

Program and Budget Handbook

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

Los Angeles Unified School District

Specialty Funded and Parent/Community Programs Division

Specialty Funded Programs

Compliance and Technical Support Branch

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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 base program. Supplemental funds must be used to support and enhance the district's and school's core program. Supplemental funds may not be used to replace or supplant the funds and program the district provides the school.

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2003–2004

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 projects; additional summer or intersession classes; and professional development for all staff. The funds should be used to meet the challenging standards which will be implemented to **supplement** District priorities and to assist in the reduction of challenges which prevent participating students from learning. Schools must have the approval of the local district superintendent before the budget plan can be implemented.

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

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, English learners, and those identified-eligible students participating in private schools.

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 parent policy and compacts; parent-teacher conferences; parent training and literacy; being 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 the **state** Economic Impact Aid—State Compensatory Education (EIA-SCE).

Schoolwide Program

Under Section 1114 of the *No Child Left Behind* legislation, Title I schools can elect to operate a Schoolwide Program (SWP). In order 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. 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 improvements are a

framework for ensuring **everything** in the school supports student achievement. All federal, state, and local fiscal resources can be consolidated to guarantee the entire education program is upgraded. 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 legislation.

English Learners

The purpose of the program is to provide additional linguistic and academic services to English learners (EL, also classified as limited-English proficient—LEP) to ensure that they develop proficiency in English and in the District’s core curriculum as rapidly and as effectively as possible. Instructional programs and services for ELs are described in detail in the District’s *Master Plan for English Learners* (1996) and the *Instructional Programs for English Learners Elementary and Secondary School Guides* (2001). Eligibility for program services is determined by the California English Language Development Test (CELDT). These services must be provided until ELs have successfully reclassified from limited-

to fluent-English proficient (LEP to RFEP). ELs are reclassified after meeting multiple criteria, set by the state, to ensure ELs have demonstrated English proficiency comparable to that of the District’s native English speakers and have recouped any academic deficits that may have been incurred in other areas of the core curriculum while learning English. At each school where the total EL enrollment is twenty or more, an English Learner Advisory Committee (ELAC) must be formed and participate in the development, implementation, and evaluation of the local EL program. Programs for English learners receive funding from state Economic Impact Aid (EIA-LEP) and from District/LEP funds.

School Improvement

The purpose of the School Improvement Program is to improve the local school's total instructional program by assessing the skills and knowledge of students and by providing **supplemental services** that meet their needs. Each participating school has a state-mandated School Site Council (SSC) composed of the principal, staff, parents, and community members and, at the secondary level, students. The

council is a decision-making body in (1) operating procedures and bylaws, (2) selecting and maintaining membership, (3) developing the school plan and budget for Board of Education approval, and (4) evaluating the annual progress of educational improvement under the school plan. The School Improvement Program receives funding from the **state**.

District Instructional Priorities

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

1. Improved student reading and writing skills across all grade levels;
2. Improved student skills and understanding in mathematics across all grade levels;
3. Focused professional development as the key to improving classroom practices.

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 State Content Standards and are integrated with the *Principles of Learning* and our work with the Institute for Learning, as well as Closing the Achievement Gap. Effective professional development is job embedded, ongoing and differentiated, and incorporates initial training, coaching, lesson study, inquiry groups and on-line professional development.

Elementary District Reading

The elementary District Reading Plan builds on the readiness provided by the Early Literacy Plan of the Early Childhood Education Division and has as

its goal the achievement of "literacy by third grade" for all students. The District Reading Plan focuses on the development of all dimensions of literacy (listening,

speaking, reading, and writing) with an emphasis on (1) explicit, systematic phonics instruction, reading fluency, and comprehension strategies; (2) literary response and analysis; and (3) development of writing skills, including spelling and English language conventions.

Key components of the Elementary District Reading Plan include 20:1 class-size reduction in grades K-3; the adoption and purchase of instructional materials aligned to the English Language Arts Content Standards; professional development for teachers and administrators, adoption of benchmark

assessments that provide ongoing information about student learning and effective teaching practices; establishment of the Standardized Testing and Reporting (STAR) program in grades 1–5 to assess the basic skills of reading, spelling, and language; and the use of literacy coaches to provide supplemental support to teaching staffs to improve reading instruction. In addition, English language development (ELD) and mainstream English language development (MELD) are provided as a means to make language arts meaningful for Els and SELs and to assure that academic language is continuously developed and explicitly taught.

Secondary Literacy

The goal of the Secondary Literacy Plan is to provide all middle and high school students with learning opportunities that will allow each student to meet or exceed grade-level content standards. The plan is focused primarily on (1) the development of literacy across the core content areas; and (2) intensive, accelerated literacy instruction for the developing reader; and (3) English language development for English learners.

Key components of the Secondary Literacy Plan are the adoption and purchase of instructional materials aligned to the English Language Arts Content Standards, establishment of a professional development plan and literacy cadres at every District middle and high school, use of secondary literacy coaches to provide supplemental support to teaching staffs and literacy cadres to improve instruction, and ongoing assessment and evaluation of programs.

Mathematics

The goal of the District Mathematics Plan is for every student to be academically prepared for Algebra I at the eighth grade level 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 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 staffs to improve mathematics instruction that supports closing the achievement gap, and ongoing assessment and evaluation of programs.

Focused Professional Development

Professional development is focused, ongoing and differentiated, and aligned with the *Principles of Learning* as part of the District's work with the Institute for Learning. Professional development is provided for every K-12 teacher and administrator in literacy and mathematics through the Governor's Professional Development Institutes, collaborative

programs with UCLA, and through training provided by central office and local district staffs. In addition, the LAUSD Administrative Academy provides professional development to all entry-level administrators and to all first-year principals in the *Principles of Learning*, which form the framework of expectations for all students.

Coaching

Literacy and mathematics coaches 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 and examine

student work. Additionally 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. Training is provided to literacy and mathematics coaches in content coaching techniques and facilitation skills.

Assessment

A wide variety of assessments are used to inform instruction such as periodic assessment in mathematics, the examination of student work, end-of-unit assessments, the LAUSD Performance

Assessments, Stanford 9, Aprenda, California English Language Development Test, High School Exit Exam, portfolios, and performance assessments.

Intervention

The priority in the District is effective first teaching 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 (Title I, EL, SI, etc.) as determined by conducting a comprehensive needs assessment and as described in the single plan to improve student achievement. The most efficient use of resources which support the plan and students' access to the core curriculum should be the rule. Budgets need to be developed with recommendations of the appropriate committees (CEAC and ELAC). Their recommendations must be brought to the School Site Council for review and approval. Schools will evaluate the

effectiveness of the single plan annually. If a school is unable to demonstrate that all participating student groups are showing signs of academic improvement, it must restructure supplemental services and budget expenditures accordingly. The budget should demonstrate a clear relationship between the ***planned supplemental instructional program*** and the ***planned*** expenditures.

Schools are advised to restructure budget expenditures if students are not showing signs of academic improvement.

Budget Work Sheets

Budget work sheets from the Single Plan will need to be completed. 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***.

The "budget work sheet terms" begin on page A-14.

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 work sheets is 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).

School Budget Adjustment Request

Well-planned programs should have the appropriate budget categories aligned with assessed linguistic and academic weaknesses of participating students (Title I, EL, SI, etc.) ***as stated in the Single Plan*** to improve student achievement.

