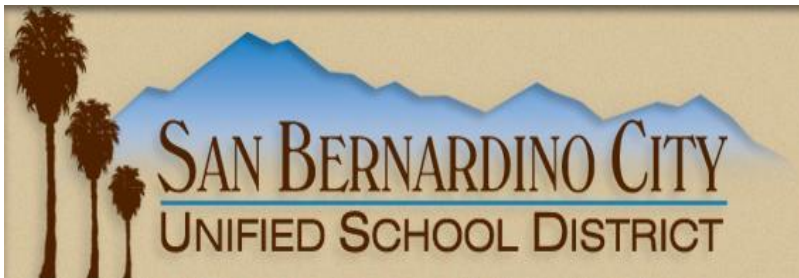


San Bernardino City Unified School District  
Categorical Programs Department

Handbook for State and Federal  
Categorical Budgets:

Expenditure Guidelines for Title I and LCAP  
Budgets 501 and 419



**Mission Statement**

The mission of the Categorical Programs Department is to assist individual schools, and the district-at-large, in the planning and implementation of highly effective, legally compliant, state and federal categorical programs which ensure that all students master academic standards.

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## **Introduction:**

### **Title I, Part A- Elementary and Secondary Education Act**

#### Overview:

*Title I, Part A: Elementary and Secondary Education Act* is a federal law. The purpose of *Title I, Part A* is to provide financial assistance to schools across the country, with high percentages of low income children, to help ensure they meet challenging academic standards. For example, Title I funds are used to support extra instruction in reading and mathematics, as well as, after school tutoring and/or summer programs that extend and reinforce the regular school curriculum. Due to the high number of low income students most SBCUSD schools operate *School-wide Programs*.

#### School-wide Programs:

Each individual public school with a poverty rate above 40% may use Title I funds, along with other federal, state, and local funds to upgrade the instructional program for the entire school. In a School-wide Program, *all* students are eligible to receive services, and may use instructional goods and materials that are purchased with Title I funds. In addition, Title I funded personnel may work with all students.

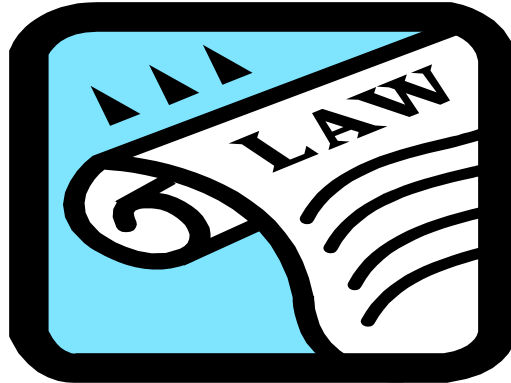
#### Targeted Assistance Schools:

Some Title I schools operate as *Targeted Assistance Programs*. In Targeted Assistance Schools, eligible students are identified on the basis of multiple, educationally-related, objective criteria established by the district and supplemented by the school. Title I funds are used for personnel, goods, materials, and programs that are *exclusively* used to benefit eligible students.



In SBCUSD, schools in the first year of operation function under a Targeted Assistance Program until they go through the School-wide Program planning process, if they choose to do so, to become a School-wide Program.

The Alternative Learning Center (ALC) operates as a Targeted Assistance Program regularly to service the flexible number of Title I identified students.



Purpose:

The following expenditure guidelines are meant to familiarize schools with the overall requirements of budgets 501 and 419, as well as the legal requirements governing expenditures from each specific budget.

The Categorical Programs Department directly monitors compliance for the following budgets:

- Federal budget  
501 Title I, Part A: No Child Left Behind
- State budget  
419 Local Control and Accountability Plan (LCAP)

Title I and LCAP funds share a common goal, which is to provide additional support and services to meet the special educational needs of English Learners, Low Income, Foster Youth, Gifted and Talented pupils, and Students with Disabilities, in order to help them meet grade-level standards.

Title I is a federal formula-based grant that is considered “restricted.” The additional funds are intended to supplement the core educational program, raise student achievement, and close the learning gap, primarily for the most academically needy students. LCAP funds (also referred to as LCFF) are state “unrestricted” funds, intended to support student achievement and close the learning gap particularly for “unduplicated” students (English Learners, Low Income, and Foster Youth).

SBCUSD schools participate in various state and federal programs designed to improve student learning outcomes. The programs are aligned to the District’s LCAP and are included in the Action Plan of each school’s Single Plan for Student Achievement (SPSA). After careful analysis of student assessment and performance data, as well as the evaluation of academic programs and services, stakeholders (consisting of school administration, site leadership teams, teachers, parent groups, School Site Council, English Learners Advisory Committee, African American Advisory Council, and students) participate in the development of site level action plans in reading/language

arts, mathematics, and other key areas, in order to improve instruction. Professional development, materials, resources (including personnel), curricular instructional strategies, monitoring and evaluation components complete the action plan elements. The plan provides a way to utilize the funds from the programs so that all students, including members of special populations and subgroups, meet and exceed academic standards.

