Program and Budget Handbook

- **Title I/EIA-SCE**
- **English Learners (EIA-LEP)**

Los Angeles Unified School District
Specially Funded Programs Division
Specially Funded Programs
Compliance and Technical Support Branch

March 2008

Los Angeles Unified School District
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Definition

Supplemental Funds

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

Introduction

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

Title I
Economic Impact Aid—State Compensatory Education (EIA-SCE)

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

Compensatory education funds supplement services needed to raise the academic achievement level of kindergarten through grade 12 participants in basic and advanced skills. Additional support may be provided through professional development and health and guidance services. Parents of children being served should be included in the design and implementation of the program **through activities such as** developing a parent involvement policy and school-parent compact; parent-teacher conferences; parent training and family literacy; serving as classroom volunteers, tutors, aides, etc.; the Compensatory Education Advisory Committee (CEAC); the District Advisory Committee (DAC); and the School Site Council (SSC). The program receives ***federal*** funding from the Elementary and Secondary Education Act of 1965 (ESEA/Title I, *No Child Left Behind Act of 2001*), and ***state*** funding from Economic Impact Aid—State Compensatory Education (EIA-SCE).

Schoolwide Program Schools

Under Section 1114 of the *No Child Left Behind* legislation, Title I schools can elect to operate a Schoolwide Program (SWP). To receive SWP certification, schools must complete a year of planning with a technical assistance provider. The planning must involve representatives from all stakeholder groups at the school including the principal, SSC chairperson, a parent from the SSC or the CEAC chairperson, and a teacher representative. Together they must develop a comprehensive plan for reforming the instructional program. The reform requires that scientifically-based research strategies are implemented to ensure all students achieve at proficient or advanced levels on state assessments. SWP planned improvements are a framework for ensuring that ***everything*** in the school supports student achievement. All federal, state, and local fiscal resources can be

consolidated to upgrade the school's entire educational program. Schools are accountable for the academic achievement of all students under these reform efforts, but especially low-achieving students. To ensure that poor and minority children have equal access to qualified staff, all teachers in SWP schools must meet the requirements of "highly qualified teachers" as defined in Section 9101 (23) of the NCLB legislation.

Targeted Assistance Schools

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

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

School-Based Coordinated Program

The opportunity to have flexibility in using services provided by state categorical funds is available to schools through the School-Based Coordinated Program (SBCP). The intent of the program is to provide all students with an enriched, coordinated and integrated program. It increases the ability of the school to provide additional services to any student needing them while continuing to meet the special needs of gifted and talented students, educationally disadvantaged students, limited English proficient students and students with exceptional needs. It is also the intent of SBCP to focus the authority to exercise this flexibility at the local level through the School Site Council (SSC). The SSC determines participation and coordination of services of the following categorical funds: Economic Impact Aid/Limited-English Proficient (ELA/LEP), Economic-Impact Aid/State Compensatory Education (EIA/SCE), Gifted and Talented Education (GATE), School and Library Improvement (SLI), and Special Education Services.

Steps to be followed for participation are included in Bulletin Number BUL-3492.1: ***Participation in The School-Based - Coordinated Program* (SBCP).** The component must be on file with Specially Funded Programs, Compliance and Technical Support Branch. The document submitted provides evidence that the SSC is properly constituted and assurances are signed by requested parties. Please refer to Bulletin Number BUL-4148: ***Advisory Councils and School Site Councils* f**or information regarding the election and composition of School Site Councils.

District Instructional Priorities

The goal of the Los Angeles Unified School District (LAUSD) is to improve teaching and student learning to achieve high academic standards. To reach this goal, the District's highest instructional priorities across all grade levels are:

1. Improved student reading and writing skills;
2. Improved English language proficiency for English learners and standard English learners;
3. Improved student computational and procedural skills, problem solving, and conceptual understanding in mathematics;
4. Improved student skills and conceptual understanding in science;
5. Improved teacher practice through professional development, coaching, and the use of formative assessments; and
6. Successful completion of A-G requirements for all students.

The following is a description of the District's core instructional programs, each of which incorporates specific strategies to address the needs of English learners (ELs), standard English learners (SELs) and other special needs students. All instructional efforts are aligned to the California Content Standards and are integrated with our District's Proficiency Plus Initiative for closing the achievement gap.

Elementary Language Arts

The Elementary Language Arts Plan builds on the readiness provided by the Early Literacy Plan for the Early Childhood Education Division. The Elementary Language Arts Plan focuses on the development of all language domains (listening, speaking, reading, and writing) with an emphasis on (1) explicit, systematic phonics instruction, reading fluency, and comprehension strategies; (2) literacy response and analysis; and (3) development of writing skills, including spelling and English language conventions.

Key components of the Elementary Language Arts Plan include:

- 20:1 class-size reduction in grades K-3;
- the adoption and purchase of instructional materials aligned to the Reading/Language Arts Content Standards;
- adoption and purchase of state approved materials for Spanish language arts;
- professional development for teachers and administrators; and
- the use of literacy coaches to provide support to teachers to improve reading instruction.

In addition, strategies for English Language Development (ELD) and Mainstream English Language Development (MELD) are used to make language arts comprehensible for ELs and SELs and to assure that academic vocabulary is developed and explicitly taught.

Student progress is monitored using periodic assessments that inform student learning and effective teaching practices. Additionally, the California Standards Tests (CSTs) are administered in grades 2-5/6 to assess the achievement of grade level standards in English/language arts.

Secondary Literacy

The overarching goal of the Secondary Literacy Branch is to ensure that all secondary students have access to a rigorous, standards-based English/language arts (ELA) education that enables them to meet district and state requirements and prepares them for multiple postsecondary career options. The Secondary Literacy Plan and other key Board initiatives and resolutions (e.g., Closing the Achievement Gap, A-G Resolution) guide and frame the strategic context for the District's tactical ELA curricular and instructional support to secondary schools. This ELA curricular and instructional support includes:

- grade level, standards-based instructional guides and anchor units with embedded scaffolding and culturally relevant methodologies;
- district-wide intensive, accelerated reading intervention, Developing Readers and Writers Course (DRWC), grades 6 through 10;
- diagnostic, standards-aligned periodic assessments to inform instruction;
- professional learning (initial and ongoing) that focuses on core knowledge and research-based ELA best practices that support the learning needs of our diverse student population;
- district adopted, standards-aligned textbooks and supplemental instructional materials that are inclusive of culturally relevant, content-specific instructional methodologies and strategies; and
- instructional personnel (e.g., literacy coaches, local district and central Secondary Literacy staff).

Mathematics

The goal of the District *Mathematics Plan K-12* is for every student to be content literate, meet the "C" component of the A-G requirements and continue with college-preparatory mathematics courses throughout high school. The District *Mathematics Plan K-12* is based on explicit instruction in the five mathematics strands identified in the *California Mathematics Content Standards*: (1) Number Sense, (2) Algebra and Functions, (3) Measurement and Geometry, (4) Statistics and Probability, and (5) Mathematical Reasoning.

Key components of the *Mathematics Plan K-12* are:

- the adoption and purchase of textbooks and instructional materials that address the *California Mathematics Content Standards;*
- professional development for all teachers in the use of standards aligned instructional materials;
- mathematics content and pedagogy that is culturally responsive;
- the use of mathematics coaches to provide supplemental support to teaching staff to improve mathematics instruction that supports eliminating the achievement gap;
- strategies that support student access to core content; and
- ongoing student assessment and evaluation of programs.

Instructional guides have been developed as a teacher resource to support the implementation of the *District Mathematics Plan K-12*.

Science

The goal of the *District Science Plan* (DSP) is for every student to receive a culturally relevant, rigorous, comprehensive education in the physical, earth, and life sciences with learning opportunities that allow each student to meet or exceed grade-level science standards.

The plan focuses primarily on:

- the development of scientific and content literacy;
- the understanding of science skills and concepts;
- laboratory activities that reinforce the California Content Science Standards and associated Investigation and Experimentation Science standards;
- strategies that make science accessible to English learners, standard English learners, and student with disabilities.

Key components of the *Science Plan* include the development, adoption, and purchase of instructional materials aligned to the *Science Content Standards and Science Framework for California Public Schools;* establishment of a professional development plan that embeds culturally relevant and responsive pedagogy with strategies that support the English learner and standard English learner, ongoing periodic assessments and evaluation of programs, and development of instructional units extending depth of understanding and pedagogy.

Instructional Guides for grades 4-high school have been developed as a teacher resource to support the implementation of the DSP.

Key components of the Elementary Science Plan are:

- instructional materials aligned to the *Science Content Standards and Science Framework for California Public Schools*;
- professional development that embeds strategies for meeting the needs of diverse learners and culturally relevant and responsive pedagogy; and
- ongoing periodic assessment and Instructional Guides for grades 4 and 5.

Instructional Guides along with Immersion Units and Model Lessons are being developed, implemented, and under year-to-year revision as a teacher resource to support the implementation of the secondary DSP. A special focus supporting inquiry based standards-driven practice in our schools are efforts associated with NSF supported System Wide Change for All Learners (SCALE) and the Quality Educators Development (QED) grants that introduce the concept of *Science Immersion Units,* 6-8 week long in-depth experiences for students in grades 4-10. Strategies to address the needs of English learners and special needs students are embedded in all training for students in grades 4-10. The DSP is also undergoing extensive yearly evaluation to support mid-course changes in the plan.

The plan is led at the school site by the principal, department chairperson, science lead teacher (SLT), Secondary Literacy Cadre member, and the science coordinator.

Focused Professional Development

Professional development is focused, ongoing and differentiated. Professional development is provided for every K-12 teacher and administrator in literacy and mathematics through the Governor's Professional Development Institutes, SB472 Mathematics Professional Development, and through professional development and provided by central office and local district staffs. The Reading First

sub-grant provides focused and aligned professional development for K-3 teachers and elementary school principals at 213 underachieving schools. The LAUSD Administrative Academy provides professional development to all entry-level administrators and to all first-year principals in both leadership skills and content knowledge. Culturally relevant and responsive strategies are embedded in all professional development. Professional development opportunities will be provided which will focus on appropriate and timely in-class intervention strategies for students who are not proficient.

Coaching

Instructional coaches (literacy and mathematics) work collaboratively with teachers to provide ongoing, supplementary support through content focused coaching and lesson study. Teachers and coaches work together to plan lessons, teach collaboratively and reflect on lessons based on evidence of student performance. Coaches also lead study (inquiry) groups where teachers meet together to plan lessons, analyze data, and examine student work. Additionally, instructional coaches collaborate with teachers and literacy cadre members to ensure that instructional strategies are implemented to meet the needs of English learners, standard English learners, and other special needs students. Ongoing professional development is provided to literacy and mathematics coaches in content coaching techniques and facilitation skills.

Assessment

A wide variety of tools provide support for instruction such as periodic assessments in language arts, mathematics and science, the examination of student work, end-of-unit assessments, *California Achievement Test/6 (CAT/6), Aprenda, California English Language Development Test (CELDT), California Standards Test (CST), California High School Exit Exam (CAHSEE),* portfolios, and performance evaluations. To assist in managing the data, Student Online Assessment Reports (SOAR) is used for elementary reading. The Princeton Scoring System is used for Mathematics, Science, and Secondary English Language Arts assessment.

Intervention

The priority of the District is effective initial instruction aligned to the state content standards. However, measures such as immediate classroom intervention, reteaching, extended learning programs, summer school and intersession, and bridge programs provide supplementary support to the District's instructional programs to improve student learning.

Developing a School Budget

The school budget must be based on the assessed needs of participating students as determined by conducting a comprehensive needs assessment and as described in the *Single Plan for Student Achievement* (SPSA). The most efficient use of resources which support the plan and students' access to the core curriculum should be the rule. **Budgets need to be developed with recommendations of the appropriate committees (CEAC and ELAC). Their written recommendations must be brought to the School Site Council (SSC) for review and approval.** Schools will evaluate the effectiveness of the SPSA annually. If a school is unable to demonstrate that all participating student groups are showing signs of academic improvement, it must re-evaluate the use of the categorical budget and its expenditures. The budget should demonstrate a clear relationship between the ***planned supplemental instructional program*** and the ***planned expenditures. Schools must restructure budget expenditures if students are not showing signs of academic improvement.***

Budget Development

Use the budget rates contained in the Budget Services Branch booklet to cost out the resources needed to implement the school's ***planned supplemental instructional program.***

All paraprofessionals are budgeted by position. Instructional Aides are budgeted for three hours a day. Education Aides may be budgeted for three, six, or eight hours a day, and Library Aides may be budgeted for three or six hours a day. Teacher Assistant positions may be budgeted for one through six hours a day. Support staff, such as School Psychologists, PSA Counselors, Psychiatric Social Workers, and School Nurses are budgeted as partial positions; one day a week equals 0.2 of a position.

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

The "Budget Development Notes" begin on page A-13, and the "Budget Terms" begin on page A-25.

Budget Adjustment Request

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

Occasionally, there will be a need to modify the school's plan and budget. Budget modifications can be initiated with the assistance of the local district fiscal staff and are made on the "Budget Adjustment Request" form. Schools will need to forward a copy of the Budget Adjustment Request, budget justification form, and a copy of the SPSA page or SPSA Update page that identifies the expenditure to the local district categorical programs coordinator for approval. Only then will the local district fiscal staff enter the budget adjustments into BTS.

Approved budget adjustment requests and

respective justification and SPSA pages will then be forwarded to Specially Funded Programs (Title I and EIA-SCE ***only***). Budget adjustments are based on assessed instructional needs and support program quality and compliance. Budget Adjustment Requests (including accompanying justification pages) should be reviewed with council/committee members and have the signatures of the SSC chairperson and the principal.

Reporting Expenses

As soon as the categorical budgets have been developed and processed, the ***administrator and the time reporter should ensure that the appropriate positions are matched with the budget,*** aligned with position control requirements and that the ***correct program codes and position control numbers*** are used in the payroll time-reporting process. It is important that time reporters determine that the correct program code and position control number have been entered. A wrong program code would cause an expenditure to be charged to a different program. Failure to adhere to position control requirements may prohibit the time reporter from reporting time for an employee and result in employees not being paid.

In addition to a constant check of payroll program codes and position control requirements, it is recommended that schools record expenditures for equipment, materials, and contracts on control sheets which are supplied at the beginning of the fiscal year by the local district Fiscal Services Branch. This allows office personnel to check their records against the "Monthly Activity Report" furnished by the General Accounting Branch. Expenditure records and school purchase orders (SPOs) are required documentation which are reviewed during CPM and audits.

Special Instructions

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

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

Any piece of equipment costing $500 (not including tax and/or delivery charges) or more ***must be labeled and inventoried.*** Schools should follow the procedures listed in the Bulletin Number BUL-3508.1: *Inventory for Equipment Purchased Through Categorical Programs,* February 4, 2008, Specially Funded Programs Division. Inventories must be completed for a range of a five-year period (2003-04 to 2007-08) and kept on file at the school. A copy must be sent to Specially Funded Programs Branch.