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 "School Budget Adjustment Request" (SBAR) form. Schools will need to forward a copy of the budget adjustment request and budget justification form to the local district categorical program's director/

coordinator or to the local district English Learner coordinator/specialist for approval. Only then will the local district fiscal staff enter the budget adjustments into BRASS. Approved budget adjustments and respective justification page(s) will then be forwarded to Specially Funded Programs (Title I, EIA-SCE, and SI ***only***). Budget Adjustments are based on assessed instructional needs and support program quality and compliance. SBARs (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 implemented, the ***administrator and the time reporter should ensure that the appropriate positions are matched with the budget*** and aligned with position control requirements and that the ***correct program codes and position numbers*** are used in the payroll time-reporting process.

It is important that time reporters determine that the correct program code and position 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. For example, in past years, some schools overspent their School Improvement funds because personnel funded by Title I or EIA were incorrectly coded and therefore charged to a School Improvement Program code.

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 assistants to check their records against the “Monthly Activity Report” furnished by the General Accounting Branch.

Special Instructions

All expenditures should be planned so that the 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 \$200 or more **must be labeled and inventoried**. Schools should follow the

procedures listed in the Reference Guide No. BP-19, “Inventory for Equipment Purchased Through Categorical Programs,” March 30, 2001, Specially Funded and Parent/Community Programs Division.

Schools should place sufficient funds in the Repair of Equipment or Maintenance of Equipment accounts to pay for any needed repairs. (Refer to ***Equipment Control Manual***, 1992.)

Personnel

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.

Schoolwide Title I schools may purchase (using Title I funds only) the services of a register-carrying teacher to reduce class size in literacy and mathematics.

Substitutes may be budgeted for

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

Teachers serving in coaching positions must complete either a Semiannual Certification form or a Multifunded Personnel Time Reporting form.

Program for English Learners

Maintenance of state and federal compliance for English learners (EL) is essential. All required bilingual aide positions must be funded before monies can be used for other purposes, such as coordination of EL program.

The following regulations apply to all schools receiving state EIA-LEP/District LEP funds:

- I. It must be evident that the following supplemental services and resources do not ***supplant*** the District’s core

program and are part of the school plan. All EL program expenditures must first be sufficient in the priority categories below, before other expenditures may be processed:

- A. Bilingual paraprofessionals
- B. Program coordination services*
- C. Professional development activities†
- D. Supplemental ELD and core instructional materials†
- E. Employment of supplemental teachers
- F. Parental involvement

II. All supplemental expenditures, which do not fall into the categories listed previously, must be described clearly in the school plan and demonstrate the following:

- A. Only EL students will benefit from such expenditures.
- B. They are essential for maintaining state and federal compliance.
- C. No other alternative approach is available.

Appropriate learning opportunities are to be provided to all EL students regardless of the kinds of funding received or not received by the school.

Note: Reclassification incentive funds will be allocated to specific schools to monitor the academic progress of former ELs and to provide them with direct intervention services when needed for two years following reclassification from LEP to RFEP.

Program Improvement School

Schools that have failed to meet their adequate yearly progress (AYP) or growth target score according to the academic performance index (API) must set aside **ten percent** of the current year's Title I allocation to support

professional development in literacy, language arts, and/or mathematics.

Note: Please refer to the Appendix (Program Improvement) if you are unable to determine the school's status.

In support of the regulations listed above, the District requires schools to meet specific funding levels as specified below:

*In support of the regulations listed above, the District recommends that schools allocate sufficient funds from the initial EL budget to purchase the services of an EL program coordinator/categorical program adviser at an appropriate level to maintain compliant implementation for *Master Plan* instructional programs and services.

†Schools must allocate five percent of the initial EL budget for (1) professional development activities and (2) an additional five percent for appropriate supplemental instructional materials to support compliant implementation of the District's *Master Plan* and its *Instructional Programs School Guides for ELs*.

Parent Involvement

The school plan must reflect parent involvement. **Note:** Parent-involvement funds do not carry over and must 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, advice, and certification of the school plan. 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 parent involvement. Schools

may appropriate adequate Title I resources to implement the school's parent involvement policy.

Schools Receiving EIA-LEP and District EL Funds

- Appropriate funds should be allocated to implement parent training based on school-determined needs.
- A selection of parent involvement activities to be funded includes:
 - parent training
 - parent conference attendance
 - parent advisory committee expenditures

Federally Funded Positions

Every year, schools using federal and state monies to multifund positions are required to complete a multifunded time-reporting record sheet.

Schools operating an approved schoolwide program (SWP) and using only federal monies to fund positions do not complete a 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.

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 achievement, the school plan, and District priorities.

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

A **maximum of five percent** of the school's allocation(not including the separate allocation for parent involvement) may be spent on items listed in the **indirect services** column. These budget items are indicated on the budget work sheet with a † sign and also are lightly shaded. **Any item that is X'd out in a fund column on the work sheet is an expenditure that is not authorized for that program .**

Budget Justification Pages

Budget Justification Pages are completed annually for state and federal audits and for coordinated compliance review (CCR) purposes. They must be aligned with the school plan 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 school plan.

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 in the school plan and referenced on the Budget Justification page.

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 in the school plan and referenced on the Budget

Justification page. (Persons may not perform the duties of any classified, unclassified, or certificated employee; refer to *Contract Handbook*, Contract and Insurance Services Branch, September 1996.)

Curricular Trips Conferences/Professional Development

Identify conferences, professional development, or curricular trip destinations. Pre- and post-activities are to ***supplement*** the instructional program to improve academic achievement for

participating students. A description of these services and activities must be included in the school plan and referenced on the Budget Justification page.

Job Descriptions

A description of **supplemental** services provided for participating students of the particular categorical fund must be included in the school plan and referenced on the Budget Justification page. ***The person occupying that position should be familiar with the written description*** and should be performing the duties as described. All job descriptions must be on file at the school.

For multifunded positions (funded from more than one program) indicate the proportion of 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 Work Sheet Terms

Budget Work Sheet Terms

Single Plan for Student Achievement...a written explanation 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 addendum/modification page.

Certificated

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

All paraprofessionals working in a program supported with Title I funds must work under the **direct supervision** of a highly qualified teacher.

Paraprofessionals who assist in classroom instruction and who are hired with Title I funds after July 1, 2002, must meet one of the following requirements: (1) Completed two years of higher education study, (2) an associate or higher degree, or (3) pass 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 pupils. Direct services **include teaching, conducting staff development activities, program evaluation activities, and demonstrating lessons**. The indirect services should be provided before or after the regular teaching day (e.g., monitoring program expenditures,

distributing program materials, and planning related to the program). **Working hours are eight hours a day.** (See UTLA Contract, Article IX, Section 3.4, b and c.)

Categorical program advisers (CPAs) **are not** assistant principals. These personnel should support the instructional and program needs of participants. CPAs may support the school team's core responsibilities but should not be the sole person responsible for these duties.

Schools with less than \$150,000 may purchase one Categorical Program Adviser (0704). Rationale for approval should be submitted to the appropriate program administrator.

2. **Day-to-Day Substitute**

Teachers...substitutes may be provided for 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-8; budget as full days.)

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**. Person receives regular rate of pay, and the position **requires the prior approval of the Local District Superintendent. This position may be purchased by using categorical funds only after Norm Day to provide supplemental instructional services to participating 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 reading, mathematics, language arts, 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 funds only) the services of a highly qualified, register-carrying teacher to reduce class size in literacy and mathematics classes. The teacher must provide direct services for **100 percent of the six-hour work day.**

B. Paraprofessional

Teacher Assistant...a student enrolled in a two-or four-year college who provides reinforcement and support of instruction to participating students in the classroom. The TA provides services under the **direct supervision** of the highly qualified classroom teacher.

