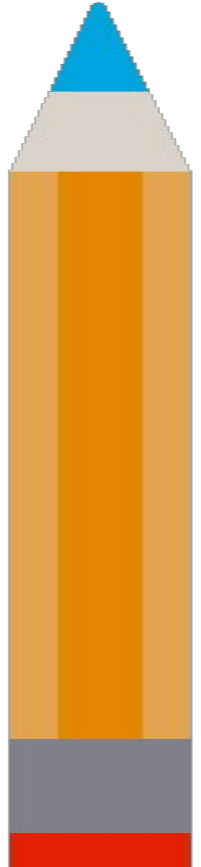
Rachel Saldana, Director, Region East
Miguel Garza, Director, Region North
Luz Ortega, Director, Region South
Leanne Hannah, Director, Region West





Non-Classroom Position Reminders

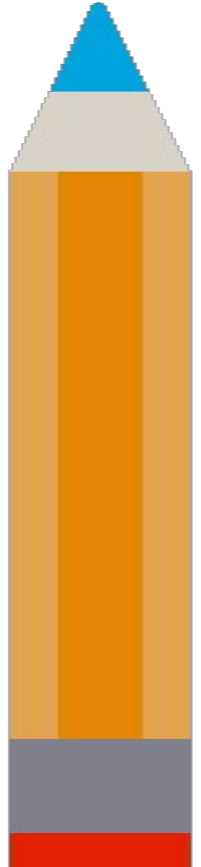
- Schools must use HR provided (District approved) flyers for both internal and external non-classroom postings.
- [Non-Classroom Teacher and Support Services Vacancies /District Approved Flyers \(lausd.org\)](#)
- Must hold appropriate credentials as specified on the flyers (i.e. Special Ed teachers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





Categorical Limited Teachers

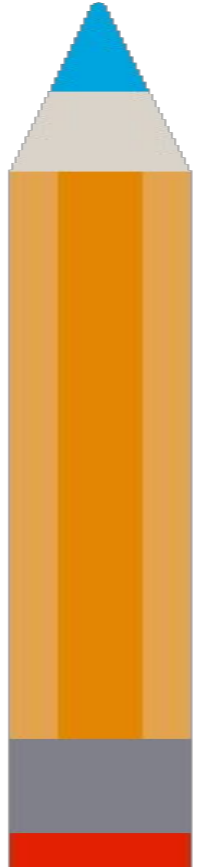
- Categorical Limited Teachers can only be funded with Title I or other categorical funds and are limited to working 48 hours per pay period.
- Non-Title I schools must utilize day-to-day substitute teachers for similar work.





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.
- Schools may be reaching out to change TA positions to another category.



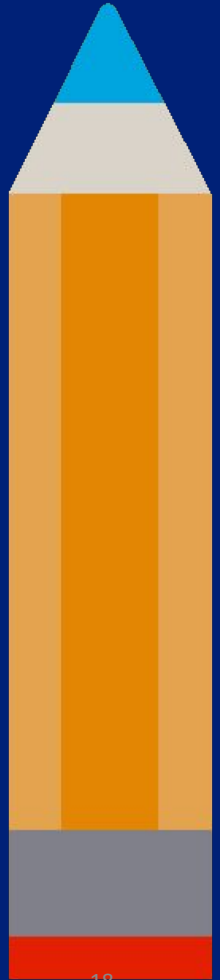
HR | Human Resources



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



Personnel Commission



Personnel Commission

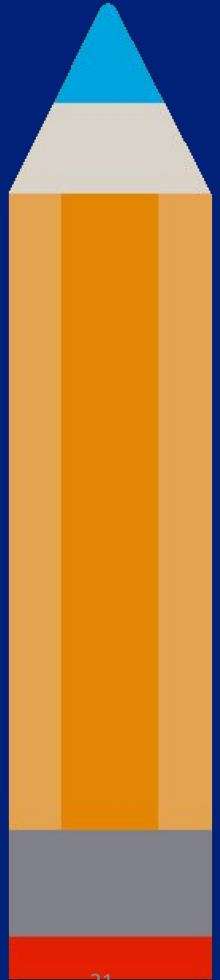
Classified Employment Services



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 Budget Development Implementation who will either be reassigned to a new location, bumped to a lower classification, or laid off. There is no on-site or within-site seniority 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 employee status.
- A decrease in hours to a position during the budget development process will prompt a reassignment for the incumbent based on their assignment hours and 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.
- To avoid a Budget Development Implementation notice being sent to an employee when funding is the only change, please re-fund the SAME position control number with the new funding if within Budget Services guidelines.

School Fiscal Services



2025-26 Budget Development Calendar

December 2 - 6	Budget Development Trainings
December 5 – 13	Enrollment Forecast Available to Schools
December 10	Budget Development Materials Available
January 6	Allocation Letters Sent to Schools
January 7	Schools Front End (SFE) Opens
January 13	Budget Development Appointments Begin
February 14	Schools Front End (SFE) Closes

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">Advanced Carryover and new allocation will be placed in 10552All funds allocated in 10552 must be budgeted in programs 10947, 10948, 10949Only new allocations must be included in TSP Plan
11266	Community Schools Resolution	Select Schools	
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.A plan is required for this program.