Each year, the School Site Council and staff at all schools review assessment data (Section 3 Analysis of Educational Needs and Program Evaluation), the Single Plan for Student Achievement (Section 4 Action Plans: positions and programs), update/revise the plan, and align the new budget expenditures to the revisions. Expenditures must be used to implement the SPSA revisions/activities for improving the academic performance of all students leading to the achievement of academic standards.

In addition to supporting the overall plan, expenditures must meet the individual requirements of the funds being used. Care must be exercised to ensure that funding is used to meet the academic needs of English Learners, Low Income, and Foster Youth. All schools must identify academic needs and researched based strategies within the SPSA, as well as, implement, monitor and evaluate the researched-based strategies/services.



## **Spending “Restricted” Categorical Funds: Guidelines for Title I Expenditures**

Funds from Categorical Programs are to be used to increase opportunities for the success of students who need additional assistance to reach proficiency in reading, writing, and mathematics. Categorical funds must purchase services, materials, supplies, or equipment considered *over and above* those provided in the “core” instructional program. Whatever is needed for a basic comprehensive education must be provided with district general funds.

The following are guidelines for **allowable** Title I expenditures that supplement the “core” program.

Expenditures *must*:

- be linked to assessed, identified needs of students most at risk of not attaining academic standards
- be based on a needs assessment that identifies a specific course of action, service, or program that is “best” suited to meet the academic needs of the students
- be made explicit in the Single Plan for Student Achievement
- be used for direct services to students (personnel, professional development and programs)
- be of sufficient scope and quality to make a positive difference in student achievement
- achieve the purposes of the funding source
- be research and results-based
- be a *reasonable* and *necessary* use of limited resources to achieve the goals of the SPSA
- be evaluated for effectiveness on a regular/on-going basis

Expenditures *may*:

- fund personnel costs that provide direct program services to eligible students  
(Refer to HR Guideline reference sheet)

Expenditures *must not*:

- supplant the “core” program
- fund services required by state law  
(i.e., core instructional program)
- pay for what, in the absence of the categorical funds, would be provided by the general fund

Core Program-Expenditures *within* the core program:

The following examples are **not** allowable purchases using Title I funds:

- regular teacher salaries
- student-basic supplies such as paper, paint, and pencils
- teacher-basic supplies such as pens, white board markers, staples
- physical education equipment
- core textbooks
- regular classroom furniture
- buildings, and telephone services

**Note:** Using Title I funds to make expenditures that support the core program is deemed “supplanting” and, therefore, **not** compliant.



## **Expenditures**

**ALL Title I (501) and LCAP/State (419) expenditures  
must be included in the Single Plan for Student  
Achievement needs assessment and action plans**

**ESEA Title I Allowable Expenditures: Budget 501**

<b>Expenditures</b>	<b>501 School-wide</b>	<b>501 Targeted Assistance</b>
<b>Certificated Salaries and Benefits</b>		
<ul style="list-style-type: none"> <li>Salary for certificated teachers and/or managers who provide supplementary support services, academic coaching, and/or supplemental instruction that increases student achievement</li> </ul>	<p align="center">Yes (to benefit all students)</p>	<p align="center">Yes (to benefit Title I targeted students only)</p>
<ul style="list-style-type: none"> <li>Salary for certificated teachers who provide instruction in the core program, physical education, or regular elective classes</li> </ul>	<p align="center">No</p>	<p align="center">No</p>
<ul style="list-style-type: none"> <li>Extra duty pay and/or substitute costs to enable certificated personnel to collaborate, plan, develop common assessments, analyze data, and/or be trained to deliver commercially available, research-based, supplementary curriculum to increase student achievement</li> </ul>	<p align="center">Yes (to benefit all students)</p>	<p align="center">Yes (to benefit Title I targeted students only)</p>
<ul style="list-style-type: none"> <li>Extra duty pay for certificated teachers who teach academic extended day/extended year programs</li> </ul>	<p align="center">Yes</p>	<p align="center">Yes (to benefit Title I targeted students only)</p>
<ul style="list-style-type: none"> <li>Certificated and management personnel (e.g. ACII, Program Specialist, Coach...) who provide coaching and modeling in instructional strategies, methods, and practices that enhance academic achievement</li> </ul>	<p align="center">Yes</p>	<p align="center">Yes (to benefit Title I targeted students only)</p>

\*Supplement/Supplant? Contact Categorical Programs Dept. for clarification

Expenditures	501 School-wide	501 Targeted Assistance
<b>Classified and/or Non-Classified Salaries and Benefits</b>		
<ul style="list-style-type: none"> <li>Salaries and extra-duty pay for highly-qualified classified personnel who provide direct support to students that improves student achievement</li> </ul>	Yes	Yes (to benefit Title I targeted students only)
<ul style="list-style-type: none"> <li>Salaries and extra-duty pay for classified and/or non-classified personnel who provide supplementary support services that result in measurable educational benefit to students</li> </ul>	Yes	Yes (to benefit Title I targeted students only)
<ul style="list-style-type: none"> <li>Salaries and extra-duty pay for classified and/or non-classified personnel who provide childcare for parent meetings or parent engagement activities</li> </ul>	Yes	Yes (childcare provided for parents of Title I targeted students only)
<ul style="list-style-type: none"> <li>Salaries and extra-duty pay for classified personnel who provide translation and transportation services to enhance the home/school connection</li> </ul>	Yes	Yes (to benefit Title I targeted students/parents only)
<ul style="list-style-type: none"> <li>Extra time for personnel to do more of the duties they perform through general funded job descriptions</li> </ul>	No (INAP)	No (INAP)