C. Support Staff*

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 students to improve achievement and adjustment. Budgeted as days per week.
3. **Counselor, Secondary School**...on-site, full-time counselor who provides counseling services to participating students. Categorical funds are not intended to be used as general aid to the regular counseling program. Budgeting for a counselor to reduce counselor-student ratio is not an allowable expenditure. Counseling services must be carefully designed and implemented to ensure that the educationally needy receive supplemental 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, the home, and the school to increase school attendance. Budget as days per week.
6. **Nurse, School**...may be budgeted as days or half days per week to provide supplementary health service to participating students.
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.

*Additional information regarding support staff can be found in "*Supplemental Services*," 2003–2004.

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

D. Miscellaneous

1. **“Z” Time (direct/indirect services)**...assignment is for regular status employees performing regular duties outside their basic assignment basis. The assignment is **ten or more working days**.
2. **“X” Time (direct/indirect services)**...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**.

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**...non-typing, provides support to consolidated program school staff.
3. **Order Clerk**...works directly with consolidated program certificated staff engaged in ordering and controlling instructional materials or equipment.
4. **Office Assistant**...employed to provide clerical services in connection with the program.
5. **Office Computer Operator**...operates an office computer and peripheral equipment to generate rosters, forms, and reports for categorical programs. Does not include attendance reporting, enrollment, class registrations, grades, etc. Budget by position.
6. **Senior Office Assistant**...performs difficult or complex clerical tasks related to program. May supervise a few clerical employees.

7. **Microcomputer Support Assistant**...works at a local site and installs and maintains personal computer systems.

B. Paraprofessional

1. **Counselor Aide**...provides paraprofessional services in support of participating student counseling activities. Positions are filled from a districtwide eligibility list.
2. **Education Aide II**...performs clerical tasks related to consolidated programs and assists in communication with parents. May *not* provide direct teaching assistance to students. May purchase no more than five positions from EIA-SCE, Title I, School Improvement combined. (May purchase 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. **Library Aide**...performs clerical and computer duties in the school library.
5. **Education Aide Relief**... provides additional hours to regular aides. Three-hour aides may not be given additional time if it is going to

exceed the 79 hours per pay period limit on multiple assignments.

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, EIA-LEP, or SI 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. **#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 \$3000 per school year, per funding source (Title I and SI). Budget total hours times hourly rate.
2. **“Z” Time**...assignment is for regular status employees

performing regular duties outside their basic assignment basis. The assignment is **ten or more working days**.

3. **“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 for **fewer than ten working days**.

4. **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. 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.”

D. Student Aide...

may be employed to assist certificated or classified employees in performing entry-level duties which do not fall within any other classification. Assignments are limited to 60 hours/pay period. Budget total hours needed times hourly rate.

Contracts

A. Contracted Instructional

Services... funds for contracts with firms providing instructional programs/ services. Please give the name of the company(ies). Additional details must be provided in the school plan.

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 must place sufficient funds in Maintenance of Equipment to pay for any needed repairs. *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. 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 \$750 has been allowed* for parent conference attendance. This limit does not apply to the middle schools School Improvement Program.

Staff Conference

Attendance... must be an integral part of the professional development activities at the school to be considered a direct service.

#Parent Conference

Attendance... considered an indirect service. Conferences must be an integral part of the school improvement activities identified in the school plan.

B. Curricular Trip... budget using the trip costs shown on the work sheet. List planned destinations on the Budget Justification page.

C. Professional Development...

to pay registration fees for institutes, seminars, and workshops.

#Indirect Services

Equipment, Supplies, and Expense Reimbursement

A. Alteration and Improvement of Buildings (Title I and EIA-SCE Only)

...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. (Refer to *Equipment Control Manual*, California Department of Education, 2000, for specifics.)

B. Equipment

...show amounts for audiovisual and other equipment of **\$500** or more separately on your budget. All equipment purchases must be described and justified in the school plan 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.

Note: Please refer to the *Equipment Control Manual* before discarding equipment purchased through categorical funds.

C. Rental of Equipment

...enter the amount for lease agreement for instructional equipment.

D. Repair of Equipment

...many schools have sizable investments in equipment used to support instructional and/or professional development activities, such as computers, copiers, etc. If a school does not have a maintenance contract for the repair of such equipment, the school must place sufficient funds in Repair of Equipment to pay for any needed repairs.

E. 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.

F. Instructional Materiel Account (IMA)

...budget for supplemental supplies, books, and curricular trip **admissions for approved sites only**.

G. #Parent Training Allowance

...budget funds for reimbursements for meals, child care, and mileage to

parents attending in-service training sessions related to the program.

H. 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 Improvement (SSC), or EIA-LEP (ELAC).

I. School Staff Transportation...

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

J. #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.

A P P E N D I X A

Title I Program Improvement Schools

2002-2003 Title I Program Improvement (PI) Schools
(N=104)
(Sorted by Local District)

Local District	Loc Code	School Name	Title I Program	Board Member	PI Cohort	PI Schools Baseline Data Year	NCLB Yr	Made 1998-1999 AYP	Made 1999-2000 AYP	Made 2000-2001 AYP	Made 2001-2002 AYP	Exit PI 2002-2003	CSR Cohort	II/USP Cohort	HPSG	2002 API State Decile Rank
A	8102	Columbus MS	TA	3	1	1996-1997	2	No	No	No	No	No		2		3
A	8768	Monroe SH	SWP	3	5	2000-2001	1	Yes	No	No	No	No				2
A	5603	Noble Ave. EL	SWP	6	1	1996-1997	2	No	Yes	No	Yes	No			x	1
A	8363	Sepulveda (Francisco) MS	SWP	6	1	1996-1997	2	Yes	No	No	No	No	2		x	2
B	4515	Herrick Ave. EL	SWP	6	1	1996-1997	2	No	Yes	No	Yes	No		3		4
B	8228	Maclay MS	SWP	6	1	1996-1997	2	Yes	No	No	No	No			x	1
B	8240	Mount Gleason MS	SWP	6	1	1996-1997	2	No	Yes	No	Yes	No				4
B	8786	North Hollywood SH	TA	3	5	2000-2001	1	not TI	No (enter TI)	No	No	No	2			3
B	8306	Olive Vista MS	SWP	6	1	1996-1997	2	Yes	No	No	No	No			x	1
B	8636	Polytechnic (Francis) SH	SWP	6	5	2000-2001	1	Yes	No	No	No	No		3	x	1
B	8843	San Fernando SH	SWP	6	1	1996-1997	2	No	No	No	No	No		2	x	2
B	6665	Sharp Ave. EL	SWP	6	1	1996-1997	2	No	Yes	No	Yes	No			x	1
B	8396	Sun Valley MS	SWP	6	1	1996-1997	3	No	No	No	No	No	3			1
B	8878	Sylmar SH	SWP (02-03)	6	1	1996-1997	2	Yes	No	No	No (SCE)	No	3			2
C	8590	Cleveland SH	SWP	3	5	2000-2001	1	Yes	No	No	No	No				5
C	8142	Fulton MS	SWP	6	1	1996-1997	2	Yes	no data	No	Yes	No			x	1
C	8230	Madison (James) MS	TA	3	1	1996-1997	2	Yes	No	No	Yes	No		2		3
C	5233	Melvin Ave. EL	SWP	3	2	1997-1998	2	No	Yes	No	Yes	No				5
C	8259	Mulholland (William) MS	SWP	3	1	1996-1997	2	No	No	Yes	no data	No		2		2
C	8283	Northridge MS	TA	3	1	1996-1997	2	No	No	No	Yes	No	2		x	2
C	8406	Sutter MS	SWP	4	1	1996-1997	2	No	Yes	No	No	No				3
C	8434	Van Nuys MS	TA	3	1	1996-1997	2	Yes	No	No	No	No		2		2
D	8038	Bancroft MS	TA	1	1	1996-1997	2	Yes	No	No	no data	No		2		no data
D	2849	Carthay Center EL	SWP	1	1	1996-1997	2	No	No	Yes	No	No		2		4