Budget Allocations: Discretionary Allocations

Program Code	Program Name	School Eligibility	Notes
13723	Charter School Categorical Block Grant	Select Affiliated Charter schools	<ul style="list-style-type: none"> ACS that started operating before 2013-14 receive this allocation
13724	Charter School In-lieu of EIA	Select Affiliated Charter schools	<ul style="list-style-type: none"> ACS that started operating before 2013-14 receive this allocation
17703	Cultural Arts Passport (CAP)	All Schools	<ul style="list-style-type: none"> A plan is required for this program.
7E046	Title I - Parent Engagement	Title I schools	<ul style="list-style-type: none"> Must be included in SPSA
7S046	Title I	Title I schools	<ul style="list-style-type: none"> Must be included in SPSA

Potential Funding Variance: 5% of total allocations will be set aside.

Budget Allocations: Changes for 2025–26

DISTRICT FUNDED INTERVENTIONISTS

- **Elementary Priority schools** will receive Literacy & Numeracy Interventionists and Aides.
- **Middle School Priority schools** will receive one Interventionist.
- **Current Bridging Schools** will not receive Literacy & Numeracy Interventionists and Aides.

Budget Allocations: Changes for 2025–26

PSYCHIATRIC SOCIAL WORKERS (PSW)

- In 2025–26, schools with enrollment of 600 students or more will receive a full-time Psychiatric Social Worker (PSW), **and schools with enrollment of 1,200 or more will receive an additional PSW allocation (2 FTEs total)**, as required by the UTLA contract.
- During Budget Development allocations will be based on E-CAST enrollment.
- Allocations may be adjusted based on Norm Day enrollment. Schools may experience no change, an increase, or a decrease in resources.
- This resource will be allocated in **program 10977**.
- There is **no flexibility** allowed on this allocation.

Budget Allocations: Norm Updates

TEACHERS

- **Non-Priority Schools only** – In accordance with the UTLA Agreement, class-sizes in academic classes in grades TK-12 will be reduced by an additional student.
- **2025–2026 Class Size Averages (Academic for Secondary)**

Grade Level	Regular Schools		Magnet Schools	
	PHBAO	Non-PHBAO	PHBAO	Non-PHBAO
TK(UTK)	20	20	20	20
K-3	22	22	22	22
4-5 (6)	25	30.5	25	27.5
(6) 7-8	25	30.5	25	27.5
9-10	25	30.5	25	27.5
11-12	33.5	33.5	25	27.5

- No change for non-academic class sizes since FY 2022–23.

Budget Allocations: Norm Updates

TEACHERS

- **Alternative Schedule** – Senior High and TK-12 or 6-12 Span schools following an alternative schedule model were eligible for 50% funding from the District in FY 2024-25. [IOC](#)
- There is no decision to continue the funding for FY 2026.
- We encourage principals to plan in terms of funding the required positions for their master schedule in the event the district funding does not continue for the next school year.

Budget Allocations: Norm Updates

UNIVERSAL TRANSITIONAL KINDERGARTEN

- For FY26, UTK **only** includes TK students:
 - TK students are those students who turn 4 by September 1, 2025, whose program placement is not Pre-K
- Average class size for UTK Classrooms with TK students **should not** exceed 20 pupils.
- UTK classrooms should continue to maintain an average adult-to-pupil ratio of at least one adult to every 10 pupils.

Budget Allocations: Norm Updates

UNIVERSAL TRANSITIONAL KINDERGARTEN

- UTK classrooms will be maximized to 20:1 by adding students from K-3 as needed.

SCHOOL A

Students by Grade						Grade Group Norm		
TK	K	1	2	3	Total	TK/K	K-3	Total
25	76	78	66	81	326	40	286	326

- 20 TK students will form the first UTK class, and 5 TK students and 15 K students will form the second UTK class. This school will be normed 2 teachers and 2 aides.
- The 61 remaining K students and the students in G1, G2, and G3 will form the K-3 norm group (286 total). Based on 22:1, the schools will be normed for 13 teachers.
- For additional scenarios, please refer to the elementary staffing bulletin.

Budget Allocations: Norm Updates

OPTION SCHOOLS

- Month 5 enrollment data will be the basis of the initial Norm allocations for Option schools during Budget Development.
- Schools should use the initial allocations to make Budget Development decisions.
- The initial allocations will be adjusted subsequently using Month 6 enrollment data. Based on Month 6 data, schools will either lose resources, stay the same or gain resources.

Budget Allocations: Continuing in FY26

ASSISTANT PRINCIPALS

- 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).
- To ensure that the District does not exceed this ratio, Assistant Principal Off-Norm Caps continue to be in effect in the 2026 FY.
- Any exceptions approved in FY25 only apply to that period.
- Note that the Off-Norm Caps do not apply to Options and Virtual Academy schools.