Expenditures	501 School-wide	501 Targeted Assistance
<b>Professional Development for Program Improvement Schools (YR 1), 10% of the site 501 entitlement must be allocated to high-quality professional development.</b>		
<ul style="list-style-type: none"> <li>Conference registration fees and related expenses/travel for professional development that is scientifically research-based and directly related to Title I programs</li> </ul>	Yes	Yes (teachers and paraprofessionals working with Title I targeted students only)
<ul style="list-style-type: none"> <li>Cost of trainers, consultants, or speakers associated with research-based staff development</li> </ul>	Yes	Yes (to benefit teachers and paraprofessionals working with Title I targeted students only)
<ul style="list-style-type: none"> <li>Light refreshments for professional development activities (Specifically, cookies, coffee/tea...)</li> </ul>	Yes	Yes (to benefit teachers of Title I targeted students only)
<ul style="list-style-type: none"> <li>Breakfast and/or lunch for professional development activities (including a “working lunch”)</li> </ul>	No	No
<ul style="list-style-type: none"> <li>Refreshments for regular staff meetings, grade-level meetings, general meetings, or required meetings</li> </ul>	No	No
<ul style="list-style-type: none"> <li>Staff development expenses for core program</li> </ul>	No	No
<ul style="list-style-type: none"> <li>Professional development library resources that relate to Title I purposes</li> </ul>	Yes	Yes
<ul style="list-style-type: none"> <li>Teacher’s manuals and resources provided through textbook adoption</li> </ul>	No (Core Program)	No (Core Program)

Expenditures	501 School-wide	501 Targeted Assistance
<b>Parent Engagement (At a minimum, 1%, of the school portion of the parent engagement district set-aside must be spent on parent engagement activities).</b>		
<ul style="list-style-type: none"> <li>Conference registration fees and related expenses/travel for parent engagement conferences that are directly related to Title I and/or parent involvement policy objectives</li> </ul>	Yes	Yes (for parents of targeted Title I students only)
<ul style="list-style-type: none"> <li>Cost of trainers, consultants, or speakers associated with research-based parenting programs</li> </ul>	Yes	Yes (to benefit parents of targeted Title I students only)
<ul style="list-style-type: none"> <li>Light refreshments/food for Title I parent meetings or other required meetings (e.g., SSC, ELAC, DAC, DELAC, etc...)</li> </ul>	No	No
<ul style="list-style-type: none"> <li><b>Light refreshments</b> for parent workshops, institutes, and educational trainings (Specifically, cookies, coffee/tea...)</li> </ul>	Yes	Yes (to benefit parents of targeted Title I students only)
<ul style="list-style-type: none"> <li>Breakfast and/or lunch for parent workshops, institutes, and educational trainings</li> </ul>	No	No
<ul style="list-style-type: none"> <li>Technology and audio/visual equipment to support parent engagement program</li> </ul>	Yes	Yes (to benefit parents of targeted Title I students only)
<ul style="list-style-type: none"> <li>Books and materials to build and/or enhance the school's parent library</li> </ul>	Yes	Yes (to benefit parents of targeted Title I students only)
<ul style="list-style-type: none"> <li>Translation of parent notifications (e.g., related material costs, Bilingual Community Outreach Worker)</li> </ul>	Yes	Yes

Expenditures	501 School-wide	501 Targeted Assistance
<b>Instructional Books and Materials</b>		
<ul style="list-style-type: none"> <li>Supplemental instructional materials and supplies that are in addition to the core, necessary to meet the special learning needs of students eligible for service, and/or necessary to implement research-based programs</li> </ul>	Yes	Yes (to benefit Title I targeted students only)
<ul style="list-style-type: none"> <li>Core program materials and supplies</li> </ul>	No	No
<ul style="list-style-type: none"> <li>Supplies directly related to coordination of a Title I program or direct service</li> </ul>	Yes	Yes (to benefit Title I targeted students only)
<ul style="list-style-type: none"> <li>Regular office supplies</li> </ul>	No	No
<ul style="list-style-type: none"> <li>Custodial supplies</li> </ul>	No	No
<ul style="list-style-type: none"> <li>Regular classroom supplies such as scissors, tissue, or glue.</li> </ul>	No	No
<ul style="list-style-type: none"> <li>PE or sports equipment</li> </ul>	No	No