2002-2003 Title I Program Improvement (PI) Schools
(N=104)
(Sorted by Local District)

Local District	Loc Code	School Name	Title I Program	Board Member	PI Cohort	PI Schools Baseline Data Year	NCLB Yr	Made 1998-1999 AYP	Made 1999-2000 AYP	Made 2000-2001 AYP	Made 2001-2002 AYP	Exit PI 2002-2003	CSR Cohort	IL/USP Cohort	HPSG	2002 API State Decile Rank
D	4808	Laurel EL	TA	4	1	1996-1997	2	Yes	No	No	Yes	No		2		5
D	8425	Mark Twain MS	SWP	4	1	1996-1997	2	Yes	no data	No	No	No				2
D	6260	Richland Ave. EL	SWP	4	1	1996-1997	2	Yes	No	No	Yes	No				5
D	8481	Webster MS	SWP	4	1	1996-1997	2	No	Yes	No	No	No			x	1
E	8643	Franklin SH	SWP	5	1	1996-1997	2	Yes	No	No	no data	No				2
E	4068	Gardner St. EL	SWP	4	5	2000-2001	1	Yes	No	No	Yes	No				7
E	8693	Hollywood SH	SWP	4	1	1996-1997	2	Yes	No	No	Yes	No	3			2
E	8189	Irving MS	SWP	5	1	1996-1997	2	No	No	Yes	No	No				3
E	8208	King (Thomas Starr) MS	SWP	5	1	1996-1997	2	Yes	No	No	No	No		2		2
E	8736	Los Angeles SH	TA	1	2	1997-1998	2	No	Yes	No	No	No			x	1
E	8750	Marshall (John) SH	SWP	5	2	1997-1998	2	No	No	No	No	No	3			4
E	8245	Mount Vernon MS	SWP	1	1	1996-1997	3	No	No	No	No	No	3			1
E	4980	Pio Pico School	SWP	1	1	1996-1997	2	No	No	No	Yes	No		2		2
F	8543	Belmont SH	TA	2	1	1996-1997	2	Yes	No	no data (3)	no data	No		3	x	1
F	8057	Berendo MS	SWP	2	1	1996-1997	2	No	Yes	No	No	No			x	1
F	8738	Downtown Business MAG	SWP	2	1	1996-1997	2	Yes	No	No	Yes	No		2		4
F	8118	El Sereno MS	SWP	2	1	1996-1997	2	Yes	No	No	No	No		2	x	1
F	2385	Gratts EL	SWP	2	1	1996-1997	2	No	No	Yes	No	No	2		x	1
F	4630	Huntington Drive EL	TA	2	1	1996-1997	2	No	Yes	no data (3)	no data	No				2
F	8729	Lincoln SH	SWP	2	1	1996-1997	2	No	No	Yes	No	No			x	2
F	4959	Loreto St. EL	SWP	2	1	1996-1997	2	No	Yes	no data (3)	no data	No			x	no data
F	5438	Murchison St. EL	SWP	2	1	1996-1997	2	No	Yes	no data (3)	no data	No				no data
F	8462	Virgil MS	SWP	2	1	1996-1997	2	No	Yes	No	No	No		3	x	1
F	8618	Wilson SH	SWP	2	1	1996-1997	3	No	No	No	No	No				2

2002-2003 Title I Program Improvement (PI) Schools
(N=104)
(Sorted by Local District)

Local District	Loc Code	School Name	Title I Program	Board Member	PI Cohort	PI Schools Baseline Data Year	NCLB Yr	Made 1998-1999 AYP	Made 1999-2000 AYP	Made 2000-2001 AYP	Made 2001-2002 AYP	Exit PI 2002-2003	CSR Cohort	II/USP Cohort	HPSG	2002 API State Decile Rank
G	6781	6th Ave. EL	SWP	1	1	1996-1997	2	No	Yes	No	Yes	No		3	x	1
G	8028	Audubon MS	TA	1	1	1996-1997	2	Yes	No	No	No	No			x	1
G	3082	Cimarron Ave. EL	SWP	1	1	1996-1997	2	Yes	No	No	Yes	No		2		2
G	3178	Coliseum St. EL	SWP	1	1	1996-1997	2	No	Yes	No	No	No		3		2
G	8596	Crenshaw SH	SWP	1	2	1997-1998	2	Yes	No	No	No	No			x	1
G	8600	Dorsey SH	TA (02-03)	1	2	1997-1998	2	Yes (SCE)	No	No	Yes (SCE)	No		2	x	no data
G	8170	Harte (Bret) MS	SWP	1	1	1996-1997	2	No	No	Yes	No	No		2		1
G	4528	Hillcrest Dr. EL	TA	1	1	1996-1997	2	Yes	No	No	Yes	No		2		1
G	5055	Magnolia Ave. EL	SWP	2	1	1996-1997	2	No	Yes	No	Yes	No	3			1
G	8236	Mann MS	SWP	1	1	1996-1997	3	No	No	No	No	No			x	1
G	8743	Manual Arts SH	SWP	1	1	1996-1997	2	Yes	No	No	Yes	No			x	1
G	8255	Muir (John) MS	SWP	1	1	1996-1997	2	Yes	No	No	No	No		2		1
G	8928	Washington Prep HS	TA	1	2	1997-1998	2	Yes	No	No	No	No			x	1
G	7671	Western Ave. EL	SWP	1	1	1996-1997	2	Yes	No	No	Yes	No		2	x	1
H	8009	Adams MS	SWP	2	1	1996-1997	2	Yes	No	No	Yes	No		2	x	1
H	2521	Bridge St. EL	TA	2	1	1996-1997	2	Yes	no data	no data (3)	no data	No				2
H	8094	Carver MS	SWP	7	1	1996-1997	2	No	no data	No	No	No			x	1
H	3521	Eastman EL	TA	5	1	1996-1997	2	Yes	no data	no data (3)	no data	No				1
H	3699	Evergreen Ave. EL	SWP	2	1	1996-1997	2	No	no data	no data (3)	no data	No		(1)	x	1
H	8679	Garfield SH	SWP	5	1	1996-1997	2	Yes	No	No	No	No		2	x	2
H	8179	Hollenbeck MS	SWP	2	1	1996-1997	2	No	Yes	No	No	No	3			1
H	8714	Jefferson SH	SWP	7	1	1996-1997	3	No	No	No	No	No	3			1
H	8200	Los Angeles Academy MS	SWP	7	3	1998-1999	2	no data	no data	no data (2)	No	No	3			1
H	5068	Main St. EL	SWP	7	1	1996-1997	2	No	no data	No	Yes	No		3	x	1