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

Budget Allocations: Continuing in FY26

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.
- These resources will be allocated in **program 10977**.
- There is **no flexibility** allowed on these resources.

General Fund School Program Allocation

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

- Building and Grounds Worker
 - Need approval from M&O
- Day to Day Substitutes for Norm Teachers
- Office Technicians outside the Special Ed. Support requirement
- Registration Adviser Time
- Teacher Activity Differential
- Classified Substitute Time
- School Facilities Attendants
- Temporary Personnel Funds
- Instructional Materials
- General Supplies
- Custodial Supplies
- Library Aides

General Fund School Program Reminders

Although the budget items allocated in Program 13027 are discretionary, Principals should ensure that their 2025–26 budgets address:

- Both the instructional and operational needs of their students, and
- Basic student needs, such as custodial supplies, general supplies, and instructional materials

Other Allocations: Continuing in FY26

A-G DIPLOMA COUNSELORS

- The A-G Diploma Counselors will be allocated to schools in the upcoming fiscal year.

ELOP FUNDED NON-CAP FIELD TRIPS (16668)

- Schools will receive this allocation during Budget Development

PARTNERS FOR STUDENT SUCCESS PARTNER MATCHING FUND

- The PFSS program is expected to continue. Reach out to your Regional Director or visit the [PFSS website](#) for additional information.

Other Allocations in FY 26

- The **Literacy Coaches and Reading Specialists Grant (LCRS)** will continue.
 - Schools have the option to purchase a Literacy Interventionist, Literacy Instructional Coach and/or Literacy Instructional Aide, depending on their allocation and their Literacy LCRS Plan.
- **EGI Champions differentials** will continue to be funded through DOI.
- **i-Ready** program will continue to be funded through DOI.
- **IXL Digital Math Tools** – will only be allocated to High Schools in the upcoming fiscal year. It will not be funded for Elementary and Middle schools.
- **GEAR UP** – is ending at the end of 2024-2025. [IOC dated October 30, 2024.](#)

Budget Allocations: Carryover

- 100% of the ending balances in the programs listed below will carryover.
 - 13938 – Donations
 - 13723 – Charter School Categorical Block Grant
 - 13724 – Charter School In-Lieu of EIA
 - 11421 – Prop 28 Arts Program
 - 11266 – Community Schools Resolution
 - 10673 – Equity Multiplier
- During budget development, schools will receive an advanced amount equal to 80% of the projected carryover in all of these programs **except** program 10673 – Equity Multiplier. School will receive 100% of the projected carryover for Equity Multiplier.
- *Note that the projected carryover amounts will be trued-up when the books close in September*

Budget Allocations: Carryover

- In the General Fund School Program (13027) and Student Equity Needs Index (SENI) (10552), schools will receive the following percentages of their year-end balances:
 - Priority Schools - 70%
 - SENI Highest and High Quintile Schools - 60%
 - All Other Schools - 50%
- During Budget Development 80% of projected carryover will be advanced to schools.
- *Note that the projected carryover amounts will be trued-up when the books close in September*

Budget Allocations: Carryover Calculation

$$\begin{array}{r} \text{Total 2024-25 Budget} \\ - \text{Projected Spending} \\ \hline \text{Projected Carryover} \end{array}$$

- Projected spending will be calculated using the prior year's (FY 2023-2024) spending percentages
- The projection for Programs 13938 and 10673 will be based on the current year's spending patterns.

Budget Allocations: Carryover Calculation

Example:

FY	Budget	Actual Expenditures	Balance	% Spent
2023-24	\$150,000	\$145,000	\$5,000	97%

FY	Budget	Projected Spending %	Projected Expenditures	Projected Carryover
2024-25	\$100,000	97%	\$97,000	\$3,000

Budget Item Changes for 2025–26

IT SUPPORT TECHS

- Starting July 1, 2025, the district will implement a **new Itinerant Model** for IT Support Services. Schools will now purchase IT support hours directly from ITS, and ITS will assign technicians based on the requested support.
- An IOC will be issued shortly to update schools on this change in policy.
- Schools will be allowed to purchase one of the following options:
 - Full year (July 1, 2025 through June 30, 2026)
 - Non-summer period (July 17, 2025 through June 30, 2026)
 - Summer only (July 1, 2025 through July 16, 2025)

Budget Process Reminders

- If flexibility to close a position in Program 13027 is implemented, the same positions/titles **cannot** be repurchased with TSP or categorical funds.
- Any flexibility exercised over positions is 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.
- Any positions created in CM0 after November 15, 2024, must also be funded in FN0.