Expenditures	501 School-wide	501 Targeted Assistance
<b>Instructional Equipment/Technology/Furniture</b>		
<ul style="list-style-type: none"> <li>Technology that enhances learning and/or enables the implementation of an intervention program (hardware), including ancillary support technology (software) consistent with “making the technology whole in practical” for student learning</li> </ul>	Yes	Yes (used for Title I targeted students only)
<ul style="list-style-type: none"> <li>Machines such as copiers, poster makers, and high-speed duplicators that are used to reproduce <u>supplemental</u> materials and lesson enhancements along with associated maintenance agreements and supplies</li> </ul>	Yes	Yes (used for Title I targeted students only)
<ul style="list-style-type: none"> <li>Maintenance agreement for general office copy machine</li> </ul>	No (INAP)	No (INAP)
<ul style="list-style-type: none"> <li>Technology and machines that enhance the home/school connection</li> </ul>	Yes	Yes (used for parents of Title I targeted students only)
<ul style="list-style-type: none"> <li>Furniture used to support supplemental instructional program such as computer stations, small group learning tables and chairs, book cases for supplemental materials, etc.</li> </ul>	No (INAP)	No (INAP)
<ul style="list-style-type: none"> <li>Furniture used for support personnel who work with Title I programs</li> </ul>	No (INAP)	No (INAP)
<ul style="list-style-type: none"> <li>Regular classroom furniture (student desk, teacher desk, etc.)</li> </ul>	No (INAP)	No (INAP)

<b>Expenditures</b>	<b>501 School-wide</b>	<b>501 Targeted Assistance</b>
<b>Field Trips</b>		
<ul style="list-style-type: none"> <li>• Educational/Academic Field Trips; including transportation</li> </ul>	<p>Yes (with prior approval from the Categorical Programs Office)</p>	<p>Yes (for Title I targeted students only, with prior approval from the Categorical Programs Office)</p>
<ul style="list-style-type: none"> <li>• Non-Educational Field Trips (e.g., Disneyland, Magic Mountain, Knott's Berry Farm, LEGOLAND, Baseball games, etc...); including transportation</li> </ul>	<p>No</p>	<p>No</p>



<b>Expenditures</b>	<b>501 School-wide</b>	<b>501 Targeted Assistance</b>
<b>Student Awards</b>		
<ul style="list-style-type: none"> <li>Awards such as certificates, ribbons, and/or instructional materials (e.g., pencils, books, etc.) for academic achievement/improvement</li> </ul>	Yes	Yes (for Title I targeted students only)
<ul style="list-style-type: none"> <li>Awards for Attendance and/or behavior</li> </ul>	No	No
<ul style="list-style-type: none"> <li>Food, clothing (e.g. T-shirts, Sweatshirts, shorts, etc.) for Students</li> </ul>	No	No

## Local Control and Accountability Plan (LCAP)

### Budget 419

LCAP is an unrestricted, general state fund for students in grades kindergarten through twelve.

LCAP is intended to support unduplicated English Learners, Low Income, Foster Youth, and other identified sub-groups (including special education students) through “improved or increased” services, programs, staff positions, supplemental materials, extra assistance for students, training for teachers to support the needs of students, and activities designed to assist students in achieving proficiency in Common Core State Standards.

LCAP (budget 419) consists of “concentration and supplemental” funds that are the additional funds within the Local Control Funding Formula (LCFF) intended to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency of academic standards.

Consistent with LCFF law, budget 419 LCAP funds can be “no more restrictive than Title I funds.” Typical examples of expenditures include the purchase of supplemental materials, technology, resource or support teachers, and paraprofessionals to assist students. The use of 419 LCAP funds at the school level are incorporated into the site’s Single Plan for Student Achievement (SPSA). **The Title I expenditures included in the plan are approved by the School Site Council and the local governing board.**

**Local Control and Accountability Plan**

**Allowable Expenditures: Budget 419**

419 Expenditures	*Allowable?
<b>Certificated Salaries and Benefits for:</b>	
<ul style="list-style-type: none"> <li>Educational/Academic Field Trips; including transportation</li> </ul>	Yes (with prior approval from the Categorical Programs Office)
<ul style="list-style-type: none"> <li>Certificated personnel who provide support services or supplementary instruction to Low Income, English Learners, Foster Youth and other identified subgroups that enhance their academic achievement</li> </ul>	Yes
<ul style="list-style-type: none"> <li>Certificated personnel who provide instruction in the core program, physical education, or regular elective classes</li> </ul>	Yes
<ul style="list-style-type: none"> <li>Extra duty pay for personnel who develop and/or deliver supplemental programs that improve the achievement of Low Income, English Learners, Foster Youth and other identified subgroups</li> </ul>	Yes
<ul style="list-style-type: none"> <li>Substitute costs associated with release time provided for personnel to develop supplemental programs or be trained to implement commercially available supplemental programs that address the needs of Low Income, English Learners, Foster Youth and other identified subgroups</li> </ul>	Yes
<ul style="list-style-type: none"> <li>Certificated personnel who teach academic extended day/extended year programs for identified Low Income, English Learners, Foster Youth and other identified subgroups</li> </ul>	Yes
<ul style="list-style-type: none"> <li>Extra duty pay and/or substitute costs associated with collaborative lesson planning, data analysis, program planning, and instructional coaching that benefit Low Income, English Learners, Foster Youth and other identified subgroups</li> </ul>	Yes