2002-2003 Title I Program Improvement (PI) Schools
(N=104)
(Sorted by Local District)

Local District	Loc Code	School Name	Title I Program	Board Member	PI Cohort	PI Schools Baseline Data Year	NCLB Yr	Made 1998-1999 AYP	Made 1999-2000 AYP	Made 2000-2001 AYP	Made 2001-2002 AYP	Exit PI 2002-2003	CSR Cohort	II/USP Cohort	HPSG	2002 API State Decile Rank
H	8829	Roosevelt SH	SWP	2	1	1996-1997	3	No	No	No	No	No	3			1
H	7370	Utah St. EL	TA	2	1	1996-1997	2	No	Yes	no data (3)	no data	No			x	1
I	6630	75th St. EL	SWP	1	1	1996-1997	2	Yes	No	No	Yes	No	2		x	1
I	5548	92nd St. EL	SWP	7	1	1996-1997	2	No	Yes	No	No	No		(1)	x	1
I	5534	99th St. EL	TA	7	1	1996-1997	2	No	Yes	No	No	No		3	x	1
I	5836	109th St. EL	TA	7	1	1996-1997	2	No	Yes	No	Yes	No		3	x	2
I	5884	112th St. EL	TA	7	1	1996-1997	2	No	No	No	Yes	No		2	x	1
I	8060	Bethune MS	SWP	1	1	1996-1997	2	No	Yes	No	No	No			x	1
I	3205	Compton Ave. EL	TA	7	1	1996-1997	2	No	Yes	No	Yes	No		3		1
I	8112	Drew MS	SWP	7	1	1996-1997	2	Yes	No	No	No	No			x	1
I	8650	Fremont SH	SWP	1	1	1996-1997	3	No	No	No	No	No			x	1
I	8160	Gompers MS	SWP	7	1	1996-1997	3	No	No	No	Yes	No	3			1
I	4274	Grape St. EL	SWP	7	1	1996-1997	2	No	No	Yes	No	No		2		2
I	8721	Jordan SH	SWP	7	1	1996-1997	2	Yes	No	No	Yes	No		2	x	1
I	8733	Locke SH	SWP	7	1	1996-1997	3	No	No	No	no data	No			x	no data
I	8237	Markham MS	SWP	7	1	1996-1997	2	Yes	No	No	No	No			x	1
I	6658	McKinley Ave. EL	TA	7	1	1996-1997	2	No	Yes	No	Yes	No				3
I	7634	Weigand Ave. EL	SWP	7	1	1996-1997	2	No	Yes	No	Yes	No	3			1
J	8536	Bell SH	SWP	5	1	1996-1997	2	Yes	No	No	Yes	No		3	x	1
J	8151	Gage MS	SWP	5	1	1996-1997	2	Yes	No	No	Yes	No		3	x	1
J	4562	Holmes Ave. EL	SWP	5	1	1996-1997	2	No	Yes	No	Yes	No		3	x	1
J	8700	Huntington Park SH	SWP	5	1	1996-1997	2	No	No	Yes	No	No		2	x	1
J	6880	Independence EL	SWP	5	3	1998-1999	2	No	Yes	no data (3)	no data	No			x	2
J	6005	Park Ave. EL	SWP	5	1	1996-1997	2	No	no data	No	Yes	No		3	x	1

2002-2003 Title I Program Improvement (PI) Schools
(N=104)
(Sorted by Local District)

Local District	Loc Code	School Name	Title I Program	Board Member	PI Cohort	PI Schools Baseline Data Year	NCLB Yr	Made 1998-1999 AYP	Made 1999-2000 AYP	Made 2000-2001 AYP	Made 2001-2002 AYP	Exit PI 2002-2003	CSR Cohort	II/USP Cohort	HPSG	2002 API State Decile Rank
J	7493	Vernon City EL	SWP	5	2	1997-1998	2	No	Yes	No	Yes	No		3		3
K	2247	Avalon Gardens EL	SWP	7	1	1996-1997	3	No	No	No	Yes	No			x	1
K	8529	Banning SH	SWP	7	2	1997-1998	2	Yes	No	No	No	No			x	1
K	8090	Carnegie (Andrew) MS	SWP	7	1	1996-1997	2	Yes	No	No	No	No	2			3
K	8352	Pearcy (Robert E.) MS	SWP	7	1	1996-1997	2	Yes	No	No	No	No	2			2
K	7205	Towne Ave. EL	SWP	7	1	1996-1997	2	Yes	No	No	Yes	No		3		6
K	8487	White MS	SWP	7	1	1996-1997	2	No	Yes	No	No	No				3
K	8490	Wilmington MS	TA	7	1	1996-1997	2	No	Yes	No	Yes	No			x	1

A P P E N D I X B

Title I Schoolwide (SWP) Schools

**2003-2004 Title I Schoolwide (SWP) Schools
(N=330)
(Sorted by Local District)**

Local District	Loc Code	School Name	Local District	Loc Code	School Name	Local District	Loc Code	School Name
A	2658	Burton St. EL	B	4515	Herrick Ave. EL	B	8914	Verdugo SH
A	2753	Canoga Park EL	B	4603	Hubbard St. EL	B	7521	Victory Blvd. EL
A	3014	Chase St. EL	B	4781	Lankershim EL	C	2110	Anatola Ave. EL
A	4130	Gledhill St. EL	B	1948	Lowman SP ED CTR	C	2323	Bassett St. EL
A	4445	Hart St. EL	B	8228	Maclay MS	C	2438	Bertrand Ave. EL
A	4775	Langdon Ave. EL	B	5016	Maclay Primary CTR	C	2470	Blythe St. EL
A	4790	Lassen EL	B	8845	Mission High	C	2767	Cantara St. EL
A	4870	Liggett St. EL	B	5370	Montague Charter EL	C	2959	Chandler EL
A	4881	Limerick Ave. EL	B	8240	Mount Gleason MS	C	8590	Cleveland SH
A	8768	Monroe SH	B	8306	Olive Vista MS	C	3151	Coldwater Canyon Ave. EL
A	5459	Nevada Ave. EL	B	5726	O'Melveny EL	C	8142	Fulton MS
A	5603	Noble Ave. EL	B	5894	Osceola St. EL	C	4055	Garden Grove EL
A	6027	Parthenia St. EL	B	5973	Pacoima EL	C	4110	Gault St. EL
A	6123	Plummer EL	B	8321	Pacoima MS	C	4493	Hazeltine Ave. EL
A	4776	Primary Academy for Success	B	6068	Pinewood Ave. EL	C	7439	Kindergarten Learning Academy
A	6192	Ranchito Ave. EL	B	8636	Polytechnic (Francis) SH	C	4760	Kittridge St. EL
A	8363	Sepulveda (Francisco) MS	B	8355	Reed MS	C	4849	Lemay St. EL
A	6986	Sunny Brae Ave. EL	B	6288	Rio Vista EL	C	1959	Lull SP ED CTR
B	2205	Arminta St. EL	B	6356	Roscoe EL	C	5233	Melvin Ave. EL
B	2329	Beachy Ave. EL	B	6452	San Fernando EL	C	5342	Monlux EL
B	2630	Burbank Blvd. EL	B	8358	San Fernando MS	C	8259	Mulholland (William) MS
B	8080	Byrd MS	B	8843	San Fernando SH	C	5446	Napa St. EL
B	2726	Camellia Ave. EL	B	6565	Saticoy EL	C	6233	Reseda EL
B	1944	Carlson Hospital School	B	6665	Sharp Ave. EL	C	8814	Reseda SH
B	3493	Dyer St. EL	B	6959	Strathern St. EL	C	6712	Shirley Ave. EL
B	3541	El Dorado Ave. EL	B	8396	Sun Valley MS	C	6890	Stagg St. EL
B	3712	Fair Ave. EL	B	8878	Sylmar SH	C	8406	Sutter MS
B	3753	Fernangeles EL	B	7068	Telfair Ave. EL	C	7041	Tarzana EL
B	4295	Gridley St. EL	B	7192	Toluca Lake EL	C	7440	Valerio Primary CTR