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 for positions funded with Carryover funds including grants
- Submit Teacher Assistant Reduction in Force PC Form 5009 for Teacher Assistants whose positions will not be funded next fiscal year
- All plans such as Single Plan for Student Achievement (SPSA), TSP plan, BSAP plan, CAP plan, and the Prop. 28 plan

Budget Development Resources

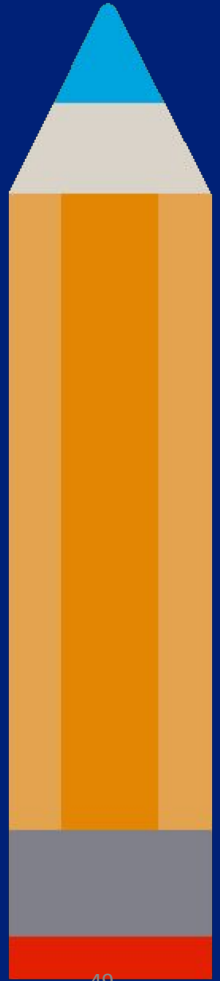
See the following resources at <https://achieve.lausd.net/Page/18778>

- 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

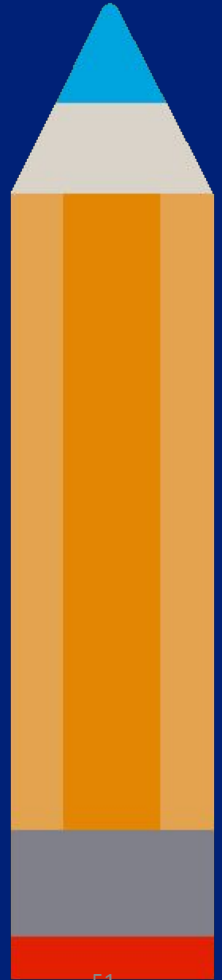
- Homepage - sfs.lausd.net
- Contact List - under “Contact Us” or at <https://achieve.lausd.net/Page/18257>

Q&A



Break

Multilingual Multicultural Education Department (MMED)



EL Funding Sources

Title III, EL Funding

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

- Title III, English Learner
- 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)

- 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**



**Enrichment/
Acceleration**



**Family
Outreach &
Training**



**Supplemental
Instructional
Materials**

EL Programs Budget Priorities

Professional Development

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

Targeted Accelerated Services for ELs

Prevention of LTEs

Acceleration Services: to 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

To support District's Title III implementation initiatives including:

- Standards-based dELD & iELD instruction
- Demo/Co- Teacher
- Minimum 60% 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.)

Supplemental Instructional Materials

Supplemental instructional materials not required by the core curriculum specific to the classroom, delivery of instruction, and acceleration targeted to the linguistic and academic needs of ELs.

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 3.6 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

- 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 3.6 hours (60% of assignment) of the daily assignment
- 7-hour **B-basis** with differential

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

The District's Local Accountability Plan (LAP) 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) or 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 EL (dELD) and/or Integrated EL (iELD) and/or MELD strategies
- **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, dSWs, socioeconomically disadvantaged students and GATE students

58

English Learner Instructional Coach, Elementary or Secondary

The District's Local Accountability Plan (LAP) identifies coaching as a critical component of a multi-tiered approach to teaching and learning, also known as Multi-Tiered System of Support (MTSS). The role of the Instructional Coach is to build teacher capacity around Culturally and Linguistically Relevant strategies (CLRS) and Mainstream English Language Development (MELD) to increase the proficiency of students across the content areas. Under the direction of the school-site principal, the EL 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 Standard English Learners, students with disabilities, and GATE students. The Instructional Coach will be based on student data and the academic goals of the school. The EL Instructional Coach will be based on student data and the academic goals of the school. The Instructional Coach is a seven-hour support position and does not include the evaluation of teachers. The Instructional Coach will provide direct instruction and acceleration services to students at least

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
- **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

Thank you!



@MMEDLAUSD



@mmed_laUSD

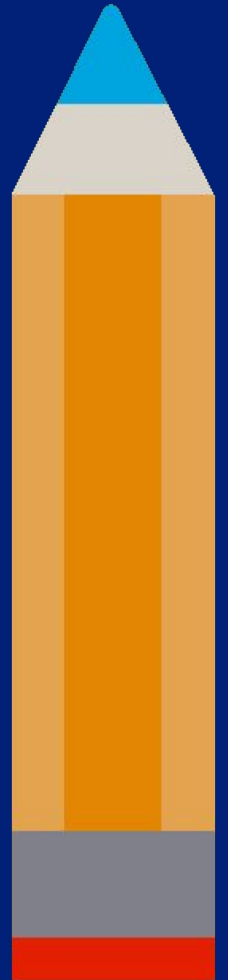


@mmed_laUSD



@MMEDLAUSD

Federal and State Education Programs (FSEP)