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

Personnel and Time Reporting Documentation

Budgeting to restore a general education teacher is not an allowable expenditure in Title I schools. Schools may, however, purchase a non-register-carrying teacher to supplement literacy and mathematics.

Title I schools operating an approved SWP may purchase (using Title I and EIA-SCE funds) the services of a register-carrying teacher to reduce class size in literacy, mathematics, science, and social studies.

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

Substitutes may be budgeted for:

- program-related professional development;
- program-related planning activities.

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

All personnel who are compensated from more than one funding resource, including federal and state funds, must complete either a Semi-Annual Certification form or a Multi-funded Personnel Time Reporting form. (Refer to Bulletin Number BUL-2643.2: *Time Reporting Documentation for Federal and State Categorical Programs.*)

Schools operating an approved Schoolwide Program (SWP) and using only federal monies to fund positions do not complete a Multi-funded Personnel time-reporting record sheet.

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

NOTE: If employees are jointly funded by Title I Schoolwide Program and state funds under School-Based Coordinated Program, they must complete a Semi-Annual Certification of such employment and <u>not</u> a Multi-funded Time Report each pay period.

Program Improvement (PI) Local Educational Agency (LEA)

Los Angeles Unified School District (LAUSD) has been identified as a local educational agency (LEA) in Program Improvement (PI) Year 3 status. Any LEA receiving Title I, Part A funds is identified for PI status when, for two consecutive years, the following occurs:

1. The LEA does not make Adequate Yearly Progress (AYP) in the same content area and does not meet AYP criteria in the same content area in each grade span (grades two through five, grades six through eight, and grade ten). The content areas are English-language arts (ELA) and mathematics; or
2. The LEA does not make AYP on the same indicator (Academic Performance Index [API] or graduation rate).

As an LEA in PI Year 3 status, LAUSD must adhere to the following mandates:

- Ten percent of the District's Title I entitlement must be reserved for professional development;
- The LEA Plan must be revised to address the AYP indicators not met. (The indicators not met for LAUSD are the graduation rate and ELA for students with disabilities and English Learners);

- Limitations on the LEA's ability to hire new paraprofessionals. Schools seeking to replace existing paraprofessionals should contact Ronald Marmalefsky, at (213) 241-7830, for more guidance.

Additional corrective actions are forthcoming and will be decided at the State Board of Education meeting scheduled for March 2008.

PI School

Schools that have not met the same indicator of adequate yearly progress (AYP) for two consecutive years are identified for PI. PI schools must set aside ***ten percent*** of the current year's Title I allocation to support professional development in literacy, language arts, and/or mathematics.

Schools on the PI At-Risk List during the 2007-2008 school year will have 10% of their total Title I (7S046) budget placed in reserve. If a school is identified as PI during the 2008-2009 school year, the monies must be used to address professional development aligned to content area(s) and subgroup(s) not meeting AYP.

If a school on the PI At-Risk List during the 2007-2008 school year is not identified as PI during the 2008-2009 school year, the monies will be transferred to Title I (7S046) IMA.

The following program code and item numbers must be used when budgeting "X" and "Z" times for professional development.

Program Code 70A56, Item # 10391 ("X" time)
Program Code 70A56, Item # 10509 ("Z" time)

NOTE: Please refer to Appendices A and B if you are unable to determine the school's status.

Parental Involvement

The SPSA must reflect parental involvement. Parental-involvement funds should be spent during the fiscal year.

Title I Schools

- Planning the budget expenditures to implement the program's activities requires the involvement of the CEAC in review, written recommendations to the SSC, and certification of the SPSA.
  The *California Education Code* [Section 64000-64001] requires the School Site Council to develop the plan and approve the budget [Section 52853(a)].
- Schools will receive a separate allocation for Title I parental involvement. Schools may appropriate additional Title I resources to implement the school's parental involvement policy. (Refer to Appendix D regarding Budget Planning for Parental Involvement.)

The following chart illustrates the types of resources most commonly used to implement the **supplemental instructional** and supportive program components aligned with District priorities. Please note that this listing is for information only and is not intended to be all-inclusive. The selection of resources to support student achievement is entirely up to the school, but should reflect student needs through analysis of achievement data, the *Single Plan for Student Achievement* (SPSA) and District priorities.

Program Components	Direct Services	Indirect Services
Student Achievement and Intervention	Teacher, teacher assistant, instructional aide, education aide, instructional material, contract services, curricular trips, rental and/or purchase of equipment	
Professional Development	Substitute teacher, professional development, professional expert, staff training allowances, materials, staff conference attendance, independent contracts, and mileage	
Parent Involvement	Professional expert, community representatives, and materials	School advisory council/committee expenses
Health and Support Services	School psychologist, counselor, PSA counselor, counseling assistant, school nurse, and psychiatric social worker	
School Organizational and Support Structure	Categorical Program Adviser, school clerical positions, and clerical relief/overtime	Coordinating differential Categorical Program Adviser/Z Custodial services

A ***maximum of five percent*** of the school's Title I and SCE may be spent on items listed on the ***indirect services*** column.

Budget Justification Pages/Single Plan for Student Achievement

Budget Justification Pages are completed annually for state and federal audits and for categorical program monitoring (CPM) purposes. They must be aligned with the SPSA and must match the current budget in the areas listed below.

Multifunded goods and services must be separated and clearly described by funding sources in the SPSA.

Capital Outlay and Equipment

A description of how the equipment supports the ***supplemental*** instructional program to improve academic achievement for participating students must be included on the Budget Justification page. In addition, the established need for the equipment must be addressed in the SPSA or *SPSA Update and Justification for Equipment Purchased/Leased through Categorical Programs*.

Contracts

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

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

Curricular Trips/Conferences/Professional Development

Identify conferences, professional development, or curricular trip destinations. Curricular trips are to ***supplement*** the instructional program to improve academic achievement for participating students. A description of these services and activities must be included on the Budget Justification page. The established need for such services and activities must be addressed in the SPSA.

Job Descriptions

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

The person occupying the position should be familiar with the written description in the Supplemental Services section/Applicable Policy Guide and should perform only those duties.

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

Budget Development Notes

Budget Development Notes

Program Guidelines	Title I (7S046)	EIA-SCE (7S539)	EIA-LEP (7S536)
1. Program funds may be used for limited Alterations and Improvements (A&I) of facilities; e.g., electrical costs required to set up equipment purchased from the same categorical funding source. *Note: Estimates must accompany all Budget Adjustment Request forms and must be approved by the Specially Funded Programs Branch if the amount is over $3,000.*	X	X	
2. The Coordinating Differential for a classroom teacher performing supplemental duties related to the appropriate program should be budgeted as follows (formerly item number 1033): 11650 (Title I) 11648 (EIA-SCE) 11647 (EIA-LEP)	X	X	X
3. Multi-funded Categorical Program Adviser positions and differentials should be budgeted as the same percentage. *Note: Personnel must perform duties only from the program from which they are paid.*	X	X	X
4. Non-capitalized equipment purchases over $499 (commitment item 440001, formerly object code 4490) and capitalized equipment purchases over $24,999 (commitment item 640001, formerly object code 6490) should be budgeted separately.	X	X	X
Note: Equipment purchased with categorical funds at Title I targeted assistance schools must be for identified student-use only unless the school has applied to coordinate all state funds through the School-based Coordinated Program (SBCP).	X		
5. Purchase, lease, or rental of a single equipment item costing over $25,000 requires central-office approval. Local district fiscal personnel should forward to SFP for approval prior to input during budget development and budget maintenance.	X	X	X
6. Equipment inventories must be completed for a range of a five-year period and kept on file at school-sites and offices. A copy must be sent to Specially Funded Programs Branch. *Note: Schools and offices must place a red label on all equipment purchased with categorical funds.*	X	X	X
7. The total dollars budgeted for Parent Conference Attendance should not exceed $800 per categorical funding source.	X	X	X
8. There is no limit for Staff Conference Attendance.	X	X	X
9. Program funds cannot be used to purchase Campus Aide positions.	X	X	X
10. Education Resource Aides may be funded by schools participating in the School-Based Coordinated Program or Title I Schoolwide Program.	X	X	X
11. Budget for Custodial Relief Time and Overtime should not exceed $3,000.	X	X	X
12. Custodial Supplies should not exceed 10% of total custodial relief time and overtime.	X	X	X
13. If school cannot fund relief time that is equivalent to one hour per day for 6 months, or if less than $600, then school should budget the time as overtime.	X	X	X
14. Program Improvement schools need a minimum of 10% of the allocation budgeted for professional development. (70A56)	X		
15. Schools receiving EL funds must follow the EL Program Budget Priorities in the sequence delineated in the *Program and Budget Handbook.* A minimum of 5% for supplemental materials and 5% for professional development activities is allocated, once the first three priorities are met. Schools with minimal EIA-LEP funding can use their Title III funds to meet the 5% and 5% expenditures.			X
16. Professional Development funds may be used only to pay registration fees for conferences (formerly item number 5008). The appropriate item numbers for the programs are: 50112 (Title I) 50108 (EIA-SCE) 50111 (EIA-LEP)	X	X	X

Budget Development Notes

Program Guidelines	Title I (7S046)	EIA-SCE (7S539)	EIA-LEP (7S536)
17. School may budget a combined total of five Education Aide II positions.	X	X	
Note: New and continuing Education Aide II positions (3 hours only) must be approved by the Director of the Language Acquisition Branch .			X
18. Education Aide III 6-hour positions may be reduced to 3-hour positions. Full fringe benefits will be required in the program for 6 hour positions **only**. School should keep a reserve in their IMA.			X
Note: All required bilingual aide positions must be funded before monies can be used for other purposes, such as categorical program adviser or off-norm teacher positions.			X
19. Auxiliary teacher time may not be budgeted until after norm day. Justification for a secondary auxiliary teacher must include the subject area to be taught, number of students, and grade level(s).	X	X	X
20. Community Representative is limited to 79 hours per pay period and 720 hours per year.	X	X	X
21. Schools may not develop budgets with commitment number 420001 – other books (formerly object code 4210). It must be done with a Budget Adjustment Request, and the appropriate documentation must accompany the request.	X	X	X
Note: When budgeting for other books contact D. Ernst, Specially Funded Programs Branch, or Director, Language Acquisition Branch, for prior approval.			
22. Title I Schoolwide Program schools may purchase register-carrying teachers to reduce class size for literacy, mathematics, science, and social studies.	X	(7N539) X	(7N536) X
23. Title I Schoolwide Program schools may purchase counselors to reduce student-to-counselor ratio.	X		
24. An elementary Title I Schoolwide Program school may purchase a library media teacher to support supplemental literacy activities.	X		
25. A school may purchase a total of two (2) positions from the combination of clerk/office technician/senior office technician positions. If more than two (2) are purchased, a Single Plan for Student Achievement Update page must be completed to address the office in need of additional support.	X	X	
26. School receiving EIA-LEP funds must allocate one (1) percent of the funds to implement training for parents. Schools with minimal EIA-LEP funding can use their Title III funds to satisfy this requirement.			X
27. If employees are jointly funded by Title I Schoolwide Program and state funds under the School-based Coordinated Program, they must complete a semiannual certification of such employment **and not a Multi-funded Time Report** each pay period.	X	X	X
28. Secondary class-size reduction teachers who cover classes during their conference period must be paid with the same funding source as the teacher of record. (For item number, see the *School Budget Planning Workbook*, "Estimated School Budget Rates" section.)	X	X	X
*Note: **Single Plan for Student Achievement Class-Size Reduction Update** page must accompany the purchase of a secondary class-size reduction teacher.*			
29. The funding of a visual or performing arts teacher is not allowable.	X	X	X
30. Signatures do not necessarily indicate approval of the spending plan. When a signature is withheld, please attach minutes, agendas, and sign-ins from the applicable advisory committee where the budget-planning process was discussed.	X	X	X
31. Use the appropriate District account to charge when a specially funded person substitutes for a District-funded teacher.	X	X	X
32. Rental of facilities **must** be funded with **state** categorical resources.		X	

English Learner Programs

For further information on this section, call the Local District English Learner Programs staff.

English Learner Programs

The District receives supplemental federal and state funds to design, implement and monitor effective instructional programs for students classified as Limited-English Proficient (LEP), commonly known as English learners (ELs).

The primary purpose of the Title III, No Child Left Behind (NCLB) Act of 2001 is for ELs to attain English proficiency and meet the same challenging academic content and achievement standards that other students are expected to meet. The priority for using Title III funds (7S176) is to provide professional development to teachers, administrators, and other school support staff to improve English Language Development (ELD) instruction.

Professional development is designed to develop high-quality language instruction programs designed to assist schools in teaching ELs and serving migrant children and youth. Other activities authorized by Title III include: parent outreach and training, community participation, family literacy services, tutorial and intervention activities, and supplementary instructional materials, including educational software. The use of Title III funds requires consultation with teachers and the English Learner Advisory Committee (ELAC). The selection of approved Title III activities should reflect EL needs identified in the *Single Plan for Student Achievement* (SPSA) and be aligned with State and District EL program goals—progress in ELD and access to the core curriculum. Title III funds may not be used to supplant existing state or district general education or categorical funds allocated to existing EL programs.

The purpose of State Economic Impact Aid Program for ELs (EIA-LEP 7S536) and District LEP funds is to ensure that ELs receive opportunities to make adequate progress in ELD and achieve grade-level content standards. The use of these supplemental funds is restricted to providing additional linguistic and academic support services to eligible program participants in Pre-Kindergarten through grade 12 and may not be used to replace District general funds. Use of EIA-LEP funds requires consultation with the ELAC and approval by the School Site Council (SSC).

It is important to note that federal and state EL program requirements must be met and appropriate supplemental learning opportunities must be provided to all ELs, regardless of funding.

Master Plan Programs for English Learners

The District's core instructional program for English learners is defined in the *Master Plan for English Learners* (1996, augmented in 1999) and the *Instructional Programs for English Learners: Elementary School Guide and Secondary School Guide* (2001). Both documents provide policy guidelines and procedures for meeting federal and state requirements concerning the following Master Plan program options:

1. Structured English Immersion Program (SEI: ELD 1-4)
2. Alternative Bilingual Programs (Basic Bilingual or Dual Language: ELD 1-4 with a waiver)
3. Mainstream English Program (ELD 5 or ELD 1-4 with parent request)

All Master Plan programs are designed to meet the following state and federal expectations:

1. Assist ELs in acquiring English as effectively and rapidly as possible as demonstrated by meeting state ELD standards in accordance with District Progress Benchmarks for ELs.

2. ELs are provided access to the District's core program as demonstrated by mastering state grade level content standards in accordance with District Progress Benchmarks for ELs.