\*Supplement/Supplant? Contact Categorical Programs Dept. for clarification

419 Expenditures	*Allowable?
<ul style="list-style-type: none"> <li>• Certificated and management personnel who provide coaching and modeling in instructional strategies, methods, and practices that enhance the academic achievement of Low Income, English Learners, Foster Youth and other identified subgroups</li> </ul>	Yes
<ul style="list-style-type: none"> <li>• Certificated personnel who provide supplemental instruction that results in improved English fluency and academic progress in English to English learners. This instruction may take place during the school day in small groups, support labs, or electives</li> </ul>	Yes
<ul style="list-style-type: none"> <li>• Additional hours for certificated personnel to give individual and small group instruction to English learners before and/or after the school day and/or during the summer</li> </ul>	Yes
<ul style="list-style-type: none"> <li>• Substitute costs to cover classes for teachers to participate in professional development opportunities that improve their ability to teach students English and/or provide instruction that increases academic progress in English for English learners (i.e. training, Instructional Rounds, etc.)</li> </ul>	Yes
<ul style="list-style-type: none"> <li>• Additional hours and/or substitute costs to support CELDT testing</li> </ul>	No (budget 144)

419 Expenditures	*Allowable?
<b>Classified and/or Non-Classified Salaries and Benefits for:</b>	
<ul style="list-style-type: none"> <li>Classified personnel who provide direct support and/or primary language support to Low Income, English Learners, Foster Youth and other identified subgroups that improves their academic achievement</li> </ul>	Yes
<ul style="list-style-type: none"> <li>Instructional aides and tutors to give primary language support to English learners</li> </ul>	Yes
<ul style="list-style-type: none"> <li>Bilingual home-school liaisons such as Outreach Workers, Attendance Verifiers, and Family Support Workers</li> </ul>	Yes
<ul style="list-style-type: none"> <li>Classified and/or non-classified personnel who provide supplementary support services, translation, transportation services to enhance the home/school connection that result in an educational benefit to Low Income, English Learners, Foster Youth and other identified subgroups</li> </ul>	Yes
<ul style="list-style-type: none"> <li>Classified and/or non-classified personnel who provide childcare for parent meetings or parent engagement activities</li> </ul>	Yes
<ul style="list-style-type: none"> <li>Extra time for personnel to do more of the duties they perform through general funded job descriptions</li> </ul>	Yes

419 Expenditures	*Allowable?
<b>Professional Development</b>	
<ul style="list-style-type: none"> <li>Conference registration fees and related expenses/travel for professional development that relates to the purposes of the academic program for Low Income, English Learners, Foster Youth and other identified subgroups as described in the Single Plan for Student Achievement  <b>Note:</b> Staff members, who are registered to attend a conference, must commit to attending it. “No Shows,” or last minute cancellations result in the loss of school funding. Staff members may be held liable for the loss of funds. The funds are not usually returned to the district.</li> </ul>	Yes
<ul style="list-style-type: none"> <li>Professional development trainers, consultants, or speakers that address the purposes of the academic program for Low Income, English Learners, Foster Youth and other identified subgroups</li> </ul>	Yes
<ul style="list-style-type: none"> <li>Professional development library resources that relate to the instruction of Low Income, English Learners, Foster Youth and other identified subgroups students and/or their parents</li> </ul>	Yes
<ul style="list-style-type: none"> <li>Teachers’ manuals and resources available through the regular textbook adoption.</li> </ul>	No (Sites should contact Education Services Department and/or budget 212)
<ul style="list-style-type: none"> <li>Supplemental ancillary components that are not part of the adoption</li> </ul>	Yes
<ul style="list-style-type: none"> <li>Light refreshments for professional development activities (Specifically, cookies, coffee/tea)</li> </ul>	Yes
<ul style="list-style-type: none"> <li>Refreshments for regular staff meetings, grade-level meetings, or general meetings</li> </ul>	No (INAP)

419 Expenditures	*Allowable?
<b>Parent Engagement</b>	
<ul style="list-style-type: none"> <li>Conference registration fees and related expenses/travel for parent engagement conferences that are appropriate for the parents of Low Income, English Learners, Foster Youth and other identified subgroups  <b>Note:</b> Staff members, who are registered to attend a conference, must commit to attending it. “No Shows,” or last minute cancellations result in the loss of school funding. Staff members may be held liable for the loss of funds. The funds are not usually returned to the district.</li> </ul>	Yes
<ul style="list-style-type: none"> <li>Cost of consultants or speakers that address parent involvement policy goals for the parents of Low Income, English Learners, Foster Youth and other identified subgroups</li> </ul>	Yes
<ul style="list-style-type: none"> <li>Technology and audio/visual equipment to support parent engagement for parents of Low Income, English Learners, Foster Youth and other identified subgroups</li> </ul>	Yes
<ul style="list-style-type: none"> <li>Light refreshments for parent engagement activities and School Site Council Meetings (Specifically, cookies, coffee/tea)</li> </ul>	Yes