School Budget Development for Title I Schools 2025–2026

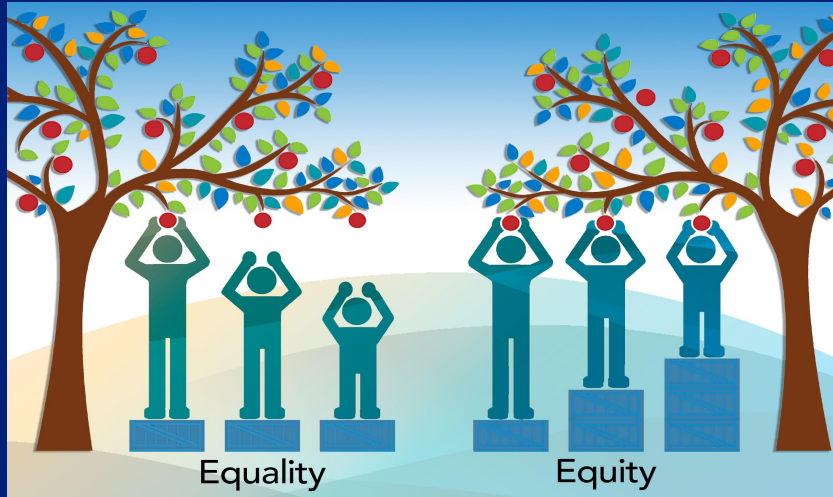
December 2024

Federal and State Education
Programs

Purpose of Title I



To provide all children, especially those from low-income households, with significant opportunities to receive a fair, equitable, and high-quality education, while working to close educational achievement gaps.





Title I, Part A in LAUSD

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 Plan for Student Achievement.

Strategic Plan Alignment

Pillar 1: Academic Excellence

High-Quality Instruction

Enriching Experiences

Eliminating Opportunity Gaps

College and Career Readiness

Pillar 2: Joy and Wellness

Welcoming Learning Environments

Whole-Child Well-Being

Strong Social-Emotional Skills

Outstanding Attendance

Pillar 3: Engagement and Collaboration

Strong Relationships

Accessible Information

Leading for Impact

Honoring Perspectives

Pillar 4: Operational Effectiveness

Data-Driven Decision-Making

Modernizing Infrastructure

Sustainable Budgeting

District of Choice

Pillar 5: Investing in Staff

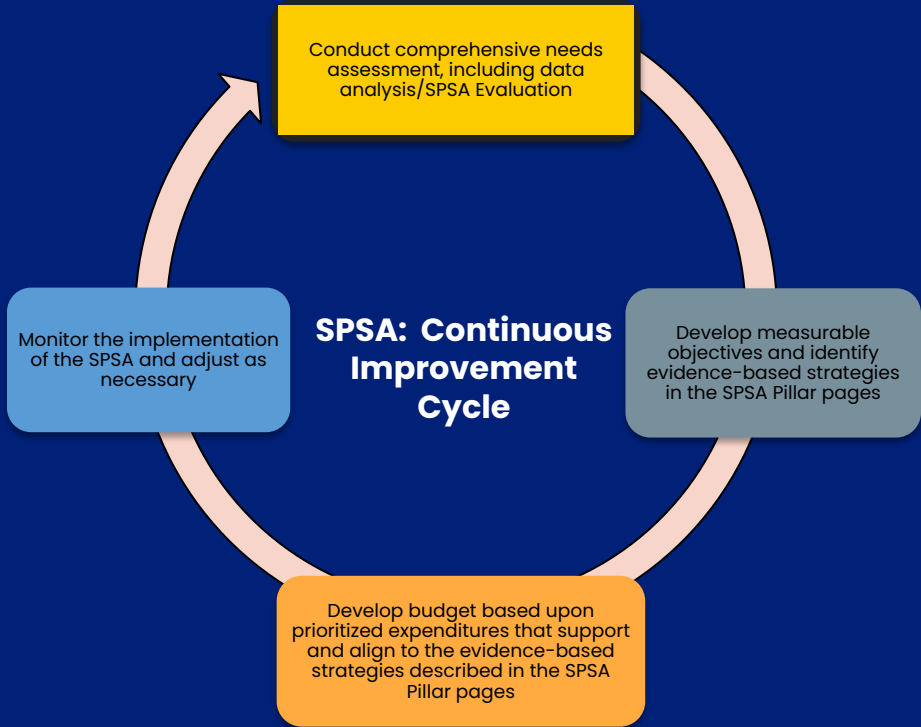
Diverse Workforce

Professional Learning

Staff Wellness

High Performance Standards

SPSA: Continuous Improvement Cycle



Developing the School Plan for Student Achievement and Budget

Adopt

What new strategies should your school consider for 2025-26?

Adapt

How can your school pivot or modify strategies in 2025-26?

Abandon

Which strategies or investments should your school reconsider for 2025-26?

Early Budget Development



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

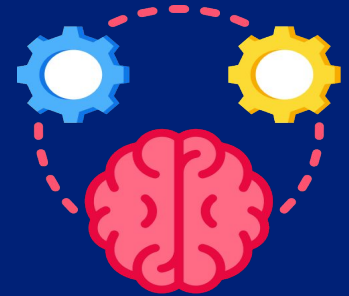
SPSA: The SPSA needs to review and address the most recent performance data and other information available to help the school evaluate its educational program. Historical information, such as trend and cohort data, may also be appropriate to consider.



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 budgeted items and amounts on the School Budget Signature Forms need to match the Budget Summary in the SPSA.

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 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.



Digital Resources for Budget Development 25-26

LAUSD UNIFIED

<https://www.lausd.org/fsep>

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 schools, provides technical support on:

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

Budget Planning 2024-2025

FSEP Mission Statement

Resources for Budget Development 2025-2026 will be live by mid December and will be updated as changes are made. Resources for the current School Year will continue to be available until June.