Master Plan programs incorporate one or more of the following research-based instructional services designed to support second-language acquisition or provide access to grade level content:

1. English Language Development (ELD as a core content subject for ELs only.)
2. Content-based ELD
3. Primary Language (L1) Instruction
4. Specially Designed Academic Instruction in English (SDAIE)
5. Primary Language (L1) Support
6. Culturally Relevant and Responsive Education

Master Plan program eligibility is determined by the English language proficiency level as measured by the *California English Language Development Test* (CELDT). Master Plan services must be provided until ELs have met all state criteria for reclassification; regardless of the student's instructional program. To reclassify as fluent-English proficient (RFEP), ELs must meet reclassification criteria. Schools are required to monitor the progress of RFEP students for two years and provide appropriate intervention services when a RFEP student fails to meet District grade level benchmarks.

Master Plan Budget Development Process

All categorical budgets must be based on the assessed needs of participating students and program requirements, such as professional development for teachers. EIA-LEP and Title III budgets must be developed in conjunction with ELAC advisement and in accordance with Master Plan fiscal priorities. An advisement or consultation process should be utilized to involve ELAC members from beginning to end in planning, implementing, modifying and evaluating the EIA-LEP and Title III budgets. All categorical budgets must be brought to the School Site Council (SSC) for review and approval on an annual basis.

In order to develop a compliant EL program budget, the school is responsible for conducting an annual EL program needs assessment that focuses on student achievement data and program implementation requirements. The school's Single Plan for Student Achievement (SPSA) or update must incorporate a comprehensive EL program needs assessment as well as documentation of compliant EL program implementation. Schools must align EL budget expenditures to the EL program data analysis and must restructure budget allocations when ELs do not demonstrate adequate progress in ELD or grade level content.

Schools are advised to use multiple funding sources to meet categorical fiscal restrictions when purchasing the services of supplemental personnel, equipment and materials that will be used to benefit all students, not just ELs. For example, it is inappropriate for a school to attempt to buy a copier to service all students using only EIA-LEP funds when ELs comprise only 30% of the student population. A more reasonable course of action might involve the school multi-funding the purchase of the copier with a formula of 30% EIA-LEP, and perhaps 50% EIA-SCE funds.

EL Program Budget Priorities

Supplemental EIA-LEP/District LEP funds are granted to districts and schools for specific EL program purposes beyond basic general funding. These supplemental funds must be used to support and enhance the implementation of the District's Master Plan programs:

- Structured English Immersion
- Basic Bilingual and/or Dual Language
- Mainstream English programs.

The rationale or need to use EL program funds must be clearly described in the SPSA or update, and it must be evident that these funds will not be used to replace general funds or supplant the District's core program for all students.

All schools receiving state EIA-LEP/District LEP funds must develop their initial EL budget in accordance with the following Master Plan fiscal priorities:

1. Bilingual paraprofessionals to ensure access to grade level content instruction through primary language support
2. Categorical program adviser (EL Program Coordinator/Bilingual Coordinator) to ensure compliant program implementation (See page A-21 for a description of duties)
3. Parent involvement expenditures to ensure that parents of ELs receive training opportunities delivered in the parents' primary language and have the opportunity to participate in ELAC activities and attend conferences. Schools receiving EIA-LEP funds must allocate a minimum of 1% of the funds to implement training. Schools with minimal EIA-LEP funding can use their Title III funds to satisfy this requirement.
4. Professional development activities on Master Plan instructional services, policy and procedures training (5% of EIA-LEP budget)
5. Supplemental instructional materials or resources to support ELD and grade level content instruction/assessment (5% of EIA-LEP budget)
6. Bilingual clerical services to support Master Plan Program implementation
7. ELD Professional Development Coordinator to ensure implementation of quality ELD and grade level instruction

All other supplemental EIA-LEP/District LEP or Title III expenditures that do not fall into the priority categories listed above must meet the following criteria:

1. EL program/student needs aligned to implementation requirements and student achievement data
2. English learners will benefit from the expenditures
3. The expenditures are essential for maintaining federal, state and district compliance

NOTE: EL professional development topics should be based on an annual needs assessment of teacher and paraprofessional staff described in the SPSA that are related to Master Plan instructional services (ELD, SDAIE, Primary Language Instruction/Support, Culturally Relevant Pedagogy, Policy, and Procedures).
EL program related professional development activities include the following:

1. Substitute time to release teachers to attend training or plan Master Plan training for teachers, administrators, and other staff
2. Professional experts to provide Master Plan training
3. Conference attendance to share information with the school's staff
4. Staff training allowances to serve as training incentive

5. Materials related to providing training
6. Independent contracts to provide training
7. Mileage to and from training/conference sites

School-Based Coordinated Program

ELs may also satisfy the eligibility requirements for additional state and district supplemental program services, including EIA-SCE, School Improvement, Gifted Talented Program, and Special Education. When ELs participate in a SBCP, these additional services must be designed for ELs as well as for other student populations. Appropriate research-based strategies must address the learning needs of all students and ensure that ELs reach the two goals required by state and federal regulations: (1) learn English as a second language as rapidly as possible and (2) meet the same challenging academic content and achievement standards that other students are expected to meet.

Under the California Education Code, schools may elect to operate a School-Based Coordinated Program. Under SBCP all state and local fiscal resources may be consolidated to guarantee that the school's entire education program is upgraded to meet the different educational needs of all students, especially low-achieving students and ELs.

SBCP schools are accountable for developing a SPSA to ensure all categorical funds are used to increase the academic achievement of each student subgroup included in the consolidation. As a result, SBCP schools that elect to include EIA-LEP in the School-Based Coordinated Program must document how all consolidated categorical funds are used to meet federal and state mandates regarding the support of ELs.

For example, a SBCP school may justify the use of EIA-LEP funds to purchase supplementary social studies texts in English to compliment the 4th grade textbook. An expenditure of EIA-LEP funds on behalf of non-ELs is not ordinarily allowable, except under the following conditions:

1. The school has allocated its EIA-LEP funds in accordance with Master Plan fiscal priorities.
2. The Budget Justification page references the EL program/student need(s) described in the school's SPSA. For instance, the data analysis includes student achievement results that indicated many 4th grade students, including a large number of ELs at ELD 3 enrolled in Structured English Immersion, are not doing well on the social studies subtest. In addition, the "Critical Findings" section indicates students are in need of more comprehensible social studies materials to help them grasp grade-level social studies content. The Action Plan section explains how the school intends to purchase supplemental social studies reading materials that will allow 4th grade teachers to shelter instruction for their ELs and other developmental readers.
3. The Budget Justification page must also provide a detailed description of how the purchase of these goods and services effectively addresses ELs and/or EL program needs. For instance, the school's EIA-LEP budget justification page must identify the specific title of the supplemental social studies text(s) to be purchased as well as describe the specific SDAIE text elements (e.g., large number of quality visuals and verifiable grade 2 readability index).

Another example might include the exclusive use of EIA-LEP funds to purchase supplemental social studies texts/materials in Spanish to support primary language content instruction in the Basic Bilingual Program, since this type of purchase benefits only ELs.

EL Program/SPSA/School Plan Budget Assurances Page

The ELAC signatures at the bottom of the SPSA Budget Assurances page indicates ELAC parents had the opportunity to provide written advise/recommendations to the SPSA budget planning process, especially in regard to EIA-LEP, Title III, and district LEP.

NOTE: An ELAC signature does not necessarily indicate approval of the school's spending plan. If the ELAC signature is withheld, please attach a signed statement from the ELAC chairperson that explains why s/he refused to sign the school's budget/SPSA Assurances Page.

EL Program Budget Justification Pages

Categorical Budget Justification Pages are completed annually for federal audits, state categorical program monitoring (CPM) and district SPSA review purposes. The goods and services listed on the EIA-LEP Budget Justification pages and Title III Budget Page must align to the language acquisition and academic needs of ELs addressed in the school's SPSA and match the budget items listed on the current Categorical Programs Funding Source Budget. Budgeted goods/services identified on the Budget Justification page must be described in terms of fulfilling the following Master Plan budget accountabilities:

1. Increase ELD progress or grade level achievement
2. Improve compliant EL program implementation

When a school receives an EL compliance citation which requires an expenditure or transfer of EIA-LEP funds to resolve it, the citation and a description of the goods and/or services purchased to resolve the citation must be identified in the SPSA Update Page.

EL Program Budget Adjustment Requests

Changes to the school's SPSA and EIA-LEP or Title III Budget must first be discussed with the members of ELAC, and documentation of advisement (e.g., recommendations recorded in the minutes and signed by ELAC chairperson) must be kept on file at the school. Budget adjustments can be initiated with the assistance of local district fiscal staff using the Budget Adjustment Request form.

Schools must forward the Budget Adjustment Request form to the local district EL coordinator/specialist along with the following supporting documentation:

1. Categorical Programs Funding Source Budget that shows the current categorical budget allocations
2. SPSA Update Page that describes (1) specific EL participant/program needs based on data, (2) specific goods and/or services to be purchased through this transfer of funds, and (3) a rationale regarding how these goods and/or services will support implementation of Master Plan program services

The local district EL coordinator/specialist is responsible for approving budget transfers involving EIA-LEP funds. All EL program budget adjustments that transfer funds from low to high priority Master Plan budget categories will be approved. The local district must deny any EL program

budget adjustment that (1) lacks a clear description of how the transfer will contribute to meeting established EL student or EL program related needs, and (2) transfers funds out of high priority Master Plan budget categories for other authorized EIA-LEP uses, if the transfer impedes implementation of those key Master Plan services.

NOTE:

1. To comply with federal/state regulations, the district has the right to require the return of any EIA-LEP or Title III funds inappropriately expended.
2. Unused EIA-LEP and Title III funds do not carry over to the following year's budget.

EL Program Reporting Expenses

For further explanation regarding Reporting Expenses, please see page A-8.

Budget Terms

Personnel Positions

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

For positions funded from more than one funding source, the percentage of time devoted to each targeted student population, including ELs, must be identified. Multifunded personnel must document actual time allocated to each program using the Multi-funded Personnel Time Reporting form. In addition, a log of daily activities must be maintained.

Describe a direct service and its purpose when a budgeted position will specifically serve students. Describe an indirect service to the program (5% cap), such as Teacher/Categorical Program Adviser Relief/Z Time or Custodial Services, and explain how the indirect service will contribute to improving student achievement and/or program implementation.

NOTE: Budgeting to retain a general education teacher is not an allowable expenditure of EIA-LEP or Title III funds.

Certificated (1000)

Teachers … supported by EIA-LEP funds must be highly-qualified as defined by the NCLB Act of 2001 and hold one of the following state authorizations to teach ELs <u>or</u> be able to provide evidence (i.e., transcripts with passing grades) that they are working towards and are making acceptable progress in obtaining an appropriate EL authorization:

1. Structured English Immersion Program (BCLAD/BCC, CLAD/LDS or SB1969/SB395/SB2042/AB2913)
2. Alternative Basic Bilingual or Dual Language Programs (BCLAD/BCC)
3. Mainstream English Program (CLAD/LDS or SB1969/SB395/SB2042/AB2913)

Categorical Program Advisers (CPA)/ EL Program Coordinator <u>… who hold a BCLAD/BCC authorization with A-level fluency are given hiring priority if they are partially or fully funded by EIA-LEP (see Reference Guide Number REF-1749).</u>

Responsibilities include direct primary language services to ELs and their parents, such as providing in-class primary language instruction or support, translation of home-school communications and bilingual parent education activities. This position does not allow the coordination of CELDT or STAR testing; however, professional development in preparation for the CELDT is allowable.

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

NOTE:

1. Professional Development Coordinator assists the EL Program Coordinator in meeting professional development needs as identified in the SPSA.
2. For further explanation regarding CPA positions, please see pages A-17 and A-20.

Day-To-Day Substitutes … purchased through EIA-LEP or Title III funds must be used to release classroom teachers to participate in Master Plan program-related professional development or planning activities. Substitute time may be purchased for **training** of the CELDT administration. Substitute time may not be purchased for the administration and scoring of the CELDT.

Bilingual Teacher Assistants … regardless of funding source, who are assigned to provide primary language support service to ELs during grade level content instruction must pass the District's bilingual fluency test, as well as meet all other NCLB paraprofessional requirements under Title I.

NOTE: The Master Plan requires schools to purchase bilingual paraprofessionals to provide primary-language support and facilitate home-school communication when assigned to CLAD/LDS/SB1969/ SB395/SB2042/AB2913 authorized teachers, teachers working toward obtaining appropriate authorization and misassigned teachers. **All required bilingual paraprofessionals must be funded before EIA-LEP funds can be used for other purposes.**

Support Staff Positions (counselor, psychologist, nurse, etc.) … purchased through EIA-LEP funds must provide supplementary physical/mental health, or educational support services to ELs. Support staff should be fluent in the primary language(s) of the majority of ELs. Schools are advised to multifund the position and any associated coordinating differential as the same percentage and in proportion to the number of ELs enrolled at the school. Changes to the amount or type of services must have preapproval from the appropriate support service office and be indicated on the budget transfer sheet.

Miscellaneous *"Z"* or *"X" Time* … assignments may be funded by EIA-LEP funds when regular status employees perform Master Plan-related duties outside their basic assignment basis.

NOTE: For further explanation regarding Certificated Teachers, Paraprofessional, Support Staff and Miscellaneous see pages A-25 through A-29.

Classified (2000)

Paraprofessionals … may be funded with EIA-LEP, if they provide direct primary language support services to ELs in classrooms or facilitate communication between home and school in the primary language(s) of the majority of participating students. (See Page B-1.)

Clerical … Positions listed may be purchased with EIA-LEP funds when they provide ELs, parents of ELs and Master Plan instructional support staff with direct bilingual support services.

Clerical Relief … utilized for extra positions for short-term help.

Clerical Overtime … utilized when any clerical employee is required to work excess of the 8 hour day.

Bilingual Education Aide II … one position (new or continuing) may be purchased with EIA-LEP funds with prior approval from the Language Acquisition Branch. An Education Aide II works under the immediate supervision of a teacher or other certificated employee, performs clerical tasks related to Master Plan program implementation, and provides bilingual services to facilitate communication with ELs and their parents. EIA-LEP funds for this position may be allocated only when a school is able to submit documentation showing it has a substantial EL population and has met all Master Plan fiscal priorities.

Education Aide III … works in a school under the immediate supervision of a teacher or other certificated employee. Assigned duties involve assisting in instructional reinforcement activities with students. Education Aide III assignments are usually regular in schedule and do not require expertise in specialized subject matter. An Education Aide III in a bilingual classification speaks the designated language in performing the same duties as an Education Aide III.

Education Aide III (AVID Tutor) … provides primary language support to access a rigorous curriculum in a college preparatory program for EL students. The position requires bilingual certification (A-level fluency).

Instructional Aide … assists a certificated employee in developing and presenting specialized educational materials and in conducting instructional activities requiring specialized education, training, or vocational experience. Positions in the classes of Instructional Aide I and II are limited to 60 hours a pay period.

