

Federal and State Education Programs



Federal and State Education Programs Branch

TIME-TASK Monitoring Calendar 2019-2020

All records must be maintained for at least five years.

School Site Responsibilities (by Category)

	*Timeline	Date(s) Completed
Beginning July 2019		
Activities for Principals		
Prepare control records for all funding sources. See: https://achieve.lausd.net/Page/14900	July-August <i>(before school year starts)</i>	
Ensure accuracy of personnel roster information for Title I.	July-August <i>(before school year starts)</i>	
Review student data. SBAC test results are tentatively scheduled to be released mid-to-late August 2019.	July-August <i>(before school year starts)</i>	
Identify district memoranda, bulletins, reference guides and processes to share with stakeholders to improve student achievement and maintain compliance. See: http://achieve.lausd.net/Page/10004	July-August <i>(before school year starts)</i>	
Create calendar of professional development for the school year.	July-August <i>(before school year starts)</i>	
Identify the person responsible for receiving and investigating complaints and ensuring compliance with the Uniform Complaint Procedures (UCP) for the 2019-20 school year. Refer to California Code of Regulations (CCR) 5CCR4621(b): http://government.westlaw.com/linkedslice/default.asp?RS=GVT1.0&VR=2.0&SP=CCR-1000&Action+Welcome		
Schedule and plan meetings with staff, parents, student leaders, SSC members, and community to share student achievement data, and review SPSA.	July-August <i>(before school year starts)</i>	
Plan Annual Title I Meeting. See: http://achieve.lausd.net/Page/3757	July-August <i>(before school year starts)</i>	
Prepare Title I SWP/TAS Overview for the Annual Title I meeting. See TAS: http://achieve.lausd.net/Page/3756 or See SWP: http://achieve.lausd.net/Page/3757	July-August <i>(before school year starts)</i>	
Prepare forms for maintenance of records (e.g., agendas, minutes, and sign-ins) regarding federal programs, SSC, and/or committees.	July-August <i>(before school year starts)</i>	

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	*Timeline	Date(s) Completed
Prepare Parents' Right to Know letter indicating that parents may request information regarding the qualifications of their child's teacher(s) and paraprofessional(s). See: MEM-053502.0	July-August (<i>before school year starts</i>)	
Targeted Assistance Schools (TAS) Programs		
Identify Title I-eligible students and document as outlined in the interoffice correspondence entitled <i>Guidelines and Procedures for Identifying Title I-Eligible Students at Targeted Assistance Schools</i> .	July 2019-June 2020 (<i>ongoing</i>)	
If the school is currently operating a Title I Targeted Assistance School (TAS) program, ensure that student participation data is being maintained indicating the number of students served in each content and support service area, to be reported on the CALPADS End of Year (EOY) data collection and Spring Consolidated Application submission.	July-June (<i>ongoing</i>)	
Present Title I TAS Overview at the Annual Title I meeting. See TAS: http://achieve.lausd.net/Page/3756	August-September	
Continue program evaluation and student achievement data analysis to develop or update school plan – involve the SSC, work toward completion of SPSA Evaluation, and develop findings to update Actions in SPSA Goal sections.	August-June (<i>ongoing</i>)	
Submit Attachment A <i>Academic Achievement Assessment Measures Used to Identify Title I Eligible Students for the 2019-2020 School Year</i> to James Mundy at the FSEP office. See Interoffice Correspondence: http://achieve.lausd.net/Page/3756	DUE: October 4, 2019	
Submit <i>Title I Student Identification Roster and Report Identifying Services Provided to Identified Title I Students</i> to James Mundy at the FSEP office. The initial submission is for the Title I student identification roster only. The second submission of this form in January 2020 will include the initial list of Title I students as well as the identified services provided. See Interoffice Correspondence: http://achieve.lausd.net/Page/3756	DUE: October 4, 2019	
If the school is currently operating a Title I Targeted Assistance School Model (TAS), has at least a 50% poverty level, and intends to move to a Schoolwide (SWP) program model, contact the District for training and technical assistance and establish a timeline to begin the year-long planning process.	October-November	
If the school is operating a Targeted Assistance School (TAS) program, verify that personnel paid with Title I funds assume duties assigned to non-Title I staff only if the assignment is similar to, and the amount of time spent on such duties is equivalent to, that of similar personnel. Verify that duty statements and time accounting logs provide supporting documentation.	December-June	
Submit an updated <i>Title I Student Identification Roster and Report Identifying Services Provided to Identified Title I Students</i> to FSEP. The submission of this form in January 2020 will include the initial list of Title I students (the list that was submitted in October 2019) as well as the identified services provided. See Interoffice Correspondence: https://achieve.lausd.net/Page/12802	DUE: January 31, 2020	
Schools Applying for Schoolwide Program (SWP) Status		
Submit intent to become SWP to FSEP during plan writing for 2020-2021 implementation.	August-February	
Invite parents to provide input and participate in the development of professional development for school staff to build their capacity to work effectively with parents.	August-June (<i>ongoing</i>)	
Submit plan to Local District for technical review and feedback for SWP compliance, and for approval and	November-June (<i>ongoing</i>)	