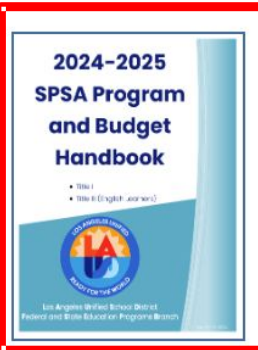
Digital Resources for Budget Development 25-26

Budget Resources

Budget Planning 2024-2025

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 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.

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

Equipment Classifications

Title I Curricular Trips

Federal and State Education Programs

FSEP Home

School Plan for Student Achievement (SPSA) <

State Identified Schools

Budget Planning 2024-2025

Federal Program Monitoring (FPM) <

Title I Resources <

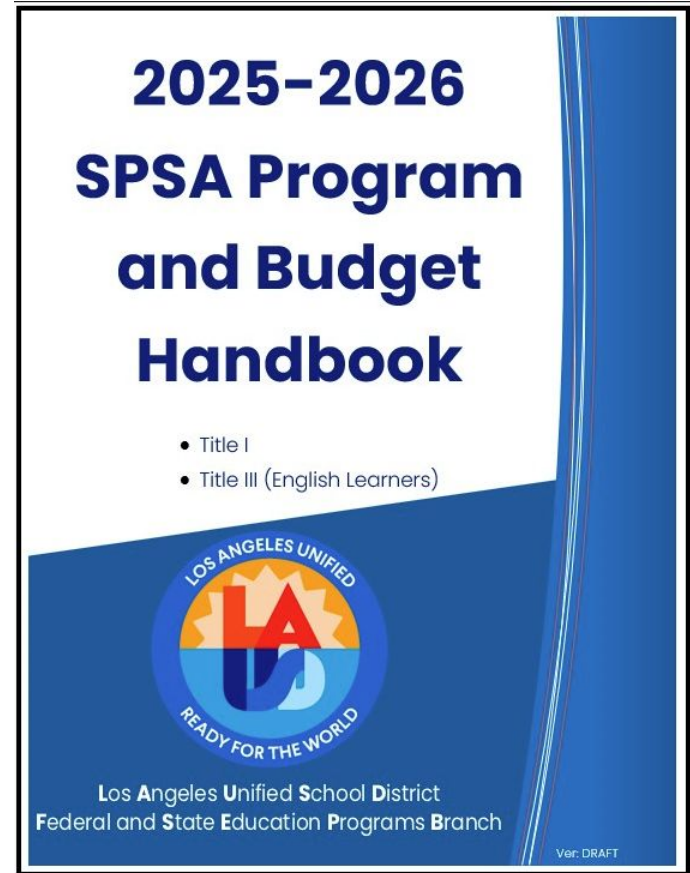
Categorical Equipment

Title I, IV Private Schools Program (PSP)

Local Control and Accountability Plan (LCAP)

Federal Addendum

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:

Content Change	Page(s)
Teacher, Non-Register Carrying: The non-register carrying teacher must provide direct services for 100 percent of the funded work day. While Non-register carrying teachers can now be multi-funded with a general program, the position only exists in categorical programs in allowable percentages of .50 and 1.0 FTE.	25
Non-register carrying teacher: NONREGC TCHR EL 1 TK and NONREGC TCHR SEC. – available funding percentage has been revised. This position may only be funded for 50% or 100%.	87

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.

- Assisting with the writing of updates to the

Instructional Coach, Elementary or Secondary

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/CAL PGM	CAT PR
		CRD D

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 other 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 school.

The Instructional Coach is a support position and do

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 certified, 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 [BUI-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 responsible for the day-to-day 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 judgment as others 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 student data files, School Site Council minutes, etc.]

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 records.

Psychological Services, School Psychologist

District-funded Services

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

Connecting with Students

- Utilize a Multi-tiered System of address and support academic, emotional and behavior functions with 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 strategies (PBIS).
- Assist students in developing problem-solving skills through small-group counseling.
- Collaborate with community agencies to provide services that support students and families, as needed.
- Provide Direct 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 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

Program and Budget Guidelines		Title I & CSI	Title III
✓ - Budget Guideline is applicable to the program ✗ - Not Allowed		75046 - 77691	77197
Budget General Guidelines			
1.	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: 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. Based on the Education Department General Administrative Regulations (EDGAR), 2CFR Part 200 Section 200.438, costs of entertainment including amusement, diversion, and social activities and any associated costs are unallowable with federal funds (including Title I).	✓	✗
3.	Budget Assistance: Schools should contact the Regional fiscal specialist for budget development, budget transfers, and the Position with Incumbent (PW) Report for federal and state funded employees.	✓	✓
4.	Expenditures and SPISA, 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, <u>purpose</u> 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	✓	✓

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.

Budget At A Glance

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

Copyright © 2013 Los Angeles Unified School District Federal and State Education Programs

✓ - Allowable ✗ - Not Allowed

For a more extensive list, please refer to the [Extended Data Sheets](#) posted on the School Fiscal Services Branch website.