New Instructional Aide II (4592) … positions can no longer be hired.

Miscellaneous *"Z"* or *"X" Time* … assignments may be funded by EIA-LEP funds when regular status employees perform Master Plan-related duties outside their basic assignment basis.

Campus Aide positions cannot be purchased using EIA-LEP funds.

Educational Resource Aide … may be funded with EIA-LEP funds when the school is participating in a School-Based Coordinated Program.

NOTE: For further explanation regarding Classified: Clerical, Paraprofessional, and Miscellaneous see pages A-28 and A-29.

Unclassified

Community Representatives … fluent in one or more of the languages spoken in the community may be funded through EIA-LEP funds when they provide EL program services. Often, this position is used to support EL parent training and involvement activities. Assignments are limited to 79 hours per pay period and 720 hours per school year.

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

Professional Expert … payments from EIA-LEP funds may be allocated to current or retired district certificated employees who are working on a special project or leading a workshop related to ELs.

Student Aides … are full-time students who are employed part-time to assist

certificated or classified employees. They perform a wide variety of entry-level duties which do not fall within any other classification. These positions cannot be used to supplant classified positions in other classifications. Assignments are limited to 60 hours per pay period.

NOTE: For further explanation regarding Unclassified: Community Representative, District Sponsored Training Rates, Professional Expert and Student Aide see page A-29 and A-30.

Books, Materials, Supplies (4000)

Instructional Materials (IMA) … purchased with EIA-LEP funds must be appropriate for ELs and supplement core ELD and grade level textbooks/materials. Appropriate supplemental IMA expenditures include but are not limited to visual aids, leveled readers, learning games, computer software, manipulatives, realia and audio-visual equipment.

NOTE: A minimum of five percent of the initial EIA-LEP budget must be allocated for the purchase of supplemental instructional materials (supplies, books and/or curricular trip admissions for approved sites only).

English Learner Advisory Committee (ELAC) Expenses … paid from EIA-LEP funds must be used to support operating expenses including (1) parent training allowances for reimbursement of meals, child care and mileage, (2) refreshments, and (3) supplies.

NOTE: Rental of facilities or reimbursement for meals is not an allowable expenditure under this budget category. These funds are not subject to budget transfer and must be spent within the fiscal year.

Equipment … purchased with EIA-LEP funds must benefit EL students directly or support enhanced *Master Plan* program implementation. Schools are advised not to supplant the District's basic responsibility to fund equipment.

NOTE: Any piece of equipment costing $500 or more must be labeled and inventoried.

School Staff Transportation … payments from EIA-LEP funds may be used to reimburse school employees for mileage to Master Plan-related activities.

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

Custodial Supplies … purchased using EIA-LEP funds must be limited to those supplies used in connection with Master Plan program implementation and the total amount may not exceed 10% of the total custodial relief and overtime listed on the Budget Justification page.

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

Maintenance of Equipment Contracts … may be purchased with EIA-LEP funds to repair supplemental equipment, also purchased using EIA-LEP funds, which are used to support Master Plan related activities, such as ELD instruction and professional development.

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

Independent Professional Services Contract … may be purchased with EIA-LEP funds for instructional services from non-district individuals when a description of how the services provided by the contractor are (1) supplemental in nature

and (2) will contribute to meeting EL student or EL program needs identified in the school's SPSA. Contractors may not perform the duties of any certificated, classified, or unclassified employee.

NOTE: Schools may not independently contract for services. For further explanation see Bulletin Number BUL-426.1, Professional Services Contracting Policies, January 9, 2006.

For Contracted Instructional Services, Independent and Professional Services Contracts, and Maintenance of Equipment, see page A-30.

For all other allowable services, equipment, and operating expenses, see pages A-30 through A-31.

Budget Terms

Budget Terms

Single Plan for Student Achievement* (SPSA)** … a written plan developed by the school community describing the school's program and how resources will be used to meet the ***supplemental educational and related needs of participating students. Any major change in the school plan requires an SPSA Update.

Certificated

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

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

A. Teachers

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

Direct services include:

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

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

CPAs must hold a teaching credential based on a bachelor's degree, teacher preparation, and student teaching to develop, direct, implement or coordinate programs of professional development or curricular development at a school site. (Refer to page A-20 for EL CPA duties)

2. **Day-to-Day Substitute Teachers** … substitutes may be provided for release of teachers to attend professional development and planning related to the program. If a substitute shortage occurs, substitutes may not be available for professional development and planning. (Refer to page A-9; budget as full days.)

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

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

program-related activities outside the regular six-hour work day.

4. **Teacher, Auxiliary, Secondary** … a secondary register-carrying, highly-qualified teacher assigned to teach one additional class period each day in a shortage field in a SWP school (may be funded with Title I and EIA-SCE). Person receives regular rate of pay. This position may be purchased by using categorical funds ***only*** after Norm Day to provide supplemental instructional services to students.

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

6. **Teacher, Regular, Spanish-Speaking, or Other Language** … an off-norm position. The highly qualified teacher is a non-register carrying teacher to serve students identified as being in need of supplemental assistance in basic and advanced skills in literacy and mathematics, history/social studies, and science. The basic assignment for this position is a "Teacher." The non-register carrying teacher must provide direct service for 100 percent of the six-hour work day.

7. **Teacher, Regular, Spanish-Speaking or Other Language (Title I Schoolwide schools only)** … may purchase (using Title I or EIA funds) the services of a highly qualified, register-carrying teacher to reduce class size in literacy, mathematics, science, and social studies classes. The teacher must provide direct services for 100 percent of the six-hour work day.

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

B. Paraprofessional (1 hr. – 6 hr.)

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

C. Support Staff … (Additional information regarding support staff can be found in *"Supplemental Services,"* 2008-2009.)

1. **Counselor Assistant** … works with participating students; has a bachelor's degree and is enrolled in a program at a recognized college or university leading to a credential in pupil personnel services. When assigned to an elementary school, the Counselor Assistant must be supervised by an elementary school counselor or a school psychologist assigned to that school.

2. **Counselor, Elementary School** … provides counseling services to participating at-risk students to improve achievement and adjustment. Budgeted as days per week. (Refer to page B-2 for examples of supplementary services.)

3. **Counselor, Secondary School** … Title I secondary schools operating an SWP may purchase the services of a full-time secondary counselor to reduce the counselor-to-student ratio. In a Targeted Assistance School (TAS), counseling services must be carefully designed and implemented to ensure that the identified students receive supplemental, full-time counseling services. (Refer to page B-3 for examples of supplementary services.) A coordinating differential may be paid in addition to the regular salary; differential must be budgeted separately.

4. **Extended Counseling/Advisement Time** … hourly rate time for counseling and advisement services provided outside a counselor's regularly assigned work schedule; time is used to provide direct services to identified students. Budgeted as hours.

5. **Counselor, PSA** … works with the participating students, parents, and the school to increase school attendance. Budget as days per week. (Refer to page B-12 for examples of supplemental services.)

6. **Nurse, School** … may be budgeted as days or half days per week to provide supplementary health service to participating students. (Refer to page B-10 for examples of supplementary services.)

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

8. **Psychiatric Social Worker** … provides specialized services to identified students to remove emotional, behavioral, and family crisis barriers to learning. Budget as days per week. (Refer to page B-7 for examples of supplementary services.)

9. **Social Services Aide** … serves under the direction of a psychiatric social worker and assists at-risk children in developing and maintaining effective relationships in school. Provides assistance to families regarding available community, mental, and social services. Budget by position.

10. **Library Media Teacher, Elementary (Title I, Schoolwide Program Schools ONLY)** … aligns the school library media program, collection, and services with the school curriculum; collaborates with classroom teachers to plan, develop, and implement units of study that promote literacy and integrate information skills to meet District standards. Budget by position. (Refer to page B-13 for examples of supplementary services.)

D. Miscellaneous

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

2. **"X" Time** … assignment is for regular status employees performing regular duties outside their basic assignment basis or for employees not performing regular ongoing duties. The assignment is ***fewer than ten working***

days. In general, benefits are not received for "X" basis assignments.

NOTE: Extended learning/tutoring must be funded as "Z" time or "X" time depending on the number of working days. (UTLA Contract, Page 217, Article 1320. Extended Learning)

Classified

A. Clerical

1. **Clerical Relief and Overtime** … funds for short-term clerical help and for overtime payments directly attributable to the program. Budget total hours, times hourly rate, times employee benefit factor.

2. **Clerk** … provides non-typing clerical support in an office to categorical program school staff.

3. **Office Technician** … provides clerical services in connection with the categorical program.

4. **Senior Office Technician** … performs difficult or complex clerical tasks related to the program. May supervise a few clerical employees.

5. **Microcomputer Support Assistant** … installs personal computer systems for student use and selected categorical program personnel to trouble shoot hardware and software malfunctions.

6. **Information Systems 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.

B. Paraprofessional

1. **Counselor Aide** … provides paraprofessional services in support of participating student counseling activities. Positions are filled from a districtwide eligibility list.

2. **Educational Aide II** … performs clerical tasks related to categorical programs and assists in communication with parents. **May not provide direct teaching assistance to students.** In addition, may not perform the responsibilities of any classified position nor be used for supervision tasks. Schools may purchase no more than five positions from EIA-SCE and Title I combined. (May purchase **one** position from EIA-LEP only with prior approval from the Language Acquisition Branch.)

3. **Education Aide III (Regular, Spanish-Speaking, and Other Language)** … provides reinforcement and support of instruction to participating students in the classroom under the ***direct supervision*** of a highly-qualified classroom teacher.

4. **Education Aide III (AVID Tutor)** … facilitates access to a rigorous curriculum in a college preparatory program for students who are EL (requires A-level fluency), at-risk, or economically disadvantaged.

5. **Library Aide** … performs clerical and computer duties in the school library.

6. **Educational Resource Aide** … assists in supporting and extending the focus of the school's instructional program under the direct supervision of a highly qualified teacher. Assists in maintaining a safe and nurturing environment, and supports and strengthens school-community relations. May provide ***limited*** supervision. Schools participating in SBCP may purchase this position with EIA-SCE or EIA-LEP funds. Schools participating in the Title I Schoolwide Program may purchase this position with Title I funds.

7. **Instructional Aide** … budget for three hours a day. These hourly employees are limited to 60 hours per pay period and provide direct services to program participants under the ***direct supervision*** of a highly-qualified classroom teacher.

C. Miscellaneous

1. **Parent Resource Liaison** … assists in maintaining a program or a parent center or community center of a local school by providing various resources and information to parents through workshops, orientations, and training programs.

2. **Custodial Relief and Overtime** … may be budgeted for custodial services required as the direct result of program activities at the school. The maximum level of funding is $3,000 per school year, per funding source. Budget total hours times hourly rate.

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

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

5. **Multiple Assignments** … a part-time employee assigned less than four hours per day may not be given additional assignments if the total hours for all combined assignments exceed 79 hours per pay period.

Unclassified

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

1. Services are limited to advice or interpretation involving local school or classroom relationships (Class-A).

2. Services involve participation as a neighborhood resource adviser to principals, teachers, parents, or project personnel concerned with school-community relations (Class-C).

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

C. Professional Expert … payment to persons for working on a special project or for leading workshops. Work is to be temporary, unique, nonrecurring or for a specific, limited period of time. Duties are those not customarily performed by a classified, certificated, or unclassified (except professional expert) employee. Person must be a current or retired district employee. Budget annual amount for each position at rates shown on the separate instruction sheet, "Special Rate Page." **Professional experts may not be used to purchase extended learning /tutoring and do not work directly with students.** (Refer to Item D, Miscellaneous, Page A-27.)

D. Student Aide … a full-time student enrolled in a secondary school who may be employed to assist certificated or classified employees in performing clerical duties which do not fall within any other job classification. Assignments are limited to

60 hours/pay period. Budget total hours needed times hourly rate.

An **Information Technology Intern, High School** … may be employed a maximum of 80 hours/pay period to assist with basic-level technical duties.

Contracts

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

B. Independent Contracts … agreements with non-district individuals for instructional services. **Person may not perform the duties of any classified, unclassified, or certificated employee.** Schools may not independently contract for services. All contracts are made with LAUSD and must be processed by the Contract Section.

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

Conferences, Curricular Trips, and Professional Development

A. Conference Attendance … funds for all expenses including travel. Specific conferences/institutes must be identified. Each conference must have been approved for attendance by the Deputy Superintendent and the Board. Delegates may attend local and other approved conferences with costs reimbursed by the program. **A maximum of $800 per categorical funding source is allowed for parent conference attendance.**

Staff Conference Attendance … must be an integral part of the professional development activities at the school.

Parent Conference Attendance … Conferences must be an integral part of the school improvement activities identified in the SPSA.

B. Curricular Trip … budget using the trip costs shown on the work sheet. List planned destinations on the Budget Justification page. The number of destinations must match the number of trips purchased.

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

Equipment, Supplies, and Expense Reimbursement

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

Accounting Manual, California Department of Education, 2002, for specifics.)

B. Equipment … show amounts for audiovisual and other equipment of $500 (not including tax and/or delivery charges) or more separately on your budget. All equipment purchases must be described and justified in the SPSA and referenced on the appropriate Budget Justification page. The description should make clear how the equipment supports the instructional program and how students will benefit from its use. Cost estimates regarding installation charges may be obtained from the vendor or the Maintenance and Operations office. Purchase of equipment—copy machines, computers, etc.—should be supplemental, reasonable, not excessive. These expenditures cannot replace the basic responsibility of the District to fund equipment.

Schools and offices must place a red label on all equipment purchased with categorical funds. Labels may be obtained from your local district categorical coordinator or the Specially Funded Programs Branch.

Equipment purchased with categorical funds, especially at a Title I Targeted Assistance School, must be for identified student-use only unless the school has applied to coordinate all state funds through the School-based Coordinated Program (SBCP).

NOTE: Please refer to the *California Accounting Manual* before **discarding equipment purchased through categorical funds.**

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

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

E. Instructional Material Account (IMA) … budget for supplemental supplies, books, and curricular trip admissions for approved sites only. For information regarding admission fees, refer to Reference Guide number REF-2191.1.

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

G. School Advisory Council/Committee Expense … funds for local school advisory committee or School Site Council operating expenses. Expense may include refreshments but not meals. Expenses may be funded with Title I, EIA-SCE (CEAC), School and Library Improvement Block Grant (SSC), or EIA-LEP (ELAC).