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signatures on the assurances for certification.		
Submit SWP SPSA. Note: Schools must receive a written notification of SWP status from LAUSD prior to implementing a SWP.	November-June (<i>ongoing</i>)	
School Wide Program (SWP) Schools		
Present Title I SWP Overview at the Annual Title I meeting. See SWP: http://achieve.lausd.net/Page/3757	August-September	
Continue program evaluation and student achievement data analysis to develop or update school plan – involve the SSC, work toward completion of SPSA Evaluation, and develop findings to update Actions in SPSA Goal sections.	August-June (<i>ongoing</i>)	
School Plan for Student Achievement (SPSA)		
Verify that the School Plan for Student Achievement (SPSA) includes a description of how the School Site Council (SSC) will monitor the SPSA. Ensure that processes are in place to support and facilitate monitoring activities.	November-June (<i>ongoing</i>)	
Begin writing online 2020-2021 SPSA and submit to Local District (LD) for technical review and feedback upon completion and SSC approval. Due Date dependent on each Local District.	November-June (<i>ongoing</i>)	
Review SPSA to determine if all activities in the plan are being implemented as planned and scheduled.	November-June (<i>ongoing</i>)	
If the school is operating a Title I Schoolwide program (SWP), ensure that activities to support pre-K transition are included in the plan and being implemented as described in the approved SPSA. (Elementary schools only)	November-June (<i>ongoing</i>)	
If the school is operating a SWP, ensure that increased learning time, such as extended day/year programs are being implemented as described in the SPSA.	November-June (<i>ongoing</i>)	
Verify that procedures are in place to identify students at risk of not meeting state standards and that ensure they receive intervention services in a timely manner. In a Title I Schoolwide Program it is not necessary to maintain a list of identified students; however, the school plan should include processes to identify and support students at risk of not meeting standards in a timely manner.	November-June (<i>ongoing</i>)	
Verify that classroom teachers are retaining their responsibility for instruction and supervision of students and that instructional assistants work in close proximity to the classroom teacher.	November-June (<i>ongoing</i>)	
Involve staff and parents in developing ongoing goals and setting priorities for 2019-2020 budget expenditures based on student needs supported by data in the SPSA.	December-April (<i>ongoing</i>)	
Ensure that parents are notified by the District if their child is taught for 4 weeks or more by a teacher who does not meet state certification requirements.	December-June	
Verify that all teachers in Title I funded schools meet state certification requirements and are teaching within their appropriate authorization.	December-June	
Implement monitoring activities as described in the SPSA to ensure planned activities are being implemented according to timelines in the plan and are being effective in improving student achievement. Verify that School Site Council minutes reflect that the SSC was involved in the process and understand the results of monitoring.	December-June	
Verify that school staff members are informed of the duties of the District's homeless liaison and aware of services available to support homeless students.	December-June	