Frequently Purchased Items in Title I & Title III	75046 & 71691 Title I SWP & CSI	70546 Title I TAS	7E046 Title I Parent and Family Engagement	7T197 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) <small>(for Commitment Item # 00000 staff)</small>	✓	✓	✗	✗
Coordinator X-Time (Tutoring) <small>(for Commitment Item # 00000 staff)</small>	✓	✓	✗	✗
Counselor Aide	✓	✗	✗	✗
Counselor Assistant	✓	✗	✗	✗
Counselor, PSA	✓	✓	✗	✗
Counselor, School	✓	✗	✗	✗
Counselor X-Time (Non-Tutor) <small>(for positions under Commitment Item # 00000)</small>	✓	✓	✗	✗
Counselor X-Time (Tutor) <small>(for positions under Commitment Item # 00000)</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 #00562 for teachers) (Budget Item # 00884 for librarians)</small>	✓	✗	✗	✗
Day-to-Day Subs (also known as TCH REI, DTD SUB CAT) <small>(for Title I funded personnel who attend a Title I-funded activity (Budget Item #00578))</small>	✓	✓	✗	✗
Differential, 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) <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) 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) <small>(formerly known as Microcomputer Support Assistant)</small>	✓	✓	✗	✗
Instructional Aide	✓	✓	✗	✗
Instructional Coach	✓	✓	✗	✗
Intervention/Prevention Support Coordinator	✓	✓	✗	✗
Library Aide	✓	✗	✗	✗

99

This [EXCEL worksheet](#) is a useful tool to calculate totals and can be found at the [School Fiscal Services website](#).

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



New for School Year 2025–26

Title I allocations will be preliminary:

- Title I allocations will be based on a **projected** low-income count.
 - Allocation will be based on 95% of a projected low-income count using available data.
 - Adjusted allocation will be conferred as a second allocation once Budget reopens in July.

Updates for 2025–2026 – CSI



California Department of Education will not identify any new CSI schools this year; HOWEVER, CSI schools may exit CSI based on the 2024 Dashboard

IF WE DON'T HAVE THE CSI LIST FROM CDE, WILL CSI FUNDS BE ALLOCATED DURING BUDGET DEVELOPMENT?

YES



All current CSI schools will receive an allocation for BD, though it will be a smaller amount based on an unknown entitlement.

For schools that exit, they will remain hold harmless for one year.

Once the entitlement is known and low-income counts are certified, true CSI schools will be adjusted.

Important Reminders

- A differential is a condition of the following assignments per Human Resource's standard flyer: **Categorical Program Adviser, Intervention Prevention Support Coordinator, Problem-Solving Data Coordinator and/ or an Interventionist (EL/MS/Sec.)**
 - 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.

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



Important Reminders

- Title I SWP schools may purchase **Class Size Reduction Teachers (CSR)** 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 CSR Teacher for a normed position will result in a supplanting issue.
 - Maximum of 4 days of Day-to-Day Substitute must be budgeted to cover benefitted absence of CSR 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.

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.

Important Reminders



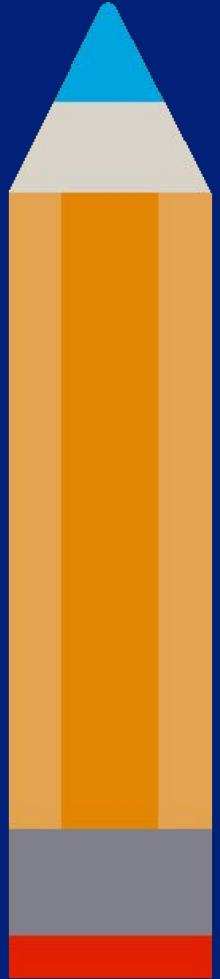
Schools should have a **contingency plan**:

- Contingency plans 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.

Your FSEP Team

Region North Coordinators		Region West Coordinators	
Cecilia Riquelme Daniella Simon Kristi Schlachet	criquelm@lausd.net dxs3318@lausd.net kms4424@lausd.net	Susan Jamerson Celina Reynoso	susan.jamerson@lausd.net celina.reynoso@lausd.net
Region East Coordinators		Region South Coordinators	
Ileana Albert Reyna Corral Diana Sánchez	ina3368@lausd.net reyna.corral@lausd.net dab9296@lausd.net	Deborah Davidock Oscar Salas Maria Morales-Thomas	dad7293@lausd.net osalas@lausd.net m.moralesthomas@lausd.net
Central Office Coordinators		FSEP Specialists	
Marty Barrios (Options/ VAs) Mohamed Tantawi (SPSA) Angel Covarrubias (Title II)	marty.barrios@lausd.net mkt3216@lausd.net ajc2896@lausd.net	Elizabeth Shnorhokian Diana Quiroga Terri Lee Hector Arancibia	emald4@lausd.net diana.quiroga@lausd.net tyl8741@lausd.net hja8803@lausd.net

Office Of Student, Family And Community Engagement



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
- **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.