**2003-2004 Title I Schoolwide (SWP) Schools
(N=330)
(Sorted by Local District)**

Local District	Loc Code	School Name	Local District	Loc Code	School Name	Local District	Loc Code	School Name
C	7384	Valerio St. EL	D	7699	Westminster EL	E	6164	Queen Anne Pl. EL
C	7438	Van Nuys EL	E	7301	24th St. EL	E	6178	Ramona EL
C	8893	Van Nuys SH	E	2082	Alta Loma EL	E	6329	Rockdale EL
C	7411	Vanalden Ave. EL	E	2178	Aragon Ave. EL	E	6493	San Pascual Ave. EL
C	1958	West Valley SP ED CTR	E	2192	Arlington Heights EL	E	6589	Selma Ave. EL
C	7836	Winnetka Ave. EL	E	2233	Atwater Ave. EL	E	7397	Valley View EL
D	2342	Beethoven St. EL	E	2671	Bushnell Way EL	E	7795	Wilshire Crest EL
D	2479	Braddock Dr. EL	E	3110	Clifford St. EL	E	7808	Wilton Pl. EL
D	2849	Carthay Center EL	E	3356	Dayton Heights EL	F	7959	Yorkdale EL
D	3002	Charnock Road EL	E	3397	Delevan Dr. EL	F	5505	9th St. EL
D	8123	Emerson MS	E	3479	Dorris Pl. EL	F	7082	10th St. EL
D	4247	Grand View Blvd. EL	E	3877	Fletcher Dr. EL	F	2041	Alexandria Ave. EL
D	8235	Marina Del Rey MS	E	8643	Franklin SH	F	2379	Bellevue Ave. Primary CTR
D	8425	Mark Twain MS	E	4068	Gardner St. EL	F	8057	Berendo MS
D	5178	Marvin Ave. EL	E	4082	Garvanza EL	F	8754	Bravo Medical Mag
D	1952	Mc Bride SP ED CTR	E	4123	Glassell Park EL	F	2699	Cahuenga EL
D	5219	Melrose Ave. EL	E	4164	Glenfeliz Blvd. EL	F	3192	Commonwealth Ave. EL
D	5986	Palms EL	E	4260	Grant EL	F	8738	Downtown Business MAG
D	6260	Richland Ave. EL	E	4548	Hobart Blvd. EL	F	8118	El Sereno MS
D	6384	Rosewood Ave. EL	E	8693	Hollywood SH	F	3575	Elysian Heights EL
D	2644	Saturn St. EL	E	8189	Irving MS	F	2383	Esperanza EL
D	6671	Shenandoah St. EL	E	8208	King (Thomas Starr) MS	F	3740	Farmdale EL
D	6740	Short Ave. EL	E	8226	Le Conte MS	F	2385	Gratts EL
D	6932	Sterry (Nora) EL	E	4982	Los Angeles EL	F	4301	Griffin Ave. EL
D	6952	Stoner Ave. EL	E	8750	Marshall (John) SH	F	4438	Harrison St. EL
D	7425	Van Ness Ave. EL	E	5205	Mayberry St. EL	F	4534	Hillside EL
D	7534	Vine St. EL	E	5384	Monte Vista St. EL	F	4696	Kennedy (Robert) EL
D	8481	Webster MS	E	8245	Mount Vernon MS	F	8729	Lincoln SH
D	7649	West Hollywood EL	E	4980	Pio Pico School	F	4959	Loreto St. EL

**2003-2004 Title I Schoolwide (SWP) Schools
(N=330)
(Sorted by Local District)**

Local District	Loc Code	School Name	Local District	Loc Code	School Name	Local District	Loc Code	School Name
F	5438	Murchison St. EL	G	5630	Normandie Ave. EL	H	8757	Metropolitan Cont. High
F	8264	Nightingale MS	G	5699	Norwood St. EL	H	8677	Monterey High
F	3247	Plasencia EL	G	7671	Western Ave. EL	H	5466	Nevin Ave. EL
F	6370	Rosemont Ave. EL	G	7863	Woodcrest EL	H	8829	Roosevelt SH
F	7356	Union Ave. EL	H	3836	1st St. EL	H	6425	Rowan Ave. EL
F	8462	Virgil MS	H	3973	4th St. EL	H	6507	San Pedro St. EL
F	8618	Wilson SH	H	7288	28th St. EL	H	8387	Stevenson MS
G	6781	6th Ave. EL	H	3932	49th St. EL	H	7219	Trinity St. EL
G	3781	54th St. EL	H	8009	Adams MS	H	7589	Wadsworth Ave. EL
G	5521	95th St. EL	H	3105	Arco Iris Primary CTR	H	7654	West Vernon EL
G	2274	Baldwin Hills EL	H	2219	Ascot Ave. EL	I	6808	61st St. EL
G	7123	Bradley Env. Mag	H	2397	Belvedere EL	I	6822	66th St. EL
G	2945	Century Park EL	H	2493	Breed St. EL	I	6795	68th St. EL
G	3068	Cienega EL	H	8094	Carver MS	I	6630	75th St. EL
G	3082	Cimarron Ave. EL	H	3315	Dena EL	I	5548	92nd St. EL
G	3178	Coliseum St. EL	H	3671	Euclid Ave. EL	I	5857	107th St. EL
G	8596	Crenshaw SH	H	3699	Evergreen Ave. EL	I	5887	122nd St. EL
G	8132	Foshay Learning CTR	H	8679	Garfield SH	I	8060	Bethune MS
G	8170	Harte (Bret) MS	H	8168	Griffith MS	I	8112	Drew MS
G	4658	Hyde Park Blvd. EL	H	6274	Hamasaki EL	I	8113	Edison MS
G	4786	La Salle Ave. EL	H	4356	Hammel St. EL	I	8650	Fremont SH
G	5055	Magnolia Ave. EL	H	8179	Hollenbeck MS	I	8160	Gompers MS
G	5110	Manhattan Pl. EL	H	4575	Hooper EL	I	4219	Graham EL
G	8236	Mann MS	H	8714	Jefferson SH	I	4274	Grape St. EL
G	8743	Manual Arts SH	H	4767	Lane EL	I	8721	Jordan SH
G	1949	Marlton SP ED CTR	H	8200	Los Angeles Academy MS	I	8733	Locke SH
G	5247	Menlo Ave. EL	H	5068	Main St. EL	I	5096	Manchester Ave. EL
G	8760	Middle College High	H	5082	Malabar St. EL	I	8237	Markham MS
G	8255	Muir (John) MS	H	5137	Marianna Ave. EL	I	5321	Miller (Loren) EL