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Ensure that staff members responsible for enrollment are aware of immediate enrollment requirements for foster youth and the right of foster youth to remain in their school of origin and are trained in procedures for ensuring these requirements are met.	December-June	
Ensure that school-level criteria have been identified for the annual evaluation of the effectiveness of the SPSA, and that processes are in place to collect data needed for the annual evaluation.	December-June	
Ensure that the ELAC has had input into any changes in the SPSA based on changes in available funding.	December-June	
Verify and maintain documentation to demonstrate that evidence-based instructional strategies described in the SPSA are being implemented: in Targeted Assistance programs to address the needs of participating students; in Schoolwide Programs (SWP) for any students identified in the plan, but particularly for low-achieving students.	March-June (<i>ongoing</i>)	
If the school is an elementary school operating a Title I SWP, verify that plans for assisting preschool children to transition to the school are described in the SPSA and are being carried out as described.	March-June (<i>ongoing</i>)	
If the school is a Title I Targeted Assistance School (TAS), and has at least 50% poverty, and intends to operate as a Schoolwide Program (SWP) in the 2020-2021 school year, verify that the comprehensive needs assessment process is completed or continuing on schedule and that the SSC is involved in developing goals and developing the SWP plan to include all elements required for SWP.	March-June (<i>ongoing</i>)	
If the school is currently operating a Title I SWP, review the evaluation plan in the SPSA and ensure that processes are in place to evaluate and report on the implementation and effectiveness of the plan. Verify and maintain documentation to demonstrate that the SSC is involved in monitoring the plan. (Note: Monitoring and evaluation of the effectiveness of the SPSA are required for all schools receiving Consolidated Application funding.) Refer to the new SPSA template for guidance on evaluation criteria: https://achieve.lausd.net/Page/11956	May-June	
If the school intends to operate as a Title I Schoolwide Program (SWP) in the 2020-2021 school year, ensure that the comprehensive needs assessment has been completed, and the School Site Council (SSC) has developed a School Plan for Student Achievement (SPSA) based on the needs assessment that meets ESSA requirements. Ensure that the plan will be completed in time for Board approval prior to the October 31 st approval deadline.	May-June	
If the school has been identified for Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI), ensure processes are in place for conducting a comprehensive needs assessment leading to revision of the SPSA to include evidence-based practices and a review of resource inequities.	May-June	
If the school is currently operating a Title I Targeted Assistance School (TAS) program, ensure that student participation data is being maintained indicating the number of students served in each content and support service area, to be reported on the CALPADS End of Year (EOY) data collection and Spring Consolidated Application submission.	May-June	
Ensure that processes are in place to evaluate the effectiveness of activities in the School Plan for Student Achievement (SPSA) in improving student achievement. Maintain documentation of the evaluation findings and ensure that they are used in the SPSA revision.	June-August	
Establish processes and timelines for reviewing student achievement data and revising the School Plan for	June-September	

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Student Achievement (SPSA) for the 2020-2021 school year.		
If the school will be operating as a Title I Targeted Assistance School (TAS) in 2020-2021, verify that multiple, education-related identification criteria have been established and that processes are in place or are being developed to ensure timely identification of students and initiation of services.	June-September	
Submit online 2018-2019 SPSA Evaluation after June 2019 but no later than October 31, 2019.	DUE: October 31, 2019	
SPSA Evaluation – Monitoring School Plan for Student Achievement (SPSA)		
Plan to involve the SSC in reviewing, monitoring, and modifying (as needed) priorities for the 2019-2020 SPSA and related budget expenditures based on student needs.	July-June (<i>ongoing</i>)	
Ensure that school staff members are familiar with the School Plan for Student Achievement (SPSA) and understand their responsibilities in carrying out activities identified in the plan. Document training provided to staff regarding plan content and requirements.	July-June (<i>ongoing</i>)	
Ensure that the School Site Council has established processes to monitor implementation of activities included in the SPSA and progress in achieving the objectives stated in the plan. Monitoring processes and timelines should be described in the SPSA.	July-June (<i>ongoing</i>)	
Ensure that processes have been established for SSC to obtain advice on the SPSA from the English Learner Advisory Committee (ELAC) and any other applicable advisory committees. Ensure that SSC minutes include documentation of the receipt of such advice.	July-June (<i>ongoing</i>)	
Ensure that the School Site Council has been provided with the school's 2019-2020 Title I allocation and that this amount is reflected in the SPSA budget.	July-June (<i>ongoing</i>)	
Ensure that SSC has established a timeline and meeting dates for analysis of assessment data and revision of SPSA. Verify that the SSC has determined how other school staff and parents will be involved in the process.	July-June (<i>ongoing</i>)	
Ensure that School Site Council and any advisory committees have developed/reviewed their by-laws to allow them to conduct meetings and accomplish their required duties in an open, fair, effective manner.	July-June (<i>ongoing</i>)	
Review the SPSA to ensure that materials and equipment needed to implement the program are included in the plan, linked to specific outcomes and activities and included in the plan's budget page. Begin required processes to facilitate acquisition of materials and services so planned activities can be implemented in a timely manner.	July-June (<i>ongoing</i>)	
Review SPSA to ensure it includes necessary professional development (PD) to meet stated goals and objectives and that PD is linked to program activities and student outcomes and included in the plan's budget. Calendar planned professional development activities.	July-June (<i>ongoing</i>)	
Verify that processes are in place to ensure that homeless students are being enrolled immediately as required.	July-June (<i>ongoing</i>)	
Determine what supplemental services are needed to ensure academic success for identified homeless students; contact District Homeless Coordinator, if necessary, to ensure appropriate services are provided.	July-June (<i>ongoing</i>)	
Ensure, by including in monthly SSC agendas and minutes, that the SSC <u>monitors implementation</u> of activities included in the SPSA and progress in achieving the objectives stated in the plan (i.e., agenda items such as monthly time reports from categorically funded personnel, data analysis, progress and implementation of strategies described in the SPSA, realignment of budget).	August-June (<i>ongoing</i>)	
Review and analyze student data and begin developing 2020-2021 SPSA for submission to Local District (LD) for	October-June (<i>ongoing</i>)	