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

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

APPENDIX A

Title I Program Improvement Schools

2007-08 Title I Program Improvement (PI) Schools
(N=293)

Local District	LCode	School Name	Local District	LCode	School Name
5	3836	1st St. ES	1	2323	Bassett St. ES
3	6781	6th Ave. ES	2	2329	Beachy Ave. ES
4	5505	9th St. ES	6	8536	Bell SH
4	7082	10th St. ES	4	8543	Belmont SH
5	7274	20th St. ES	5	2397	Belvedere ES
3	7301	24th St. ES	5	8047	Belvedere MS
5	7288	28th St. ES	4	8057	Berendo MS
3	3959	42nd St. ES	1	2438	Bertrand Ave. ES
5	3932	49th St. ES	7	8060	Bethune (Mary McLeod) MS
7	3808	52nd St. ES	1	2470	Blythe St. ES
3	3795	59th St. ES	5	8831	Boyle Heights High
7	6795	68th St. ES	3	2479	Braddock Dr. ES
7	6630	75th St. ES	5	2493	Breed St. ES
8	5521	95th St. ES	5	2521	Bridge St. ES
7	5534	99th St. ES	7	7164	Bright ES
7	5857	107th St. ES	8	2527	Broad Ave. ES
7	5884	112th St. ES	2	3829	Broadous ES
7	5863	116th St. ES	5	2562	Brooklyn Ave. ES
7	5740	118th St. ES	7	2616	Budlong Ave. ES
7	5887	122nd St. ES	4	8066	Burbank MS
8	5822	153rd St. ES	1	2658	Burton St. ES
5	8009	Adams (John) MS	2	8080	Byrd (Richard E.) MS
4	2041	Alexandria Ave. ES	8	2685	Cabrillo Ave. ES
3	2082	Alta Loma ES	2	2726	Camellia Ave. ES
3	2123	Angeles Mesa ES	1	2753	Canoga Park ES
4	2178	Aragon Ave. ES	1	8571	Canoga Park SH
3	2192	Arlington Heights ES	8	8090	Carnegie (Andrew) MS
2	2205	Arminta St. ES	8	8575	Carson SH
5	2219	Ascot Ave. ES	5	8094	Carver MS
3	8028	Audubon MS	8	2945	Century Park ES
7	4020	Bakewell Sr. (Danny J.) PC	5	7640	Chavez (Cesar) ES
4	8038	Bancroft MS	3	3068	Cienega ES
8	2315	Barton Hill ES	8	8099	Clay MS

2007-08 Title I Program Improvement (PI) Schools
(N=293)

Local District	LCode	School Name	Local District	LCode	School Name
3	8245	Cochran (Johnnie L.) MS	5	3918	Ford Blvd. ES
1	3137	Cohasset St. ES	7	8132	Foshay Learning CTR
3	3178	Coliseum St. ES	4	8643	Franklin SH
2	7432	Columbus Ave. ES	7	8650	Fremont SH
1	8102	Columbus MS	8	4014	Fries Ave. ES
7	3205	Compton Ave. ES	2	8142	Fulton College Prep
6	3219	Corona Ave. ES	6	8151	Gage MS
3	8596	Crenshaw SH	8	8664	Gardena SH
8	8103	Curtiss (Glen Hammond) MS	5	8679	Garfield SH
8	8104	Dana MS	7	8160	Gompers MS
5	3315	Dena ES	7	4219	Graham ES
8	8110	Dodson MS	3	4247	Grand View Blvd. ES
3	8600	Dorsey SH	2	8683	Grant SH
7	8112	Drew MS	7	4274	Grape St. ES
4	8614	Eagle Rock SH	4	2385	Gratts ES
2	8788	Earhart (Amelia) High	2	4295	Gridley St. ES
5	3521	Eastman Ave. ES	7	5849	Griffith Joyner ES
7	8113	Edison MS	5	8168	Griffith MS
5	8118	El Sereno MS	8	4315	Gulf Ave. ES
6	3548	Elizabeth Learning CTR	2	4329	Haddon Ave. ES
8	8930	Ellington High	5	6274	Hamasaki ES
3	8123	Emerson MS	3	8686	Hamilton HS Complex
4	2383	Esperanza ES	5	4356	Hammel St. ES
5	3671	Euclid Ave. ES	8	4425	Harbor City ES
5	3699	Evergreen Ave. ES	2	4431	Harding St. ES
4	8621	Fairfax SH	5	4681	Harmony ES
5	3740	Farmdale ES	5	4438	Harrison St. School
2	3753	Fernangeles ES	8	8170	Harte (Bret) MS
7	3822	Figueroa St. ES	8	4466	Hawaiian Ave. ES
6	3849	Fishburn Ave. ES	2	4493	Hazeltine Ave. ES
8	8127	Fleming MS	3	4528	Hillcrest Dr. ES
4	3877	Fletcher Dr. ES	5	4534	Hillside ES
7	5781	Flournoy ES	5	8179	Hollenbeck MS

2007-08 Title I Program Improvement (PI) Schools
(N=293)

Local District	LCode	School Name	Local District	LCode	School Name
4	8693	Hollywood SH	5	8200	Los Angeles Academy MS
6	4562	Holmes Ave. ES	5	4945	Lorena St. ES
5	4576	Hooper Ave. PC	5	4959	Loreto St. ES
5	4575	Hooper ES	3	8736	Los Angeles SH
4	4589	Hoover St. ES	1	1959	Lull SP ED CTR
7	8652	Hope (John) High	7	5113	Mack (John W.) ES
6	2375	Hughes ES	2	8228	Maclay MS
5	4616	Humphreys Ave. ES	2	8230	Madison (James) MS
5	4630	Huntington Drive ES	4	5055	Magnolia Ave. ES
6	8700	Huntington Park SH	5	5068	Main St. ES
3	4658	Hyde Park Blvd. ES	5	5082	Malabar St. ES
6	6880	Independence ES	7	5096	Manchester Ave. ES
6	8701	International Studies Learning Center	8	5110	Manhattan Pl. ES
4	8189	Irving MS	3	8236	Mann MS
5	8714	Jefferson (Thomas) SH	7	8743	Manual Arts SH
5	8777	Jefferson New Cont. HS #1	5	5137	Marianna Ave. ES
7	8721	Jordan SH	3	8235	Marina Del Rey MS
4	8208	King (Thomas Starr) MS	3	8425	Mark Twain MS
4	6179	Kingsley ES	7	8237	Markham MS
2	4760	Kittridge St. ES	4	8750	Marshall (John) SH
8	4786	La Salle Ave. ES	6	8882	Maywood Academy High
1	4775	Langdon Ave. ES	7	6658	McKinley Ave. ES
2	4781	Lankershim ES	7	5247	Menlo Ave. ES
1	8217	Lawrence MS	5	8757	Metropolitan Cont.
4	8226	Le Conte MS	3	3500	Mid-City Magnet
6	4863	Liberty Blvd ES	6	5301	Middleton St. ES
1	4881	Limerick Ave. ES	7	5321	Miller (Loren) ES
5	8729	Lincoln SH	1	1910	Miller J Career & Transition Center
5	4680	Lizarraga (Richard)	7	5329	Miramonte ES
7	8733	Locke SH	1	8768	Monroe SH
4	4890	Lockwood Ave. ES	6	6878	Montara Ave. ES
4	4904	Logan St. ES	2	8240	Mount Gleason MS
6	4918	Loma Vista Ave. ES	7	8255	Muir (John) MS

2007-08 Title I Program Improvement (PI) Schools
(N=293)

Local District	LCode	School Name	Local District	LCode	School Name
1	8259	Mulholland (William) MS	7	6438	Russell ES
5	5438	Murchison St. ES	7	6301	Ritter ES
1	5446	Napa St. ES	5	8829	Roosevelt SH
8	8779	Narbonne SH	2	6356	Roscoe ES
5	5466	Nevin Ave. ES	5	6425	Rowan Ave. ES
5	8264	Nightingale MS	6	4641	San Antonio ES
6	8268	Nimitz MS	2	6452	San Fernando ES
1	5603	Noble Ave. ES	2	8358	San Fernando MS
7	5630	Normandie Ave. ES	2	8843	San Fernando SH
8	5644	Normont ES	6	6466	San Gabriel Ave. ES
1	8283	Northridge MS	6	6875	San Miguel ES
7	5699	Norwood St. ES	8	8850	San Pedro SH
6	2372	School (K-8))	5	8716	Santee Education Complex
2	8306	Olive Vista MS	4	6589	Selma Ave. ES
4	2392	Olympic PC	1	8363	Sepulveda (Francisco) MS
2	8321	Pacoima MS	2	6665	Sharp Ave. ES
1	5604	Panorama City ES	5	6753	Sierra Park ES
6	6005	Park Ave. ES	5	6849	Soto St. ES
1	3576	Parks LRN CTR	6	8881	South East High School
7	6021	Parmelee Ave. ES	6	8377	South Gate MS
8	8352	Peary (Robert E.) MS	6	8871	South Gate SH
3	4980	Pio Pico School	7	6863	South Park ES
4	3247	Plasencia ES	6	8153	Southeast MS
1	6123	Plummer ES	6	6918	State St. ES
4	2384	Politi (Leo) ES	5	8387	Stevenson MS
2	8636	Polytechnic (Francis) SH	3	6952	Stoner Ave. ES
1	4776	Primary Academy for Success	2	6959	Strathern St. ES
5	8731	Pueblo High	2	8396	Sun Valley MS
3	6164	Queen Anne Pl. ES	1	6986	Sunny Brae Ave. ES
1	6192	Ranchito Ave. ES	5	6988	Sunrise ES
8	6219	Raymond Ave. ES	1	8406	Sutter MS
2	8355	Reed MS	2	7014	Sylmar ES
1	8814	Reseda SH	2	8878	Sylmar SH

2007-08 Title I Program Improvement (PI) Schools
(N=293)

Local District	LCode	School Name			
2	7027	Sylvan Park ES			
5	7219	Trinity St. ES			
3	8886	University SH			
2	7384	Valerio St. ES			
2	8434	Van Nuys MS			
2	8893	Van Nuys SH			
3	8907	Venice SH			
7	7479	Vermont ES			
6	7493	Vernon City ES			
4	8462	Virgil MS			
1	8117	Vista MS			
5	7589	Wadsworth ES			
6	4640	Walnut Park ES			
8	8928	Washington Prep SH			
3	8481	Webster MS			
7	7634	Weigand Ave. ES			
8	7644	West Athens ES			
5	7654	West Vernon Ave. ES			
3	7671	Western Ave. ES			
4	2542	White (Charles) ES			
8	8487	White MS			
4	8623	Whitman High			
8	8490	Wilmington MS			
3	7795	Wilshire Crest ES			
5	8618	Wilson SH			
1	7836	Winnetka Ave. ES			
8	7863	Woodcrest ES			
1	8344	Woodland Hills Academy School			
3	8493	Wright MS			

APPENDIX B

Title I Program Improvement At-Risk Schools

2007-08 Title I Schools At Risk of Entering PI in 2008-09
(N=40)

Local District	LCode	School Name	Local District	LCode	School Name
7	7137	32nd/USC Perf. Arts Mag	1	8354	Porter MS
7	5582	93rd St. ES	1	8107	Portola MS
2	8609	Arleta High	6	7260	Tweedy ES
8	1941	Banneker (Benjamin) SP ED CTR	2	7438	Van Nuys ES
3	8075	Burroughs (John) MS	4	7534	Vine St. ES
1	2712	Calvert St. ES	3	2619	Wilshire Park ES
8	2986	Chapman ES	3	8598	Young HS
5	8062	Clinton (William J.) MS			
2	3151	Coldwater Canyon Ave. ES			
4	8517	Contreras LC			
4	2386	Del Olmo (Frank) ES			
2	8607	East Valley HS			
2	3541	El Dorado Ave. ES			
1	8137	Frost MS			
1	4110	Gault St. ES			
1	4130	Gledhill St. ES			
1	8174	Henry MS			
1	8182	Holmes (Oliver Wendell) International MS			
8	2301	Island ES			
1	8725	Kennedy (John F.) SH			
1	4790	Lassen ES			
3	1949	Marlton SP ED CTR			
1	5198	Mayall St. ES			
2	8238	Millikan MS			
2	8845	Mission High			
4	5384	Monte Vista St. ES			
7	8783	New Tech SH @ Jordan			
4	8545	Newmark (Harris) High			
2	8786	North Hollywood SH			
6	8873	Odyssey High			
3	8340	Palms MS			
1	8610	Panorama SH			
2	6068	Pinewood Ave. ES			

Specially Funded Programs Branch,
AYP Accountabilities Unit (January 2007)

APPENDIX C

Title I
Schoowide Program (SWP) Schools

2007-08 Title I Schoolwide Program (SWP) Schools
(N=537)

Local District	LCode	School Name	Local District	LCode	School Name
5	3836	1st St. ES	7	5887	122nd St. ES
5	6575	2nd St. ES	8	5877	135th St. ES
5	3973	4th St. ES	8	5822	153rd St. ES
3	6781	6th Ave. ES	8	5753	186th St. ES
8	6616	7th St. ES	8	7329	232nd Pl. ES
4	5505	9th St. ES	5	8009	Adams (John) MS
4	7082	10th St. ES	5	2014	Albion St. ES
8	3767	15th St. ES	4	2027	Aldama ES
5	7274	20th St. ES	7	5111	Alexander (Theodore) Science Center
3	7301	24th St. ES	4	2041	Alexandria Ave. ES
5	7288	28th St. ES	3	2082	Alta Loma ES
7	7137	32nd/USC Perf. Arts Mag	8	2089	Ambler Ave. ES
3	3959	42nd St. ES	8	2096	Amestoy ES
5	3932	49th St. ES	1	2110	Anatola Ave. ES
3	3781	54th St. ES	3	2123	Angeles Mesa ES
3	3795	59th St. ES	5	2137	Ann St. ES
7	6808	61st St. ES	8	2146	Annalee Ave. ES
7	6822	66th St. ES	4	2151	Annandale ES
7	6795	68th St. ES	2	2164	Apperson St. ES
3	6644	74th St. ES	4	2178	Aragon Ave. ES
7	6630	75th St. ES	5	3105	Arco Iris Primary CTR
7	5548	92nd St. ES	2	8609	Arleta High
7	5582	93rd St. ES	2	8772	Arleta High School of Science, Math, and Related Technologies (S.M.A.R.T.)
8	5521	95th St. ES	3	2192	Arlington Heights ES
7	5575	96th St. ES	2	2205	Arminta St. ES
7	5534	99th St. ES	4	4322	Arroyo Seco Alternative Mag
7	5857	107th St. ES	5	2219	Ascot Ave. ES
7	5836	109th St. ES	4	2233	Atwater Ave. ES
7	5884	112th St. ES	3	8028	Audubon MS
7	5863	116th St. ES	5	4685	Aurora ES
7	5740	118th St. ES	8	2247	Avalon Gardens ES

2007-08 Title I Schoolwide Program (SWP) Schools
(N=537)