419 Expenditures	*Allowable?
<b>Instructional Books and Materials</b>	
<ul style="list-style-type: none"> <li>Supplemental instructional materials which are necessary to meet the special learning needs of Low Income, English Learners, Foster Youth and other identified subgroups</li> </ul>	Yes
<ul style="list-style-type: none"> <li>Instructional supplies to enhance instruction for Low Income, English Learners, Foster Youth and other identified subgroups, that are in addition to supplies provided by the regular core educational program</li> </ul>	Yes
<ul style="list-style-type: none"> <li>Office supplies directly related to coordination of services for Low Income, English Learners, Foster Youth and other identified subgroups</li> </ul>	Yes
<ul style="list-style-type: none"> <li>Regular classroom supplies such as scissors, tissue or glue for use in classrooms serving Low Income, English Learners, Foster Youth and other identified subgroups</li> </ul>	No (INAP)
<ul style="list-style-type: none"> <li>PE or sports equipment and/or uniforms</li> </ul>	No (INAP)
<ul style="list-style-type: none"> <li>Primary language support materials</li> </ul>	Yes
<ul style="list-style-type: none"> <li>Regular core materials</li> </ul>	No (budget 212)
<ul style="list-style-type: none"> <li>Materials for English learners that are in addition to core materials and supplies</li> </ul>	Yes
<ul style="list-style-type: none"> <li>Equipment to be used to enhance after school or recreational programs</li> </ul>	No (INAP)



419 Expenditures	*Allowable?
<b>Instructional Equipment/Technology/Furniture</b>	
<ul style="list-style-type: none"> <li>Technology that enhances learning and/or enables the implementation of effective instruction for Low Income, English Learners, Foster Youth and other identified subgroups</li> </ul>	Yes
<ul style="list-style-type: none"> <li>Machines such as copiers, poster makers, and high speed duplicators that are used to reproduce <i>supplemental</i> materials and enhance lessons for Low Income, English Learners, Foster Youth and other identified subgroups along with associated supplies and maintenance agreements</li> </ul>	Yes
<ul style="list-style-type: none"> <li>Maintenance agreement for general office copy machine</li> </ul>	No (INAP)
<ul style="list-style-type: none"> <li>Technology and machines that enhance the home/school connection with parents of Low Income, English Learners, Foster Youth and other identified subgroups</li> </ul>	Yes
<ul style="list-style-type: none"> <li>Furniture used to support supplemental instructional program for Low Income, English Learners, Foster Youth and other identified subgroups such as computer stations, small group learning tables and chairs, book cases for supplemental materials etc. <b>Note: Check with district warehouse first</b></li> </ul>	Yes
<ul style="list-style-type: none"> <li>Furniture used for support personnel who provide direct services to and/or services that result in educational benefit to Low Income, English Learners, Foster Youth and other identified subgroup</li> </ul>	No
<ul style="list-style-type: none"> <li>Regular classroom furniture (student desk, teacher desk, etc.)</li> </ul>	No

419 Expenditures	*Allowable?
<b>Field Trips</b>	
<ul style="list-style-type: none"> <li>• Educational field trips; including transportation</li> </ul>	<p style="text-align: center;">Yes (with pre-approval from the Categorical Programs Office)</p>
<ul style="list-style-type: none"> <li>• Non-Educational Field Trips (e.g., Disneyland, Magic Mountain, Knott's Berry Farm, LEGOLAND, Baseball games, etc...), including transportation</li> </ul>	<p style="text-align: center;">No</p>

419 Expenditures	*Allowable?
<b>Student Awards</b>	
<ul style="list-style-type: none"> <li>Awards such as certificates, trophies, ribbons, and/or instructional materials (e.g., pencils, books, etc.) for academic achievement/improvement, behavior, and attendance</li> </ul>	Yes
<ul style="list-style-type: none"> <li>Food for students</li> </ul>	No

**Justification Procedure for Purchase Requisitions (PRs)**  
**and Human Resources Requests (HRs)**

**501-School-wide Schools**

**PRs:** Write a short justification citing the Single Plan for Student Achievement and giving a brief explanation regarding the intended use of items. Insert the justification in the “***Additional Information***” box on the vendor screen of the Financial 2000 PR request. Cite the section, page number, item number (if applicable) from the SPSA, a brief description of the intended use of the item, and the students/sub-group who will receive/benefit from the expenditure (school-wide, EL, Latino, African-American, Low Income, GATE, Special Education, etc...)

*Example*

SPSA English/Language Arts p.2, item 6/ Supplemental materials: Books to be used in reading support classes; Target/sub-group: School-wide, Low Income (LI)

SPSA Mathematics p.3, item 2: Mathematics manipulatives and other realia to support experiential learning environment; Target/sub-group: School-wide

SPSA Learning Environment p.4, item 4: Staff will participate in professional development to increase student engagement, positive relationships/environments; Target/sub-group: School-wide, Latino and African-American students

**HRs:** Write a short justification citing the Single Plan for Student Achievement and giving a brief explanation regarding the role of the position in providing services for eligible students and/or their parents. Insert this justification in the ***“Justification/Explanation”*** box on the HR.