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technical review and feedback. Due Date dependent on each Local District.		
Finalize program evaluation of the 2018-2019 school year and student achievement data analysis to develop or update current school plan, develop findings to update Actions in SPSA Goal sections, and complete and submit 2018-2019 SPSA Evaluation — involve the SSC and document in SSC Minutes.	DUE: October 31, 2019	
Budget		
Review 2018-2019 time and effort reports, job descriptions and duty statements for categorically funded personnel. Verify that job descriptions, duty statements and funding distributions for categorically funded staff accurately reflect the duties and the time and effort required to meet program needs. Make any necessary adjustments for the coming year to ensure job descriptions, duty statements and funding are correct and aligned with program needs. Refer to CFR 200.420-474, Selected Items of Cost 8(e): http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl and to the Procedure 905 in the California School Accounting Manual (CSAM): http://www.cde.ca.gov/fg/ac/sa/	July-August	
Submit Software Licenses Orders or Renewals for the 2019-2020 School Year – Any new licenses or renewals must end by 6/30/20 or 7/31/20 (Summer Intervention)	July-April	
Check current balances in school-level categorical funding sources to ensure funds are expended or requisitions are in process prior to District Title I cut-off date for purchasing/contracts (May 5). The May 5 deadline is for all Title I purchases including P-Card, Shopping Cart, and Imprest (except for equipment and licenses which have an earlier deadline).	July-April (<i>ongoing</i>)	
Submit signed SPSA/SPSA Modification with expenditures to LD for review and approval	July-May	
Monitor Title I payroll overdrafts and work with Payroll Reporter to make payroll corrections.	July-June (<i>ongoing</i>)	
Review all Title I expenditures to date and any proposed expenditures to ensure they are allowable under the program, based on assessed student needs; supplemental to the core instructional program, and that they are included in the SPSA.	July-June (<i>ongoing</i>)	
Submit SSC-approved School Budget Adjustment Request (SBAR)/School Budget Signature Form to Local District for review and approval.	August-June (<i>ongoing</i>)	
Continue to check current balances in school-level categorical funding sources to ensure funds are expended or requisitions are in process prior to District Title I cut-off date for purchasing/contracts (May 5). Equipment orders and software licenses must be in place at the school site by May 5 which means that these orders must be processed no later than early April. Software licenses (renewal or new) must end by June 30, 2020 or if using for summer intervention, the end date is July 31, 2020.	September-May (<i>ongoing</i>)	
Continue to involve staff and parents in reviewing goals and setting priorities for 2019-2020 budget expenditures based on student needs supported by data in the SPSA.	September-June (<i>ongoing</i>)	
Obtain updated budget information for the Title I program from the District's fiscal services staff and schedule time on the School Site Council (SSC) agenda in January to consider any necessary budget revisions. Verify that the SSC minutes reflect approval of any SPSA changes.	December-June	
Budget Development Process		
Finalize SPSA expenditures once the school receives the 2020-2021 allocation letters	March-April	