**2003-2004 Title I Schoolwide (SWP) Schools
(N=330)
(Sorted by Local District)**

Local District	Loc Code	School Name	Local District	Loc Code	School Name	Local District	Loc Code	School Name
I	5329	Miramonte EL	J	8377	South Gate MS	K	4425	Harbor City EL
I	6438	Russell EL	J	8871	South Gate SH	K	4466	Hawaiian Ave. EL
I	6863	South Park EL	J	6904	Stanford Ave. EL	K	4836	Leland St. EL
I	7634	Weigand Ave. EL	J	6918	State St. EL	K	7342	Meyler EL
J	2372	Bell #3 New Primary CTR	J	7260	Tweedy EL	K	5644	Normont EL
J	8536	Bell SH	J	7493	Vernon City EL	K	8352	Peary (Robert E.) MS
J	2589	Bryson Ave. EL	J	7507	Victoria Ave. EL	K	1956	Sellery SP ED CTR
J	3219	Corona Ave. EL	J	4640	Walnut Park EL	K	7205	Towne Ave. EL
J	3548	Elizabeth Learning CTR	J	7904	Woodlawn Ave. EL	K	7419	Van Deene Ave. EL
J	3890	Florence Ave. EL	K	3767	15th St. EL	K	8487	White MS
J	8151	Gage MS	K	5877	135th St. EL	K	1957	Willenberg SP ED CTR
J	4507	Heliotrope Ave. EL	K	2096	Arnestoy EL			
J	4562	Holmes Ave. EL	K	2247	Avalon Gardens EL			
J	2375	Hughes EL	K	2288	Bandini St. EL			
J	8700	Huntington Park SH	K	1941	Banneker SP ED CTR			
J	6880	Independence EL	K	8529	Banning SH			
J	4863	Liberty Blvd EL	K	2527	Broad Ave. EL			
J	4877	Lillian St. EL	K	2685	Cabrillo Ave. EL			
J	4918	Loma Vista Ave. EL	K	8090	Carnegie (Andrew) MS			
J	5301	Middleton St. EL	K	2836	Carson St. EL			
J	5315	Miles Ave. EL	K	2890	Catskill Ave. EL			
J	6878	Montara Ave. EL	K	8104	Dana MS			
J	8268	Nimitz MS	K	3384	Del Arno EL			
J	2378	Nueva Vista EL	K	3452	Dolores St. EL			
J	1954	Pacific SP ED CTR	K	3466	Dominguez EL			
J	6005	Park Ave. EL	K	3640	Eshelman Ave. EL			
J	4641	San Antonio EL	K	8127	Fleming MS			
J	8702	San Antonio High	K	4014	Fries Ave. EL			
J	6875	San Miguel EL	K	4315	Gulf Ave. EL			



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2003-2004

Classified Personnel Assignments Branch Instructional Assistance Assignment Unit

Staffing procedures for Education Aides remain unchanged. With the exception of mandatory placements, schools do their own recruiting for three-hour positions; six-hour and eight-hour positions are filled by the Instructional Assistance Assignment Unit in accordance with provisions of the Unit B contract.

Instructional Aide positions may be budgeted for 60 hours per pay period **only** (3 hours per day). Education Aide positions may be budgeted in the following ways: 60 hours per pay period (3 hours per day), 120 hours per pay period (6 hours per day), or 140/160 hours per pay period (7/8 hours per day).

All Education Aide, Educational Resource Aide, and Instructional Aide assignments are written as “C” basis. 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). **New Instructional Aides (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 ordered through the Classified Personnel Assignments Branch at (213) 633-3751.

Applicants for any position involving classroom instructional assistance must pass the District’s proficiency test (effective February 1, 2000).

Note: Policies related to these positions must revert to the Budget Reporting and Analysis Support System (BRASS).

There is a reemployment list of approximately 100 Education Aide III (3) positions. There is no reemployment list for Education Aide II (2).

For additional information, call the Instructional Assistance Assignment Unit at (213) 241-7798.

Elementary School Counseling Program

Academic success is not an isolated component of a child's life. It is affected not only by a child's level of ability, but also by a number of other factors that combine to make up the whole child. A child's life can be divided into four segments: family, society/peers, school, and self-concept. Any one of these areas or all of them being problematic for a child can create barriers to learning. Elementary counselors address these problems. The Elementary School Counseling Program is one of early intervention and prevention. All children are at risk, not necessarily of failing, but of not reaching their true academic potential. A comprehensive elementary counseling program is based on preventing children's problems through a systematic program of counseling and guidance services. Early identification and early intervention of problems before they escalate and interfere with learning and healthy development remain critical goals of counseling programs in elementary schools. Counselors can make major contributions toward resolving many of the problems facing elementary children in our schools, thereby helping them to be successful in their academic achievement.

The Elementary School Counseling Program has a classroom guidance component that focuses on topics such as:

- Self-understanding
- Effective interpersonal and communication skills

- Problem-solving, decision making, and conflict resolution skills
- Effective study skills and positive attitudes toward school
- Career awareness and the world of work
- College awareness and postsecondary options
- Substance abuse prevention
- Multicultural awareness
- Divorce, separations, and grief

Additionally, the counselor will work with students in groups and individually. Students often need help in areas such as coping with family issues; dealing effectively with interpersonal issues; becoming effective and responsible learners; and coping with personal adjustment issues such as stress, depression, suicide, eating disorders, addictions, and health problems.

Counselors serve as consultants and help create the kind of school environments that stimulate growth and learning. The counselor **can** also conduct staff in-service training for the faculty and parents.

For information or assistance, please call Gwendolyn M. Jones, Specialist, Elementary Counseling Program, at (213) 253-1745.

Office of Information and Technology Instructional Technology Branch

Instructional Computer Systems

Schools should select technology hardware that will best meet the needs of the instructional program at the school. Instructional goals should also determine the selection of software. In fact, the selection of instructional software will largely determine the appropriate selection of computer equipment and other items needed to run that software. A good reference source for decisions regarding the selection of instructional technology hardware and software is the LAUSD Instructional Technology Plan which was delivered in CD-ROM form to all schools and is available on the LAUSDnet website at <http://www.lausd.k12.ca.us/techplan>.

Computer system prices do not include the costs of additional electrical wiring, data cabling, furniture, or room security. Therefore, after the school knows the hardware and software requirements, it is necessary to determine what infrastructure for the technology exists, or is planned, for the school. Some questions that might be asked are:

- Has wiring for technology been completed at the school? If not, what is the scheduled completion date?
 - Wiring will place points of connection for computers and printers in classrooms. This will enable the school to have local area networks.
 - If this wiring will not take place for some time, is there adequate electrical wiring for hardware in the areas where computers will be placed?
- Is the school digitally connected to the Internet?
 - A digital connection allows for more than one computer to access the Internet at the same time.
- Will the school receive funds for infrastructure development from any grants?

Schools must also consider how the computers will be maintained. Most hardware companies have a warranty period. What will happen after the warranty period ends? When purchasing hardware, ask about a five-year maintenance agreement.

Schools may want to consider purchasing packages provided in the Elementary and Secondary Computer Technology Initiatives (CTI). These single-priced packages include Apple eMac or IBM NetVista computers, laptop packages, Microsoft Office, asset management, security cables, installation and configuration, and 5-year warranties with 24-hour repair or replacement guarantees. For more information on these packages, contact your Local District Instructional Technology Applications Facilitator (ITAF).

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?

For questions regarding implementing instructional technology at your school, please call your Local District ITAF.