Local District	LCode	School Name	Local District	LCode	School Name
3	2274	Baldwin Hills ES	2	3829	Broadous ES
8	2288	Bandini St. ES	3	2548	Brockton Ave. ES
8	1941	Banneker (Benjamin) SP ED CTR	5	2562	Brooklyn Ave. ES
8	8529	Banning (Phineas) SH	6	2589	Bryson Ave. ES
7	5562	Barrett (Charles W.) ES	4	2603	Buchanan St. ES
8	2315	Barton Hill ES	2	2630	Burbank Blvd. ES
1	2323	Bassett St. ES	1	2658	Burton St. ES
2	2329	Beachy Ave. ES	4	2671	Bushnell Way ES
3	2342	Beethoven St. ES	2	8080	Byrd (Richard E.) MS
6	8536	Bell SH	8	2685	Cabrillo Ave. ES
4	2379	Bellevue Ave. PC	4	2699	Cahuenga ES
4	8543	Belmont SH	1	2706	Calahan St. ES
5	2397	Belvedere ES	2	2726	Camellia Ave. ES
5	8047	Belvedere MS	1	2753	Canoga Park ES
4	8057	Berendo MS	1	8571	Canoga Park SH
1	2438	Bertrand Ave. ES	1	2767	Cantara St. ES
7	8060	Bethune (Mary McLeod) MS	2	2781	Canterbury Ave. ES
1	8557	Birmingham SH	1	2802	Capistrano Ave ES
4	1943	Blend (Frances) SPEC ED CTR	8	8090	Carnegie (Andrew) MS
1	2470	Blythe St. ES	8	2815	Caroldale Lrn Comm.
8	2473	Bonita ES	8	8575	Carson SH
3	2479	Braddock Dr. ES	8	2836	Carson St. ES
3	7123	Bradley Env. Mag	4	2849	Carthay Center ES
2	2486	Brainard Ave. ES	5	8094	Carver MS
5	8754	Bravo (Francisco) Medical Mag	8	2890	Catskill Ave. ES
5	2493	Breed St. ES	8	2945	Century Park ES
3	2507	Brentwood Sci Mag	2	2959	Chandler ES
5	2521	Bridge St. ES	8	2986	Chapman ES
7	7164	Bright ES	3	3002	Charnock Road ES
8	2527	Broad Ave. ES	1	3014	Chase St. ES
8	2530	Broadacres Ave. ES	5	7640	Chavez (Cesar) ES

2007-08 Title I Schoolwide Program (SWP) Schools
(N=537)

Local District	LCode	School Name	Local District	LCode	School Name
4	3041	Cheremoya Ave. ES	4	8738	Downtown Business MAG
3	3068	Cienega ES	7	8112	Drew MS
8	3082	Cimarron Ave. ES	2	3493	Dyer St. ES
5	3096	City Terrace ES	4	3507	Eagle Rock ES
8	8099	Clay MS	4	8614	Eagle Rock SH
1	8590	Cleveland SH	2	8788	Earhart (Amelia) High
4	3110	Clifford St. ES	2	8607	East Valley HS
3	8245	Cochran (Johnnie L.) MS	5	3521	Eastman Ave. ES
1	3137	Cohasset St. ES	7	8113	Edison MS
2	3151	Coldwater Canyon Ave. ES	2	3541	El Dorado Ave. ES
2	3164	Colfax Ave. ES	5	3562	El Sereno ES
3	3178	Coliseum St. ES	5	8118	El Sereno MS
2	7432	Columbus Ave. ES	6	3548	Elizabeth Learning CTR
1	8102	Columbus MS	8	8930	Ellington High
4	3192	Commonwealth Ave. ES	4	3575	Elysian Heights ES
7	3205	Compton Ave. ES	1	3589	Emelita St. ES
6	3219	Corona Ave. ES	3	8123	Emerson MS
2	5016	Coughlin (Sara) ES	2	3630	Erwin St. ES
3	8596	Crenshaw SH	6	3220	Escutia (Martha) PC
8	8103	Curtiss (Glen Hammond) MS	8	3640	Eshelman Ave. ES
4	3329	Dahlia Heights ES	4	2383	Esperanza ES
8	8104	Dana MS	5	3671	Euclid Ave. ES
1	3335	Danube Ave ES	5	3699	Evergreen Ave. ES
4	3356	Dayton Heights ES	2	3712	Fair Ave. ES
8	3384	Del Amo ES	4	8621	Fairfax SH
4	3397	Delevan Dr. ES	5	3740	Farmdale ES
5	3315	Dena ES	2	3753	Fernangeles ES
8	3425	Denker Ave. ES	7	3822	Figueroa St. ES
8	3452	Dolores St. ES	6	3849	Fishburn Ave. ES
8	3466	Dominguez ES	8	8127	Fleming MS
4	3479	Dorris Pl. ES	4	3877	Fletcher Dr. ES
3	8600	Dorsey SH	6	3890	Florence Ave. ES

2007-08 Title I Schoolwide Program (SWP) Schools
(N=537)

Local District	LCode	School Name	Local District	LCode	School Name
7	5781	Flournoy ES	4	2385	Gratts ES
5	3918	Ford Blvd. ES	2	4295	Gridley St. ES
7	8132	Foshay Learning CTR	5	4301	Griffin Ave. ES
4	8643	Franklin SH	7	5849	Griffith Joyner ES
7	8650	Fremont SH	5	8168	Griffith MS
8	4014	Fries Ave. ES	8	4315	Gulf Ave. ES
1	8137	Frost MS	8	4342	Halldale Ave. ES
1	4027	Fullbright Ave. ES	5	6274	Hamasaki ES
2	8142	Fulton College Prep	3	8686	Hamilton HS Complex
6	8151	Gage MS	1	4349	Hamlin St. ES
1	4055	Garden Grove ES	5	4356	Hammel St. ES
8	4041	Gardena ES	8	4425	Harbor City ES
8	8664	Gardena SH	8	8518	Harbor Teacher Prep Academy
4	4068	Gardner St. ES	2	4431	Harding St. ES
5	8679	Garfield SH	5	4681	Harmony ES
4	4082	Garvanza ES	5	4438	Harrison St. School
5	3426	Garza (Carmen) PC	1	4445	Hart St. ES
5	4096	Gates St. ES	8	8170	Harte (Bret) MS
1	4110	Gault St. ES	4	2042	Harvard ES
4	4123	Glassell Park ES	1	4452	Haskell ES
1	4130	Gledhill St. ES	8	4466	Hawaiian Ave. ES
5	4137	Glen Alta ES	2	4493	Hazeltine Ave. ES
4	4164	Glenfeliz Blvd. ES	6	4507	Heliotrope Ave. ES
2	4192	Glenwood ES	1	8174	Henry MS
7	8160	Gompers MS	2	4515	Herrick Ave. ES
7	4219	Graham ES	3	4528	Hillcrest Dr. ES
1	4233	Granada ES	5	4534	Hillside ES
3	4247	Grand View Blvd. ES	3	4548	Hobart Blvd. ES
4	4260	Grant ES	5	8179	Hollenbeck MS
2	8683	Grant SH	4	8693	Hollywood SH
7	4274	Grape St. ES	1	8182	Holmes (Oliver Wendell) International MS

2007-08 Title I Schoolwide Program (SWP) Schools
(N=537)

Local District	LCode	School Name	Local District	LCode	School Name
6	4562	Holmes Ave. ES	1	4790	Lassen ES
5	4576	Hooper Ave. PC	5	4795	Latona Ave. ES
5	4575	Hooper ES	4	4808	Laurel ES
4	4589	Hoover St. ES	4	8226	Le Conte MS
6	6920	Hope St. ES	8	4829	Leapwood Ave. ES
2	4603	Hubbard St. ES	1	1908	Leichman (Diane S.) SP ED CTR
6	2375	Hughes ES	8	4836	Leland St. ES
5	4616	Humphreys Ave. ES	1	4849	Lemay St. ES
6	2391	Huntington Park ES	6	4863	Liberty Blvd ES
6	8700	Huntington Park SH	1	4870	Liggett St. ES
3	4658	Hyde Park Blvd. ES	6	4877	Lillian St. ES
6	6880	Independence ES	1	4881	Limerick Ave. ES
6	8701	International Studies Learning Center	5	8729	Lincoln SH
4	8189	Irving MS	5	4680	Lizarraga (Richard)
5	8714	Jefferson (Thomas) SH	7	8733	Locke SH
7	8721	Jordan SH	4	4890	Lockwood Ave. ES
1	8725	Kennedy (John F.) SH	4	4904	Logan St. ES
5	4696	Kennedy (Robert) ES	1	1947	Lokrantz SP ED CTR
2	4726	Kester Ave. ES	6	4918	Loma Vista Ave. ES
2	7439	Kindergarten Learning Academy	5	4945	Lorena St. ES
7	6534	King (Martin Luther Jr.) ES	5	4959	Loreto St. ES
4	8208	King (Thomas Starr) MS	1	4973	Lorne St. ES
7	8727	King-Drew Medical Mag	5	8200	Los Angeles Academy MS
2	4760	Kittridge St. ES	3	4982	Los Angeles ES
4	6179	Kingsley ES	3	8736	Los Angeles SH
1	4762	Knollwood ES	4	4986	Los Feliz ES
4	2543	La Fayette Park PC	2	1948	Lowman SP ED CTR
8	4786	La Salle Ave. ES	1	1959	Lull SP ED CTR
5	4767	Lane (Robert Hill) ES	4	2544	MacArthur Park PC
1	4775	Langdon Ave. ES	2	8228	Maclay MS
2	4781	Lankershim ES	2	8230	Madison (James) MS

2007-08 Title I Schoolwide Program (SWP) Schools
(N=537)

Local District	LCode	School Name	Local District	LCode	School Name
6	3210	Madison ES	7	5321	Miller (Loren) ES
4	5055	Magnolia Ave. ES	1	1910	Miller J Career & Transition Center
5	5068	Main St. ES	2	8238	Millikan MS
5	5082	Malabar St. ES	7	5329	Miramonte ES
7	5096	Manchester Ave. ES	2	8845	Mission High
8	5110	Manhattan Pl. ES	2	5342	Monlux ES
3	8236	Mann MS	1	8768	Monroe SH
7	8743	Manual Arts SH	6	6878	Montara Ave. ES
5	7220	Maple PC	4	5384	Monte Vista St. ES
5	5137	Marianna Ave. ES	5	8677	Monterey High
3	8235	Marina Del Rey MS	2	5397	Morningside ES
3	8425	Mark Twain MS	2	8240	Mount Gleason MS
7	8237	Markham MS	7	8255	Muir (John) MS
3	1949	Marlton SP ED CTR	1	8259	Mulholland (William) MS
4	8750	Marshall (John) SH	5	5425	Multnomah St. ES
3	5178	Marvin Ave. ES	5	5438	Murchison St. ES
1	5198	Mayall St. ES	1	5446	Napa St. ES
4	5205	Mayberry St. ES	8	8779	Narbonne SH
6	8882	Maywood Academy High	1	5452	Nestle Ave. ES
6	2381	Maywood New ES #5	1	5459	Nevada Ave. ES
3	1952	McBride SP ED CTR	5	5466	Nevin Ave. ES
7	6658	McKinley Ave. ES	5	8264	Nightingale MS
4	5219	Melrose Ave. ES	6	8268	Nimitz MS
1	5233	Melvin Ave. ES	1	5603	Noble Ave. ES
7	5247	Menlo Ave. ES	7	5630	Normandie Ave. ES
5	8757	Metropolitan Cont.	8	5644	Normont ES
8	7342	Meyler ES	2	8786	North Hollywood SH
4	5288	Micheltorena St. ES	1	8513	Northridge Academy SH
8	8760	Middle College High	1	8283	Northridge MS
6	5302	Middleton New PC	7	5699	Norwood St. ES
6	5301	Middleton St. ES	6	2378	Nueva Vista ES
6	5315	Miles Ave. ES	6	2372	Ochoa (Ellen) LC

2007-08 Title I Schoolwide Program (SWP) Schools
(N=537)

Local District	LCode	School Name	Local District	LCode	School Name
6	8873	Odyssey High	4	6178	Ramona ES
2	8306	Olive Vista MS	1	6192	Ranchito Ave. ES
2	5726	O'Melveny ES	8	6219	Raymond Ave. ES
5	8853	Orthopaedic Magnet HS	2	8355	Reed MS
2	5894	Osceola St. ES	1	6233	Reseda ES
2	5918	Oxnard St. ES	1	8814	Reseda SH
6	4642	Pacific Blvd School	3	6260	Richland Ave. ES
2	8321	Pacoima MS	4	5385	Riordan PC
3	5986	Palms ES	2	6288	Rio Vista ES
3	8340	Palms MS	7	6301	Ritter ES
1	5604	Panorama City ES	4	6329	Rockdale ES
1	8610	Panorama SH	5	8829	Roosevelt SH
6	6005	Park Ave. ES	2	6356	Roscoe ES
1	3576	Parks LRN CTR	4	6370	Rosemont Ave. ES
7	6021	Parmelee Ave. ES	4	6384	Rosewood Ave. ES
1	6027	Parthenia St. ES	5	6425	Rowan Ave. ES
8	8352	Peary (Robert E.) MS	7	6438	Russell ES
5	1953	Perez SP ED CTR	7	1955	Salvin (Sophia T.) SP ED CTR
2	6068	Pinewood Ave. ES	6	4641	San Antonio ES
3	4980	Pio Pico School	2	6452	San Fernando ES
2	6096	Plainview Ave. ES	2	8358	San Fernando MS
4	3247	Plasencia ES	2	8843	San Fernando SH
3	6110	Playa Del Rey ES	6	6466	San Gabriel Ave. ES
1	6123	Plummer ES	1	6479	San Jose St. ES
4	2384	Politi (Leo) ES	6	6875	San Miguel ES
2	8636	Polytechnic (Francis) SH	4	6493	San Pascual Ave. ES
1	8354	Porter MS	8	8850	San Pedro SH
1	8107	Portola MS	5	6507	San Pedro St. ES
8	6148	President Ave. ES	5	8716	Santee Education Complex
1	4776	Primary Academy for Success	2	6565	Saticoy ES
8	6158	Purche Ave. ES	3	2644	Saturn St. ES
3	6164	Queen Anne Pl. ES	8	1956	Sellery SP ED CTR

2007-08 Title I Schoolwide Program (SWP) Schools
(N=537)