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Submit School Budget Signature Forms to the LD Fiscal Specialist for processing	March-April	
Note: Appropriate signatures must be obtained on the School Budget Signature Forms. Signatures are an indication that staff and council/committee members (SSC and ELAC) have been involved in planning, implementing, and evaluating the school plan and budget.	March-April	
Check current balances in school-level categorical funding sources to ensure funds are expended or requisitions are in process prior to District Title I cut-off date for purchasing/contracts (May 5 th)	March-April	
Finalize Online SPSA including budget to LD for review and approval. Due date determined by each local district.	March-May	
Review all Title I expenditures to date and any proposed expenditures to ensure they are allowable under the program, based on assessed student needs; supplemental to the core instructional program, and that they are included in the SPSA.	March-June	
Equipment Inventory (Review Bulletin Number BUL-3508.7)		
Ensure that a complete and accurate historical categorical equipment inventory for the 2019-2020 school year has been submitted. Submit disposal of equipment forms to Federal and State Education Programs (FSEP) (BUL-3508.7, Attachment C). See: https://my.lausd.net/webcenter/portal/wccdoc?dDocName=1308678	July-August <i>(before school year starts)</i>	
Update Categorical Equipment Inventory to include all equipment purchased with categorical funds and costing \$500 or more per item. See: http://achieve.lausd.net/Page/10004 for BUL-3508.7	July-June <i>(ongoing)</i>	
Conduct, every other year, a physical check at the school site of categorically funded equipment and reconcile the results with inventory records. See BUL-3508.7: https://my.lausd.net/webcenter/portal/wccdoc?dDocName=1308678	July-June <i>(ongoing)</i>	
Submit Non-Capitalized Equipment, General Supplies Technology, and software licenses orders so that equipment and licenses will be in place at the school site by May 5.	November-January	
Verify that a control system is in place to prevent loss, damage or theft of equipment purchased with categorical funds. Include procedures for maintaining control of “small and attractive” items with a value under the \$500 equipment threshold.	November-June	
Verify that a system is in place to ensure that equipment purchased with categorical funds is used only for authorized purposes. If the school is operating a Targeted Assistance School Program, equipment purchased with Title I funds must be used for identified students only.	November-June	
Ensure that procedures are in place for an end-of-year inventory check of categorically funded equipment.	May-June	
Verify that all equipment, including “small and attractive items” that are particularly vulnerable to loss, are accounted for and securely stored.	May-June	
Time Reporting for Federal and State Categorical Programs (Review Bulletin Number BUL-2643.9)		
Maintain a list of categorically-funded personnel to facilitate the completion of time and effort documentation that is required at the end of every reporting period (i.e., MFTR – monthly, Periodic/Blanket Certification – every semester).	July-June <i>(ongoing)</i>	
Review time-reporting memoranda with categorically funded staff (Multi-funded time reporting and Periodic	August-June	

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certification). See: http://achieve.lausd.net/Page/10004		
Verify that all school-level employees paid with categorical funds are providing direct services to students (including professional development and parent involvement activities) unless the employee is paid out of funds reserved for administrative costs and is documenting the time as such.	August-June	
Collect Multi-funded Personnel Time Report and time accounting logs from multi-funded personnel each month. See: BUL-2643.9 For additional information, contact Accounting at (213) 241-7970.	July-June (<i>ongoing</i>)	
Compare time and effort reporting through Personnel Activity Reports (PARs) or comparable documentation, for multi-funded personnel with their actual duties to ensure the reports accurately reflect the time and effort devoted to federal programs or other restricted sources. If significant discrepancies are noted, discuss this with the school principal/site administrator to determine if the employee should be redirected to provide appropriate services or if the funding sources need to be changed to reflect the duties performed. For further information contact Accounting at (213) 241-7970	November-June (<i>ongoing</i>)	
Collect Periodic Certification from personnel who are funded by: <ul style="list-style-type: none"> • a single federal categorical program • a single state-restricted program • a single cost or single indirect cost activity 	DUE: January 31, 2020	
Submit Assurance to LD Operations Administrator that all Multi-Funded Time Reports (MFTRs)/ Periodic Certifications (SACs) have been collected. For further information contact Accounting at (213) 241-7970	DUE: January 31, 2020	
Collect Periodic Certification from personnel who are funded by: <ul style="list-style-type: none"> • a single federal categorical program • a single state-restricted program • a single cost or single indirect cost activity 	DUE: July 31, 2020	
Submit Assurance to LD Operations Administrator that all Multi-Funded Time Reports (MFTRs)/ Periodic Certifications (SACs) have been collected. For further information contact Accounting at (213) 241-7970	DUE: July 31, 2020	
Parental Involvement		
Notify parents of their children's Title I eligibility and supplemental support identified in the SPSA. For SWP letter see: http://achieve.lausd.net/Page/3757 or for TAS letter see: http://achieve.lausd.net/Page/3756	August-September	
Ensure that the Annual Meeting for parents of Title I students is held and that parents are provided multiple opportunities to participate. Maintain documentation to demonstrate multiple opportunities for parents to participate.	August-October DUE in PRINCIPAL PORTAL: January 31, 2020	
Mail LAUSD Title I Parent and Family Engagement Policy summary.	August-November DUE in PRINCIPAL PORTAL: January 31, 2020	
Train school certificated and/or classified staff to partner with parents.	August-December DUE in PRINCIPAL PORTAL: January 31, 2020	