Priorities: 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



School Plan for Student Achievement

District Pillar	Engagement and Collaboration
District Priority	3A: Strong Relationships
District Strategy	3A.S3: 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. <p>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> <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. <ul style="list-style-type: none"> -General Supplies Technology: 10 Chromebooks x \$189 per Chromebook = \$1,890, 1yr Chromebook Services \$34.50 x 10 Chromebooks = \$345, 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/functions. • 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



Attachment A

Office of Student, Family and Community Engagement
Budget Planning Sheet for 2025-2026

INTER-OFFICE
Los Angeles Unified School District

School Name: _____ Location Code: _____

TO: School Principals

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

SUBJECT: **Parent and Family Engagement Act**

All parent and family engagement must be developed with meaningful participating children. To address the families in developing equity-centered Community Engagement (SFACE) community to support parent outreach facilitating conversations about as develop budgets which invest equitably School sites are to bring together to develop a coherent strategic plan 1 Development Module Series for Schools tab on the [SFACE website](#) / [Parent Involvement Mandates](#) com Principals Portal under a heading c Meeting.

In addition to engaging the broader the Principal's Portal, schools must submits recommendations to the S the program using data, 2) making Achievement (SPSA), 3) monitoring of funded programs and activities c

Strategic Plan 2022-26 Ready for th
The following Title I strategies for ta entitled *Ready for World: Review pa Relationships and 3D: Honoring Per* strong home-to-school communication aligned to Title I family engagement implementation and deadlines are [Parent and Family Mandates](#).

Item No.	Resources	Title I (FE046)		Other:	
		QTY	Amount	QTY	Amount
21468	Clerical X/2 Time				
50073	Parent Conference Attendance				
50183	Parent Training Allowance				
50059	Mileage				
11275	Professional Expert (Certificated) (For Parent Engagement Activities)				
10385	Teacher Parent Activity Differential (For Registrar-Carrying Teacher Only)				
27784	Community Representative Pay (Class A) Rate \$ _____				
27785	Community Representative Pay (Class C) Rate \$ _____				
26584	Parent Resource Liaison (This position is subject to seniority rights.)				
26958	Parent Resource Assistant (This position is subject to seniority rights.)				
27444	Interpart SS Parent Resource Liaison				
40289	Supplemental Instructional Materials (SIM) (No office supplies; for parent activities only)				
50243	Software License Maintenance				
40127	General Supplies-Technology				
40125	Non-Capitalized Equipment for Parent Center				
50002	Contracted Instructional Services				
50254	Phone Expenses (For Parent Center; No postage allowed)				
60018	Capitalized Equipment-Audio Visual (for translation only; need prior approval from SFACE)				
Total Budget			\$ _____		\$ _____

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

Appendix B-1

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



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.

6 hours per day; different total cost based on bilingual (Armenian, Korean, Spanish)

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.

General Supplies Technology 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.

NEW: Funds for purchasing software to **provide information and/or instruction to parents.**

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

50002	Contracted Instructional Services
50243	Software License Maintenance
50254	Phone Expenses (For Parent Center; No postage allowed).
60018	Capitalized Equipment-Audio Visual (for translation only; need prior approval from PCS)



**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



Contingency Plan Documentation in Minutes: Use template on SFACE website.

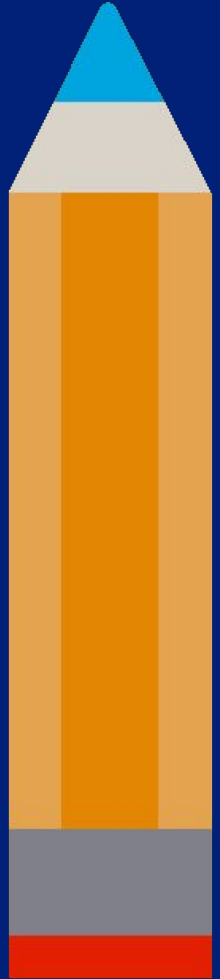
Language for SSC Meeting Agenda: Agenda items for SPSA and budget approval have the term, *Action*, next to them.

Budget Approval in 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	CRYSTAL DUKES	CRYSTAL.DUKES@LAUSD.NET
OPTIONS/VIRTUAL ACADEMIES	LAURA BANUELOS	LXB0446@LAUSD.NET

Q&A



EVALUATIONS

Your feedback is important to us!

Please click the appropriate link below and let us know how we did .

DATE	AM/PM	BIT.LY link
12/2/2024	am	https://bit.ly/budgetdev20241202am
12/2/2024	pm	https://bit.ly/budgetdev20241202pm
12/3/2024	am	https://bit.ly/budgetdev20241203am
12/3/2024	pm	https://bit.ly/budgetdev20241203pm
12/5/2024	am	https://bit.ly/budgetdev20241205am
12/5/2024	pm	https://bit.ly/budgetdev20241205pm
12/6/2024	am	https://bit.ly/budgetdev20241206am
12/6/2024	pm	https://bit.ly/budgetdev20241206pm