Student Health and Human Services Psychological Services

School Psychologist

District-funded Services

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

Working with Students

- Observes students in the classroom and other settings to determine how they function in various environments.
- Provides formal and informal assessments of students' abilities including learning style, academic achievement, social/emotional development, fine and gross motor skills, and aptitudes and interests.
- Assists students in developing positive social skills.
- Assists students in developing appropriate problem-solving skills through individual and small-group counseling.
- Collaborates with community agencies to provide services required by 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 adjustment problems.
- Consults with teachers regarding classroom management and discipline strategies.
- Interprets evaluation results to appropriate staff members.
- Promotes better understanding about a student's growth and development.
- Participates as a team member of student-study teams and school guidance committees.
- Serves as a member of the I.E.P. team.
- Provides in-service training classes.
- Serves as a resource person to school personnel regarding community services.
- Serves as a member of the School Crisis Intervention Team.

Working with Teachers and Staff

- Collaborates with community agencies to provide services required by students and families.

Working with Parents

- Assists parents in understanding a student's special needs.
- Facilitates communication between home and school.

- Assists with identifying students with special needs and follows up on their progress.
- Provides appropriate referrals to District and community resources when needed.
- Provides parenting skills training and family counseling related to a student's educational concerns.
- Works to correct serious difficulties in learning and adjustment in an attempt to keep such problems from becoming long term or permanent.



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 students, staff, and parents. Schools may wish to focus on one or more of the areas of service listed in the next column. The services provided by school psychologists 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
 - Underachieving, potentially gifted
 - Potential dropouts

- Bilingual/bicultural adjustment problems
- At-risk of failing

Consultation

- Provides consultative services for parents and staff
- Provides liaison with parent groups and community agencies
- Provides behavioral intervention consultation.

Assessment

- Provides consultative services in the development of intervention strategies
- Evaluates the effectiveness of interventions

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

LAUSD MENTAL HEALTH SERVICES

Psychiatric Social Worker Mental Health Services

Established In 1933, the Los Angeles Unified School District's Mental Health Services Unit, staffed by 205 psychiatric (clinical) social workers, clinical psychologist, child psychiatrists, and crisis team members provide a range of professional mental health services for students who evidence social emotional, behavioral and trauma related problems inhibiting their ability to learn. Psychiatric Social Worker (PSW) time may be purchased by individual schools to provide a range of services. All PSWs hold a master's degree in social work, a Pupil Personnel Services Credential and/or hold a Clinical Social Work License (LCSW).

Psychiatric Social Workers provide learning support services at the school site, including:

Individual and Group Counseling: PSWs provide individual or group counseling to identified students. PSWs promote social and emotional development and provide efforts to address psychosocial and mental health problems as major barriers to learning.

Parent Education and Family Intervention: PSWs engage families in the educational process of their child and provide support for dealing with problems such as; addiction, serious mental illness, family violence, depres-

sion, and child abuse. The PSW also assists with appropriate resources and referrals to community agencies and works with community services to be more responsive to the needs of the student.

Crisis Response: PSWs evaluate situational and emotional crisis and the need for interventions to help students and school staff deal with trauma and its aftermath. The PSW's primary goal is to assist staff to restore and maintain an optimal learning environment.

Program Development: PSWs provide program support and development for programs such as Healthy Start, SB65 Dropout Prevention, Student Success Teams and the Early Mental Health Initiative.

Staff Development and consultation: PSWs provide consultation to teachers and staff as well as in-service training to staff on a variety of topics ranging from crisis intervention, grief and loss, cultural diversity, anger management, conflict resolution and other social-emotional issues effecting children.

Intern Field Supervisors: School Mental Health Services has an agreement with the University of Southern California, University of California at Los Angeles, and California State University System for placement and supervision of students in training. PSWs may supervise graduate students from these colleges and universities, thereby increasing district resources.

For more information about purchasing school-based psychiatric social work services, contact Cecilia Ramos, Specialist, School Mental Health Services, at (323) 224-3175.

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 thereafter... K, 3, 6, etc.)
- 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 of **major** illness and injury
- Disaster planning for fire, floods, earthquakes, and acts of violence

- Training school personnel on medication administration
- Assign, train, and supervise 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 a 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 school plan related to categorically funded services. They will have a clear understanding of the individual school's health needs. These will be articulated in the school plan which lists the activities necessary to realize the objectives.

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 the 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 Karen Maiorca, 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. 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. PSA counselors have master's degrees in counseling, social work, or psychology. In addition, they all possess a pupil personnel credential with an authorization in child welfare and attendance. They work an eight-hour day, and their school calendar can be flexible to accommodate multitrack schools.

District-funded Services

District services are accessed by referral or through special service programs. Individual students and families are served, on referral from the school, on a case-by-case basis. The identified special-core services are available to the school site and **cannot be purchased with categorical funds**:

- School Attendance Review Board (SARB) process
- Camp Returnee Program
- AB 922 (expulsion follow-up)
- Juvenile Court Liaison Counselors
- Dropout Prevention Programs
- Permits/Student Transfers
- Foreign Student Admissions
- Dependency Court Liaison Counselors
- Traffic Court Liaison Counselors
- Pregnant and Parenting Teen Counselors

District-level Supplemental Services

PSA counselors are funded by District categorical moneys and assigned to special service programs. The goal is to address critical student populations as listed below. Schools can access these services by contacting the Pupil Services Branch, Central Office.

- Interaction Support Counselor
- Group Home Counselor
- Homeless Education Counselor
- Family Assistance Center Counselor

Supplemental School-site Services

PSA counselor time can be purchased by schools with categorical and/or discretionary funds to supplement the District services. The time used is to address the specific needs of the individual school. The school principal and advisory staff in consultation with the PSA counselor determine the service priorities related to student attendance and adjust-

ment and the outreach activities appropriate to the school's community.

PSA counselors receive referrals from administrators, classified, and certificated staff to provide direct, ongoing outreach services and/or case-management activities related to students out of school, absent, or in danger of dropping out. PSA counselors work with families to access the appropriate educational opportunities for their children.



Suggested Services to Be Provided Through Categorical Funding

- Organize comprehensive school attendance improvement programs.
- Conduct parent education or counseling groups.
- Provide student counseling: group or individual.
- Participate or chair Student Study Team and/or Guidance Committee.
- Establish community partnerships: Healthy Start, Mental Health grants, etc.
- Conduct staff development programs.
- Facilitate fostering education multi-staff training.

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

- Local District A Vito De Bellis (818) 256-2806
- Local District B..... Rosalva Emerick (818) 755-5411
- Local District C Sue Spears (818) 654-3624
- Local Districts D..... Karen Saunders (310) 253-7832
- Local District E..... Nathana Schooler (323) 932-2655
- Local District F Gale Jaffe (323) 224-3340
- Local District G Pat Burt (323) 421-2892
- Local District H..... Olga Duran (323) 266-7365
- Local District I..... Cheryl Fayson (213) 599-5830
- Local District J..... Patricia Jimenez (323) 560-4293
- Local District K Howard Vogel (310) 354-3423
- Pupil Services and Attendance Central Office..... Michael Guillemet (213) 745-1960
 Permits/Student Transfers, Foreign Student Admissions, Camp Returnee Counselors, Juvenile
 Court Liaisons, Pregnant and Parenting Teens Program, Homeless Education Program, Integration
 Support.

For information related to Special Education Counselors, contact Karen Saunders.

For information related to Educational Liaisons (foster and group homes), contact Cheryl Fayson.

For information related to Dropout Prevention Programs, contact Hector Madrigal at
 (213) 253-1748 or your
 local PSA Field Coordinator