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Provide parents with training to understand how to support learning at home and at school by explaining learning standards, proficiency and assessments. Ensure parent trainings were held and maintain all required documentation.	August-May (<i>ongoing</i>) DUE in PRINCIPAL PORTAL: June 19, 2020	
Invite parents to provide input and participate in the development of professional development for school staff to build their capacity to work effectively with parents.	August-May (<i>ongoing</i>)	
Council and Committees (Review Bulletin Number BUL-6745.2: Guidelines for Required English Learner Advisory Committee and School Site Council)		
Plan meeting dates for orientation and election of SSC members and advisory committees.	August (<i>before school year starts</i>)	
Form a compliant SSC including the required orientation and election process as outlined in BUL-6745.2	August-September	
Maintain meeting materials for SSC and English Learner Advisory Committee (ELAC) by month (flyer, agenda, sign-ins, minutes, ELAC recommendation/SSC response forms, and handouts/materials).	August-June (<i>ongoing</i>)	
Upload in Principal's Portal the required SSC Certification form and orientation and election evidence. http://principalportal.lausd.net .	DUE in PRINCIPAL PORTAL: September 27, 2019	
Ensure that processes are in place for the SSC to develop/revise the School Safety Plan or delegate that responsibility to another committee that meets composition requirements for a School Safety Planning Committee.	September-October	
Train the SSC members on their role and responsibilities before the first official meeting. Train SSC members and officers.	September-October (<i>ongoing</i>)	
Review the school's Title I Parent and Family Engagement Policy with the involvement of parents and establish a timeline of activities to implement the policy. Include those activities in the school's SPSA.	September-October	
Annually <u>develop</u> the school Title I Parent and Family Engagement Policy with staff and parents and the School-Parent Compact with staff, parents, and student leaders. Once developed, the SSC must <u>approve</u> the Policy and Compact, and the school must <u>mail</u> to all parents.	September-December DUE in PRINCIPAL PORTAL: January 31, 2020	
Assist council/committee members in planning a calendar of activities to guide their work, e.g., plan training for council members, analyze achievement data, evaluate and monitor SPSA, etc.	September-June (<i>ongoing</i>)	
The School Site Council must: <ul style="list-style-type: none"> • Review student performance data. • Establish school goals. • Develop or delegate the school safety plan. • Analyze current educational practices to update SPSA. • Seek the advice of ELAC (as needed). • Evaluate the effectiveness of the goals and activities/ 	September-June (<i>ongoing</i>)	

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strategies found in the SPSA.		
Review School Site Council minutes to verify that they include documentation of the SSC's involvement in developing and monitoring implementation of the School Plan for Student Achievement (SPSA) and related budgets. Minutes should show review of ELAC comments/input regarding SPSA within the year also.	March-April	
Plan meeting dates for orientation and election of SSC members and advisory committees.	June 2020	
Every Student Succeeds Act (ESSA) Assignment Monitoring		
Review Education Code 44258.9 and reference the MiSiS <i>Assignment Monitoring Report</i> found under Staff Information. Ensure compliance by remedying all misassignments noted as "NOT OK".	August-October	
Title I Schools to mail the ESSA 4-Week Parent Notices to Legal Guardians of Students Taught by Teachers Who Are Not Appropriately Authorized (letters available via MiSiS under Staff Information). See: MEM-053502.0	DUE: September 20, 2019	
Title I Schools to submit the ESSA Principal Certification Form via the Principal Portal. See: MEM-053502.0	DUE: September 20, 2019	
Federal Program Monitoring (FPM)		
Self-monitor categorical programs using the FPM instruments found on the FSEP website, determine any areas of non-compliance and resolve any non-compliant item. See: http://achieve.lausd.net/Page/3750	July-June (<i>ongoing</i>)	
The California Department of Education releases the list of schools selected for the 2020-2021 onsite FPM review.	February-April	

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