Local District	LCode	School Name	Local District	LCode	School Name
4	6589	Selma Ave. ES	2	8878	Sylmar SH
2	3574	Sendak (Maurice) ES	2	7027	Sylvan Park ES
1	8363	Sepulveda (Francisco) MS	8	7035	Taper Ave. ES
2	6665	Sharp Ave. ES	1	7041	Tarzana ES
3	6671	Shenandoah St. ES	2	7068	Telfair Ave. ES
5	6685	Sheridan St. ES	4	7178	Toland Way ES
1	6712	Shirley Ave. ES	2	7192	Toluca Lake ES
3	6740	Short Ave. ES	8	7205	Towne Ave. ES
5	6753	Sierra Park ES	5	7219	Trinity St. ES
5	6767	Sierra Vista ES	1	7247	Tulsa St. ES
5	6836	Solano Ave. ES	6	7260	Tweedy ES
5	6849	Soto St. ES	4	7356	Union Ave. ES
6	8881	South East High School	3	8886	University SH
6	8377	South Gate MS	5	7370	Utah St. ES
6	8871	South Gate SH	1	7390	Valley Alternative Mag
7	6863	South Park ES	4	7397	Valley View ES
6	8153	Southeast MS	8	7419	Van Deene Ave. ES
1	6890	Stagg St. ES	4	7425	Van Ness Ave. ES
6	6904	Stanford Ave. ES	2	7438	Van Nuys ES
6	6905	Stanford PC	2	8434	Van Nuys MS
6	6918	State St. ES	2	8893	Van Nuys SH
3	6932	Sterry (Nora) ES	1	7411	Vanalden Ave. ES
5	8387	Stevenson MS	2	7466	Vena Ave. ES
2	6945	Stonehurst Ave. ES	3	8907	Venice SH
3	6952	Stoner Ave. ES	2	8914	Verdugo SH
2	6959	Strathern St. ES	6	7493	Vernon City ES
2	8396	Sun Valley MS	6	7507	Victoria Ave. ES
2	6973	Sunland ES	2	7521	Victory Blvd. ES
1	6986	Sunny Brae Ave. ES	4	7534	Vine St. ES
5	6988	Sunrise ES	2	7548	Vinedale ES
1	7007	Superior St. ES	1	7562	Vintage Math/Sci Mag
1	8406	Sutter MS	4	8462	Virgil MS

2007-08 Title I Schoolwide Program (SWP) Schools
(N=537)

Local District	LCode	School Name	Local District	LCode	School Name
3	7575	Virginia Road ES	3	8493	Wright MS
1	8117	Vista MS	4	7959	Yorkdale ES
2	7440	Valerio Primary CTR			
2	7384	Valerio St. ES			
5	7589	Wadsworth ES			
6	4640	Walnut Park ES			
8	8928	Washington Prep SH			
3	8481	Webster MS			
7	7634	Weigand Ave. ES			
8	7644	West Athens ES			
4	7649	West Hollywood ES			
1	1958	West Valley SP ED CTR			
5	7654	West Vernon Ave. ES			
3	7671	Western Ave. ES			
3	7699	Westminster Ave. ES			
3	7712	Westport Heights ES			
3	3311	Westside Leadership Mag			
4	2542	White (Charles) ES			
4	7766	White House PC			
8	8487	White MS			
8	1957	Willenberg SP ED CTR			
8	8490	Wilmington MS			
8	7781	Wilmington Park ES			
3	7795	Wilshire Crest ES			
5	8618	Wilson SH			
3	7808	Wilton Pl. ES			
3	7822	Windsor Hills Math/Sci Aero Mag			
1	7836	Winnetka Ave. ES			
8	7863	Woodcrest ES			
1	8344	Woodland Hills Academy School			
6	7904	Woodlawn Ave. ES			

APPENDIX D

Budget Planning for Parent Involvement

INTER-OFFICE CORRESPONDENCE

Los Angeles Unified School District

TO: All Principals **DATE:** February 20, 2008

FROM: Rita P. Caldera, Assistant Superintendent
Specially Funded Programs Division

SUBJECT: **BUDGET PLANNING FOR PARENTAL INVOLVEMENT**

Parent involvement is required as a part of the budget process for categorical funds (Title I, EIA/SCE, EIA-LEP, and School and Library Improvement) allocated to the schools. The development of the budget must include parents as full partners in the decision-making process, including review, of all categorical committees/councils during planning, implementation, modification, and monitoring of the programs and budgets.

Title I

Schools receiving Title I categorical funds will receive a separate allocation of the appropriate percentage of the categorical funds, but not less than 1% to implement programs and activities for parents, that support the instructional program; including promoting family literacy and parenting skills.

Such programs, activities, and procedures must be planned and implemented with meaningful involvement of parents of participating children.

EIA-SCE

Schools receiving EIA-SCE funds should allocate funds to implement programs and activities for parents that support the instructional program.

Such programs, activities, and procedures must be planned and implemented with meaningful involvement of parents of participating children.

EIA-LEP

Schools receiving EIA-LEP funds should allocate one percent of their funds to implement training for parents.

Such programs, activities, and procedures must be planned and implemented with meaningful involvement of parents of participating children.

Budget Planning Process

1. The Parental Involvement Program (School, Family and Community Partnership) should be supported with funding that reflects the need for parent involvement as identified in the Single Plan for Student Achievement.

2. The process **must** include the involvement of the School Site Council with recommendations from the Compensatory Education and English Learner Advisory Committees. Parents and community members must be included throughout the entire process in planning, implementing, modifying, and monitoring the budget.

3. **Money allocated for parent involvement activities <u>may not</u> be used for other purposes and activities**. **Schools are encouraged to expend all parent involvement funds during the 2008-2009 fiscal year.**

4. The school planning sheet for parent involvement activities must be developed at the school with **parent recommendations** for the projected expenditures from the categorical funds. Please submit the Planning Sheet to the local district Fiscal Specialist. Copies are retained at the school and given to categorical committee chairpersons.

5. Budget justifications with the job description must be attached to the budget worksheet when submitted.

6. Community representatives budgeted from parent involvement funds must perform duties and responsibilities that **directly** support the Parent Involvement Program (School, Family and Community Partnership), according to the needs identified in the Single Plan for Student Achievement. Budget justifications with the job description must be attached to the budget worksheet when submitted.

7. Funds are for supplemental educational services for parents. These funds are not intended for rental of facilities. Funds may be allocated to a variety of parent activities:

   - Training for family literacy and parenting skills
   - Translation services and/or translation equipment
   - Parent conference attendance
   - Parent Center
   - Advisory committee expenditures, including refreshments and postage for meeting notices

For further questions, please contact Debbie Ernst, Director, Specially Funded Programs, at (213) 241-6990; or Chris Downing, Administrator, Parent Community Services Branch, at (213) 217-5272.

RPC/em

Attachments

C: Debbie Ernst
Kathy Payne
Chris Downing
Henry Vidrio

PROGRAMA DE PARTICIPACION DE PADRES
HOJA PARA LA PLANIFICACION DEL PRESUPUESTO 2008-2009
PARENT INVOLVEMENT PROGRAM
BUDGET PLANNING SHEET FOR 2008-2009

SCHOOL NAME: _____ **ORGANIZATION CODE:** _____

ITEM NO.	RESOURCES	COMPENSATORY ED. TITLE I (7E046)		COMPENSATORY ED. EIA/SCE (7S539)		LEP (7S536)		SCHOOL AND LIBRARY IMPROVEMENT (14222)	
		QTY	*Amount*	*QTY*	*Amount*	*QTY*	*Amount*	*QTY*	*Amount*
21427	Clerical Overtime								
21532	Custodial Overtime								
50073	Parent Conference Attendance (Limited to a Maximum of $800.00 per funding source)								
11275	Professional Expert (Certificated)								
21720	Community Representative Pay Rate $_____								
22555	Parent Resource Liaison (This position must be multi-funded with other categorical program funds or grants)								
40267	Instructional Material (Support parent activities only)								
40169	School Advisory Committee or School Site Council Expenses (operating expenses and refreshments)								
40110	Audio Visual Equipment including Translation Equipment								
50002	Contracted Instructional Services: Company Outside companies that are LAUSD approved to train parents in the curricular areas.								
50035	Independent Contract (Professional Services) A contracted individual that trains parents in their roles & responsibilities regarding councils and committees.								
50163	Parent Training Allowance (Reimbursement for child care, mileage, meals)								
	TOTAL BUDGET	$		$		$		$	

This is not a budget. However, this planning sheet allows for parent-involvement budgeting at a glance. School and Library Improvement (SLI) funds must be used to budget for school site council expenses. Schools receiving EIA-LEP funds should allocate one (1) percent of the funds to implement training for parents

Please present this page for programmatic and fiscal review.

These funds are not intended for facility rentals. They are meant to be for supplemental services for parents.

REV. 02/06/07

NOMBRE DE LA ESCUELA: _____ **CÓDIGO DE ORGANIZACIÓN:** _____

Núm. de Ítem	RECURSOS	ED. COMPENSATORIA TITULO I (E046)		ED. COMPENSATORIA EIA/SCE (7S539)		LEP (7S536)		MEJORAMIENTO ESCOLAR Y DE LA BIBLIOTECA (14222)	
		Cant.	*Suma*	*Cant.*	*Suma*	*Cant.*	*Suma*	*Cant.*	*Suma*
21427	Tiempo Clérico extra								
21532	Tiempo extra del Conserje								
50073	Asistencia de los Padres a Conferencias (Límite Máximo de $800.00 por fuente de recurso)								
11275	Expertos Profesionales (Certificados)								
21720	Representante de la Comunidad Pago $_____								
22555	Enlace de Recursos para los Padres (Este puesto debe ser multi-financiado con fondos o concesiones de otro programa categórico)								
40267	Materiales de Instrucción (Solo para apoyo de actividades de Padres)								
40169	Gastos del Concilio Consejero Escolar o del Comité del Plantel Escolar (gastos de funcionamiento y refrigerios)								
40110	Equipo Audiovisual incluye Equipo de Traducción								
50002	Servicios de Instrucción Contratados: Empresa Empresas exteriores que están aprobadas por el LAUSD para capacitar a los padres en las áreas del plan de estudios.								
50035	Contratos Independientes (Servicios Profesionales). Una persona contratada que entrena a los padres en su papel y responsabilidades con respecto a los concilios y comités.								
50163	Estipendios para la Capacitación de los Padres (Reembolso para cuidado de niños, millaje, alimentos)								
	TOTAL DEL PRESUPUESTO	$		$		$		$	

Este no es un presupuesto. Sin embargo, esta hoja de planificación permite ver a primera vista el presupuesto para la participación de los padres. Los fondos para el Mejoramiento de la Escuela y la Biblioteca (SLI) se tienen que utilizar para presupuestar los gastos del consejo del plantel educativo. La escuelas recibiendo fondos EIA-LEP deben asignar (1) por ciento de los fondos para implementar capacitación profesional para los padres

Favor presentar esta página para revisión programática y fiscal.

Estos fondos no están destinados para pagar la renta de instalaciones. Están destinados para servicios complementarios para los padres.

2008-2009

Supplemental Services

Employment Transaction Services Branch
Instructional Assistance Assignment Unit

Staffing procedures for Educational Aides remain unchanged. With the exception of mandatory placements such as reemployment or priority lists, schools do their own recruiting for three-hour positions; six-hour and eight-hour positions. The Instructional Assistance Assignment Unit assigns employees in accordance with provisions of the Unit B contract.

Instructional Aide positions may be budgeted for 3 hours per day only. Education Aide positions may be budgeted in the following ways: 3 hours per day, 6 hours per day, or 8 hours per day.

All Education Aide, Educational Resource Aide, and Instructional Aide assignments are written as "C" basis (SAP=Personnel Subarea). In general, an aide should not work additional time beyond his/her basic assignment. Contact the Instructional Assistance Assignment Unit regarding the use of additional time or additional assignments.

When budgeting aide positions, be specific regarding the job classification—e.g., Education Aide III (4581); Education Aide III Spanish Language (4579); Educational Resource Aide (4924); Educational Resource Aide, SS (4925); Instructional Aide (4991 only). Instructional Aide II (4592) can no longer be hired.

Teacher assistant (0953) and instructional aide (4991 only) assignments are also handled by the Instructional Assistance Assignment Unit. Teacher Assistants are part of the Unit F Collective Bargaining Agreement. Instructional aides are part of the Unit B Collective Bargaining Agreement. Please refer to Unit B Collective Bargaining Agreement for details. Teacher Assistant and Instructional Aide forms may be printed from the Personnel Commission website.

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

For additional information, call the Instructional Assistance Assignment Unit at (213) 241-6313.

Elementary School Counselors

Elementary School Students' Developmental Needs

The elementary years are a time when students begin to develop their academic self-concept, feelings of competence and confidence as learners, their decision-making, communication and life skills and character values. It is also a time when students develop and acquire attitudes toward school, self, peers, social groups, and family. Comprehensive school counseling programs provide education, prevention, and intervention services which are integrated into all aspects of children's lives.

Services Provided by the Elementary Counseling Program:

School Guidance:

- Academic support, including study and test-taking skills
- Career awareness and planning
- Education on understanding self and others, peer relationships, coping strategies and social skills
- Substance abuse education
- Multicultural/diversity awareness
- Support for transition to Middle School and/or High School

Case Management and Direct Service:

- Provide individual and/or group counseling to students to promote problem solving, coping skills, motivation, goal-setting, conflict resolution, grief resolution, school and social adjustment.
- Provide training and intervention in issues related to child abuse, suicide prevention, threat assessment, anti-bullying practices, and crisis.

School-Wide Supports:

- Develop and/or strengthen Student Success Team (or comparable referral system).
- Negotiate and support the implementation of Second Step, or comparable research-based school-wide pro-social skills program.
- Assist parents and staff in understanding literature and best practices in the field of resiliency and positive youth development.

Staff Support:

- Provide staff development in classroom management, enhancing classroom environment, and other topics pertinent to implementing positive intervention strategies.

Parent Support:

- Provide consultation with parents to enhance the child's ability to benefit from the instructional program. Provide appropriate referrals to address specific needs.
- Provide support to parents to facilitate home environments conducive to learning.

Resource Coordination:

- Attend Resource Coordinating Council meeting and assist the school in coordinating school and community resources.
- Work in partnership with Organization Facilitators, Health Education Program Advisors, and local district staff to identify and gain access to resources for health, mental health, basic needs, and tutoring.

For information or assistance, contact Karen L. Timko, Coordinator of Primary Intervention Counseling Services (PICS) and Elementary Counseling Programs, at (213) 241-3858 or karent.timko@lausd.net.

Secondary School Counselor

The following **core services** are provided by staff who hold a valid Pupil Services Credential (PPS):

- Serves as a member of the counseling, guidance and student assessment services team; collaborates with the school administration and staff in developing student attitudes, character and behaviors that promote personal, social and academic growth;
- Provides individual and group counseling and planned guidance to students in the areas of academic, personal/social, and career domains;
- Assists in the interpretation of standardized tests; interprets the results of standardized group tests of achievement to students, parents and teachers;
- Helps students effectively utilize the educational opportunities of the school; recommends available resources within the school, school system and community to meet the needs of individual students; assists in making such referrals and contacts;
- Consults with the administrative staff on student referrals for supplementary counseling, psychological evaluation and case conferences;
- Assists in coordinating the gathering of important student records and cooperates with other pupil services staff in scheduled student case conferences; participates in Student Study Team and other problem-solving conferences;
- Assists in the preparation of information for entry on student cumulative records; analyzes data concerning student needs to assist in the development of the total educational plan of the school.