*Example*

SPSA Mathematics p.2, item 2: Instructional tutor will assist identified students in the math support lab. Target/sub-group: Low Income (LI), ELs, African-American students, Special Education

SPSA English/Language Arts p. 2, item 1: The Resource Teacher will work with identified students in the learning center to improve academic vocabulary and expository writing and inform parents of their progress; Target/sub-group: School-wide, Low Income (LI), ELs, African-American students, Special Education students

## 419 LCAP

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**PRs:** Write a short justification citing the Single Plan for Student Achievement and giving a brief explanation regarding the intended use of items. Insert this justification in the “*Additional Information*” box on the vendor screen of the Financial 2000 PR request. Cite the section, page number, item number (if applicable) from the SPSA, a brief description of the intended use of the item, and the students/sub-group who will receive/benefit from the expenditure (School-wide, EL, Latino, African-American, Low Income, GATE, Special Education, etc...)

### *Example*

SPSA English/Language Arts p.1, item 2: The leveled readers/books will support strategic and intervention groups in ELA classes; Target/sub-group: Special Education

SPSA English/Language Arts p.1, item 5: The picture dictionaries will provide visual enhancement for sheltered social studies and science classes. Target/sub-group: ELs, Special Education

**HRs:** Write a short justification citing the Single Plan for Student Achievement giving a brief explanation regarding the position’s role in providing services for Low Income, English Learners, Foster Youth and other identified subgroups. Insert the justification in the “*Justification/Explanation*” box on the HR.

**Note: HRs using budget 501 and/or 419 need to be emailed, separately, to Terry Connick, for approval.**

### *Example*

SPSA English/Language Arts p. 4, item 1: Educational Assistant III (EAIII) will provide supplemental primary language support to access content area subject matter. Target/sub-group: ELs

SPSA English/Language Arts p. 7, item 1: The teacher will tutor English learners in an after school program designed to increase English fluency in reading, writing, and speaking. Target/sub-group: ELs

SPSA Math p. 3, item 2: The teacher will plan thematic units of study aligned with CCSS and experiential learning problems. Target/sub-group: School-wide, all students

## Additional PR Examples

SPSA Action Plan, section 4, page 1: “Parent Training Program will allow ample opportunity to provide parents with the knowledge and resources to assist our students with their academic success;” Target group/sub-group; School-wide

SPSA Action Plan, section 4, page 3: “Purchase supplemental readers to provide varied content and non-fiction support to Common Core ELA Standards.” Target group/sub-group; Low Income, African-American, and English Learners

SPSA Action Plan, section 4, page 4: “Provide fieldtrips to educational/academic venues, including, the California Science Center to gain depth of knowledge of Ecosystems. Target group/sub-group; School-wide

SPSA Action Plan, section 4, page 8: “Provide supplemental technological support, including software, to increase English language acquisition and academic language development;” Target group/sub-group: English Learners

## Field Trip Guidelines

Field trips are viewed as an educational experience for students and must be aligned with appropriate grade level standards.

Categorical funds cannot be used for entertainment purposes, including costs for amusement parks (e.g., Disneyland, Magic Mountain, Knott's Berry Farm, LEGOLAND, etc...), tickets to shows, sporting events, or transportation for these purposes.

The following steps must be taken for approval when a field trip is requested using categorical funds:

1. Teachers/staff submit the documentation from the destination/ program/company outlining the trip as part of an educational experience for approval. Documentation must include:
  - Documentation describing the grade level standards that will be covered during the trip.
  - A brochure, pamphlet, or handout from the field trip destination that includes a description of the event, activities, students will study
  - Documentation describing what students will do after the trip to practice the standards covered.
    - maintain student work/activity samples from field trip
    - maintain student samples of post-field trip work/activity
2. Submit the purchase requisition

All documentation is submitted to Leanah Baldino in the Categorical Programs Department. Approval will only be given after all documentation is received.

Note: It is important that schools do not wait until the last minute to make arrangements.

**Purchase requisitions require at least six weeks to process.**



## Using Title I Funds to Keep Rewards and Incentives Linked to Program Goals

As the pressure is on to improve student performance with RtI and intervention programs, teachers understand how important tangible rewards and incentives can be.

When ordering student incentives/awards, keep in mind that categorical funds or school improvement funds (included in the Library Block Grant with INAP), can only be used under the following conditions:

- To enhance student achievement or academic progress
- Must be supplementary or “over and above”
- Must be reasonable in cost and tied to program objectives
- The cost must be nominal and non-monetary (no gift cards or money)
- Instructional supplies are the best (pencils, books), as well as certificates, medals, or trophies
- Be sure to include a strategy in the SPSA that allows for this expenditure and identify the academic area tied to the motivator

Note: Incentive purchases cannot be used for the following:

- Attendance awards
- A reward for taking state assessments
- To entice students to attend tutoring
- For T-Shirts or other clothing items

## Parent Engagement Practices, Expectations, and Expenditure Guidance

Consistent with NCLB, Title I Guidance, and SBCUSD Board Policy, and Parent Involvement Policies at each school, Title I identified schools must utilize their allocated Title I parent involvement funds to increase parent involvement/engagement at the school. Overall, the goal is to build capacity in the parent's ability to assist their child(ren) in improving reading, language arts, math, and writing skills.

Schools must ensure effective engagement of parents and support a partnership among the school, the parents, and the community to improve student academic achievement through training, information, and coordination of activities.