Suggested Services to Be Provided Through Categorical Funding

Targeted Assistance School Counselor:

- Provides follow-up counseling-advocacy services to identified students.
- Provides follow-up counseling to middle-school students needing assistance in reading and algebra; refers to the school's intervention programs.
- Collaborates with the District staff to implement programs that teach and encourage conflict resolution, violence prevention, and school success.
- Assists staff in program development such as parent involvement or parent education and early intervention strategies.
- Monitors academic progress of identified students and provides follow up for Individualized Graduation Plan (IGP)/AB 1802 conferences.

Instructional Computer Systems

Schools should select technology hardware that will best meet the needs of the instructional program at the school. Instructional goals should guide the selection of software. Refer to Bulletin Number BUL-1305: *Criteria for Evaluating Instructional Materials and Off-Site Instructional Activities,* Instructional Services, September 13, 2004, for guidance about software evaluation. The selection of instructional software largely determines the appropriate selection of computer equipment and peripherals needed to run that software. A good reference for decisions regarding the selection of instructional technology hardware and software is the LAUSD Education Technology Plan which is available on the LAUSD website at http://www.lausd.net/lausd/techplan, and Reference Guide Number REF-1696: *Computer Equipment On District Contracts*. These resources contain information regarding the District's strategic direction in instructional technology, as well as minimum specifications for district computers, selected vendors, installation, and warranty terms for all LAUSD computer purchases.

Extended warranties, asset tagging, Microsoft Office, tracking and recovery software, and asset and installation are all included in the computer purchase prices, as is the removal of all packaging material. Computer system prices do not include the costs of additional electrical wiring, data cabling, furniture, or room security. Therefore, the school's technology infrastructure (existing and planned) should be examined along with hardware and software requirements.

Software expenditures will vary widely, depending on the needs of the school. When buying software, take into account the level of expertise of the people who will use it. Is training available or do you need to purchase staff development? How will this staff development be scheduled? It is most important that staff development participants have access to the software during and after training in order to maximize use and derive the benefits of implementation of the program(s).

For questions regarding instructional technology integration into the classroom at your school, please refer to Reference Guide Number REF-3975 *Information for Schools on Supported Instructional Technology Activities from the Educational Technology Group* or contact Educational Technology at (213) 241-3837 or on the web at http://www.lausd.net/edtech/.

The Division of Special Education

Psychological Services

School Psychologist

District-funded Services
School psychologists provide services to schools by engaging students, staff, and parents and guardians in offering the following district-funded services:

Working with Students

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

Collaborating with Teachers and Staff

- Collaborates with community agencies to provide services for students and families.
- Serves as a member of the School Resource Coordinating Team.
- Serves as a member of the Healthy Start planning committee.
- Helps teachers clarify a student's learning and behavior problems.
- Consults with teachers regarding classroom management and discipline strategies.
- Interprets individual and group evaluation results for appropriate school personnel to make data-based decisions.
- Increases a better understanding of student growth and development.
- Participates as a team member of Student Success Teams or other teams that provide intervention management, such as Coordination of Services Team, intervention team, department meetings and Small Learning Communities' meetings.
- Serves as a member of the Individualized Education Program (IEP) team.
- Provides professional development for teachers and other staff.
- Serves as a resource to school personnel regarding mental health resources within the school and community.
- Serves as a member of the School Crisis Intervention Team.

Consulting with Parents

- Assists parents in understanding a student's special needs.
- Facilitates communication between home and school.
- Assists in identifying students with special needs and monitors their progress.
- Provides appropriate referrals to District and community resources.
- Provides parenting skills training and family counseling related to a student's educational concerns.
- Works to correct problematic learning and adjustment difficulties to prevent more serious and permanent outcomes.

Suggested Services to be Provided Through Categorical Funding

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

Counseling

- Counsels with students individually or in groups for the following:
  - Academic problems
  - Achievement goals
  - Potential dropouts
  - Bilingual/bicultural adjustment problems
  - Behavior and social skills
  - Problem-solving and decision making

Consultation

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

Assessment

- Assist in the design and development of intervention programs
- Evaluates the effectiveness of interventions
- Intervention program maintenance

Professional Development

- Child Development
- Adolescent Issues
- Classroom Management
- Succeeding at School

For further information, please call Alnita R. Dunn, Director, Psychological Services, at (213) 241-8303 or the Local District Psychological Services Coordinator.

LAUSD School Mental Health Services

Psychiatric Social Worker

Psychiatric Social Worker (PSW)
LAUSD School Mental Health Services was established in 1933 to meet the psychological needs of students who were demonstrating emotional and behavioral symptoms. Mental heath and intervention services continue to support the core services of LAUSD to improve academic achievement of students.

Research indicates that 70-80% of students who are provided with this strong foundation will have the prerequisites necessary for learning. Studies estimate that between 3.3 million to 10 million children have witnessed violent acts in the home. In 2003 nationwide, 906,000 children were victim of child abuse. There is scientific evidence that show that exposure to violence and trauma has detectable effects on cognitive development.

In 2004, LAUSD found that 90% of 4,000 six graders surveyed had been exposed to community violence and 27% had symptoms of post-traumatic stress disorder.

School site administrators have the responsibility of ensuring that all students are educated in environments that are safe, drug-free and conducive to learning. This is done through providing clearly defined student expectations, opportunities to learn the expected behaviors and clear consequences for inappropriate behaviors. This is done through the implementation of the district's Foundation Discipline policy, the implementation of violence prevention and human relations curriculum.

In support of school sites development of a safe and drug free environment, the following core services are provided by central and local district staff:

- *Crisis Response*
- *Suicide Prevention Consultation*
- *Mental Health Clinic Services*

Psychiatric Social Worker Responsibilities in Categorically funded Programs.

Schools participating in categorically funded programs are subject to monitoring and audits. The PSW whose assignment is funded by categorical programs is to be involved in that planning and assessment process.

PSW will be involved in the implementation of the *Single Plan for Student Achievement (SPSA)* to assist with the closing of the achievement gap. They will have a clear understanding of the challenges impacting a school community including crime statistics, student conflicts and aggression, suspension and expulsion data. These will be articulated in the SPSA which lists the activities necessary to reach the objectives. Activities in the categorically funded programs are designed to supplement district services.

Suggested Services to be Provided Through Categorical Funding

- Provide individual or group counseling targeting students who are at risk of school failure due to behavioral and emotional problems
- Provide student and parent presentations on topics that include social skills, conflict mediation, grief, drug prevention, and other issues impacting learning
- Conduct staff development to address barriers to learning described in the SPSA
- Work with teachers on an individual basis to develop strategies for classroom management
- Implement evidence based short-term treatment that addresses the symptoms of trauma, depression, and anxiety
- Design and monitor behavior contracts
- Provide family outreach and counseling to assist parents with strategies to redirect student behavior
- Provide referral and linkages to District and community resources
- Participate in the school's Coordination of Services Team (COST)

For further information about Purchasing Psychiatric Social Work Services for your School Site, Program or Local District, please contact:

Gil Palacio, Director
(213) 241-3841 or gil.palacio@lausd.net

Pia Escudero, Assistant Director
(213) 742-8259 or pia.escudero@lausd.net

Local District 1 ..... **Kelly Jones**
(818)997-2640 or kelly.jones@lausd.net

Local District 2 ..... **Kelly Jones**
(818)997-2640 or kelly.jones@lausd.net

Local District 3 ..... **Russana Rowles**
(323) 750-5167 or russana.rowles@lausd.net

Local District 4 ..... **Socorro Valderrama**
(323) 869-1352 or socorro.valderrama@lausd.net

Local District 5 ..... **Cecilia Ramos**
(323) 224-3351 or cecilia.ramos@lausd.net

Local District 6 ..... **Socorro Valderrama**
(323) 869-1352 or socorro.valderrama@lausd.net

Local District 7 ..... **Jan Nolan**
(323)754-2856 or jan.nolan@lausd.net

Local District 8 ..... **Jan Nolan**
(323)754-2856 or jan.nolan@lausd.net

School Nurse Responsibilities

District Nursing Services

Dependent upon the available school-nurse time, the following **core services** are provided:

- Health appraisal of new enrollees
- Assessment and follow-up for state-mandated immunization and Mantoux requirements
- Vision screening of students as specified by state mandate (upon entry and every three years through grade 8)
- Scoliosis screening of 7th grade girls and 8th grade boys
- Health screening including physical assessment of students referred for placement through the IEP process
- Participation in student assessment services
- Health screening for the Child Health and Disability Prevention Program (K and grade 1)
- Health screening and reporting for suspected child abuse and substance abuse
- Prevention and control of communicable diseases including sexually transmitted disease through assessments, follow-up, and health education
- Health appraisal for interscholastic athletic programs
- Dental health screening and consultation
- Emergency care for **major** illness and injury
- Disaster planning for fires, floods, earthquakes, and acts of violence
- Training school personnel on medication administration and Blood Pathogens
- Assign, train, and supervise licensed and unlicensed assistive personnel to perform Specialized Physical Health Procedures

School Nurse Responsibilities in the Categorically Funded Programs

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

School nurses will be involved in the development of the health services components in the *Single Plan for Student Achievement* (SPSA) related to categorically funded services. They will have a clear understanding of the individual school's health needs. These will be articulated in the SPSA which lists the activities necessary to realize the goals.

To prepare for participation in the planning process and the process review, the school nurse will:

- know the District program
- know the funding base of an assignment
- know the children identified as eligible for the designated funding
- know how to articulate programs based on priorities for categorical funding

Activities in the categorically funded programs are designed to supplement district activities.

Suggested Services to be Provided Through Categorical Funding

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

- Health-related services, health counseling, referral, and follow-up on preventative health concerns
- Illness, injury, and contagion follow-up
- Parent in-service training and health-related counseling
- Staff development in health-related issues and health-related counseling
- School and community health-related information groups and projects (classroom health presentations, health-information "clubs," resource for classroom teacher)
- School advisory and parent-group meetings

Other supplemental services determined desirable at the local school site may be planned with the school nurse or the school nursing field coordinator.

For further information, call Connie Moore, Director, District Nursing Services, at (213) 763-8374.

Student Health and Human Services Division

The Pupil Services and Attendance (PSA) Counselors

Pupil Services and Attendance (PSA) counselors provide service to students who are in danger of educational failure. PSA counselors work with students who are not enrolled; chronically absent; and who do not respond positively to instructional programs, due to serious emotional, familial, psychological, mental, and other environmental impediments, or traumas. PSA counselors have master's degrees in counseling, social work, or psychology. In addition, they all possess a Pupil Personnel Services credential with an authorization in child welfare and attendance. Over half of PSA counselors are also licensed clinical social workers and/or have MFC licenses. They work an eight-hour day, and their school calendar can be flexible to accommodate multitrack schools.

These professionals function as child advocates and provide direct individual and family counseling and other forms of intervention services. They are also responsible for visiting students' homes, to ensure that students do not drop out of school or "fall-through the cracks" of the school system.

The **school site administrator in charge of attendance** is responsible for the establishment and monitoring of school attendance procedures including:

- Creating a comprehensive school wide attendance plan
- Taking daily attendance
- Clearing excused and unexcused absences
- Notifying parents and guardian of absences and truancies
- Facilitating enrollment and check-out of students

In support of the school site's attendance procedures the following **core services** are provided by the local district PSA Counselors with general funds:

- School Attendance Review Board (SARB) process
- Camp Returnee
- Student Discipline Proceedings
- Student Expulsion Intervention
- Juvenile Court Liaison
- Dependency Court Liaison
- Traffic Court Liaison
- Drug Court Liaison
- Pregnant and Parenting Teens
- Foster and Group Home Care
- Attendance plan development

PSA Counselor Responsibilities in Categorically funded Programs.

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

PSA Counselors will be involved in the implementation of the *Single Plan for Student Achievement (SPSA)* to assist with the closing of the achievement gap. They will have a clear understanding of the individual school's attendance needs. These will be articulated in the SPSA which lists the activities necessary to reach the objectives. Activities in the categorically funded programs are designed to supplement district services.

Suggested Services to be Provided Through Categorical Funding

- Development and monitoring of an individual student attendance plan
- Dropout Prevention
- Individual Counseling
- Group Counseling
- Parent Education Workshops
- Back In Control Parenting Groups
- Participating in multidisciplinary teams such as : SST, COST, RCT, SART
- Conduct staff professional development related to data analysis in development of SPSA
- Early intervention for students demonstrating signs of school avoidance
- Referrals to community services
- Home visits/in home counseling

For additional information, please contact the Field Coordinator of Pupil Services and Attendance or the respective local district administrator.

Local District 1	Patricia Jimenez	(818) 997-2539
Local District 2	Rosalva Emerick	(818) 755-5411
Local District 3	Pat Burt	(323) 421-2892
Local District 4	Isabel Villalobos	(323) 932-2011
Local District 5	Maria Luz Marquez	(323) 224-3377
Local District 6	Dionne Ash	(323) 560-4293
Local District 7	Kim Isaac	(323) 421-2820
Local District 8	Nathana Schooler	(310) 354-3209

For information related to Dropout Prevention and Recovery Programs, contact Hector Madrigal, Director at (213) 241-3844, Cheryl Fayson, Assistant Director at (213) 765-2834, or your local district PSA Field Coordinator.

Library Services

Library Media Teacher, Elementary
Title I, Schoolwide Program (SWP) Schools ONLY

The position of Elementary Library Media Teacher is a credentialed elementary teacher with an additional credential authorizing service as a library media teacher. As library media teachers are in a shortage field, a highly qualified teacher who is working in the school and willing to pursue the additional credentialing requirements may be eligible to fill the position. This position receives regular teacher pay.

Library media teachers' primary responsibilities are instructional. Elementary library media teachers, traditionally, broaden students' awareness of and interest in books to enhance their growth as competent and avid readers.

Information literacy, learning the skills needed to access, evaluate, and use information, is a vital part of the District reading program. Open Court identifies "research units" at every grade level where students are expected to ask questions, make conjectures, and pursue answers using a variety of learning resources, many of which are accessible through technology and found in the school library media center.

Elementary library media teachers collaborate with classroom teachers to design relevant learning experiences with students that meet the language arts standards listed in the Research and Technology strand and in social science, science, and other disciplines. They support students and their teachers in learning how to effectively use learning resources and technologies in and beyond the library as part of research. Library media teachers also serve as instructional leaders, providing staff development for administrators and for teachers on the latest technology tools and resources.

Library media teachers expand access to the library to students and their parents. Their partnership with the District-funded library aides means that the libraries can be open longer hours and provide more services before, during, and after school.

Library media teachers carefully build the library collection to support classroom learning needs. They serve as active members of curriculum development committees at the school. They maintain the school library as an attractive and functional learning environment for the whole school. They train, supervise, and evaluate the work of classified staff, student workers, and volunteers.

SWP schools funding this position are asked to contact their Coordinating Field Librarian in order to arrange training and staff development for the teacher selected to serve in the position.

For additional information, please contact Instructional Media Services/Library Services at (213) 207-2255.