Parent engagement is critical in a school-wide program. One of the components of a school-wide program requires the school to employ strategies to increase parental engagement. Consistent with the stated purpose above, *all* parents in a school-wide program school are eligible to participate in parent engagement activities. However, given that the focus of a school-wide program is to raise the achievement of the lowest-achieving students, a school-wide program school must ensure that its parent engagement activities include the engagement of parents of the lowest-achieving students in order that they may better assist in the education of their child.

It is the responsibility of schools and LEAs to help parents understand topics that will help them become equal partners with educators in improving their children's academic achievement. Schools and LEAs must help parents understand things such as—

- the Common Core State Standards and State student academic achievement standards
- state and local academic assessments, including alternative assessments
- the parental involvement requirements of section 1118; and
- how to monitor their child's progress and work with educators to improve the achievement of their child [*Section 1118(e) (1), ESEA.*]
- literacy programs that bond families around reading and using the public library
- information about the essential components of reading instruction, which enable parents to support the instructional practices used by the teacher
- the use of the Internet to facilitate access to their children's homework

- communication with teachers; as well as to review information posted about schools in improvement, supplemental educational services, public school choice and other opportunities to promote student achievement [*Section 1118(e)(2), ESEA.*]
- training to parents in how to enhance the engagement of other parents. [*Section 1118(e) (8), (9), and (10), ESEA.*]

### **School level considerations:**

- Parents/guardians are involved in the planning and implementation of parental engagement programs, activities, and regulations. Also, parents/guardians of participating students shall be involved in decisions regarding how the district's Title I funds will be allotted for parent engagement activities. (20 USC 6318)
- Schools may pay *reasonable and necessary* expenses associated with local parental engagement activities, including light refreshments (i.e., coffee, tea, cookies, etc...), transportation and childcare costs in order to enable parents to participate in school-related meetings and training sessions. The use of categorical budgets to support the costs associated with providing light refreshments for parents must be consistent with the site's Single Plan for Student Achievement (SPSA) and be "reasonable and necessary" in nature (quantity of refreshments is consistent with number of attendees, etc...). The use of Title I funds to pay for state mandated meetings or events, is not an allowable expenditure (e.g., SSC, DAC, ELAC, AAPAC etc...). Title I funds may be used to provide light refreshments for parent trainings and related parent engagement opportunities that build the parents' capacity to assist their student's academic achievement.
- A site *may* also use unrestricted budgets to fund parent engagement activities, but must maintain a "reasonable and necessary" lens when considering the use all budgetary sources.
- It is recommended that schools and LEAs arrange school meetings at a variety of times and provide translation as needed.
- The California Department of Education (CDE) encourages schools and LEAs to develop appropriate roles for community-based organizations, including faith-based organizations and businesses, in parental engagement activities. It is highly recommended that schools form partnerships with such organizations, parents, and the community, in order to improve student academic achievement. As with other outside vendors and providers, schools must complete a "Facilities Use Agreement" and other necessary documentation prior to the training/event.  
*[Section 1118(e) (13), ESEA.]*
- Parent engagement activities must be inclusive and available to *all* parents.

- Parents must be given an opportunity to provide input to the site's Parent Involvement Policy. Schools must build parent capacity by supporting parental engagement activities requested by Title I parents, and document the potential uses of the site level Title I Parent Involvement allocation (1%).
  - Parent input may be gathered at a Town Hall meeting, Curriculum Night, Coffee with the Principal, or during other parent advisory meetings.
  - An agenda, flyer, and minutes describing the input from the parents must be documented.
  - Once the input is recorded and reflected in the Parent Involvement Policy, the policy must be presented to the SSC for approval
  - document the approval process in the agenda and minutes for that meeting
- Annually update and distribute site level Parent Involvement Policy.
- Annually update and distribute the Home/School Compact.

Feel free to contact the Categorical Programs Department at (909)381-1256, if there are any questions or clarifications regarding the use of Title I or other categorical funds to support parent engagement activities.

## **Procedures for “Material Changes” to the SPSA**

### “Material Change” defined:

- A “Material Change” has not been specifically defined by the CDE. However, it has been suggested that a 10% variance (increase/decrease) of categorical funds qualifies as a material change. In addition, any significant change to the Title I program (instructional focus shift, staff position, etc...) constitutes a “Material Change.”

### Planning for a “Material Change” to the SPSA:

- After completing the “Academic Priorities” section within the “Analysis of Assessment/ Performance Data and Program Evaluation” (Section 3 of the SPSA,) the SSC will approve the SPSA which includes the priorities and corresponding, proposed expenditures. It is imperative that each site identify all needs, research-based activities, and estimated costs/budgets in creating the Academic Priorities list. By doing so, the SSC will have approved additional purchases/ activities, in the event additional funds become available (i.e., final allocation).

### Amending the SPSA with a “Material Change:”

- If a change to the Title I program is deemed necessary, as the site and SSC monitor the SPSA throughout the year, an addendum to the SPSA must be jointly developed and approved by the SSC. The SPSA addendum, SSC agenda, and minutes must be sent to the Categorical Programs Department for review and submission to the school Board for approval. Please contact the Categorical Programs Department for additional guidance and clarification as necessary.

Categorical Programs Department

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Technical Assistance

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