School Budget Planning

2027-28



Norms

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

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

Agenda

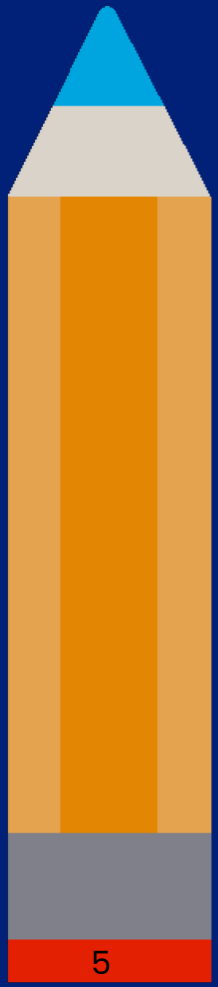
Welcome	***8:30 – 8:35 a.m.***
Office of Innovative School Models (OISM)	*8:35 – 9:00 a.m.*
Equity Multiplier Funds- Strategic Planning Office (SPO)	*9:00 – 9:10 a.m.*
Black Student Initiatives Education Transformation Office (ETO)	*9:10 - 9:20 a.m.*
Arts Education Branch (AEB)	*9:20 - 9:30 a.m.*
Human Resources (HR)	*9:30 – 9:35 a.m.*
Personnel Commission (PC)	*9:35 – 9:40 a.m.*
School Fiscal Services (SFS)	*9:40 – 10:10 a.m.*
Q&A	***10:10 – 10:25 a.m.***
BREAK	***10:25 – 10:35 a.m.***
Multilingual Multicultural Education Department (MMED)	*10:35 – 10:50 a.m.*
Federal and State Education Programs (FSEP)	*10:50 – 11:20 a.m.*
Student, Family and Community Engagement Services (SFACE)	*11:20 – 11:35 a.m.*
Q&A	***11:35 a.m. – 12:00 p.m.***

Office of Innovative School Models

Budget Development 2028: Targeted Student Population (TSP) Plans

Karen G. Long, Executive Director
Helen Yu, Administrator of Instruction
Elyse Pyun, Coordinator
Georgina Gravino, Coordinator

November 2026



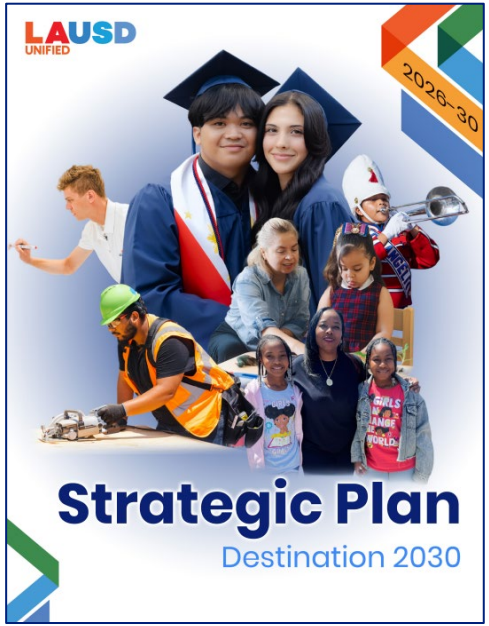
Objectives

- Provide an understanding how the Targeted Student Population (**TSP**) plan supports the closing of the equity gap for students identified as English Learners, Low-Income, and/or Foster Youth.

- Create alignment between school level planning, research-based instructional strategies and investments.

- Review the TSP Plan Platform.

Strategic Plan and SENI TSP Funds





SENI Indicators

School Demographics	Academic Indicators
• Percent Foster Youth • Percent Homeless Youth • Percent English Learners • Percent of Standards English Learners • Percent of Low-Income Students with Disabilities • Percent of unduplicated Students	• Incoming 6th/9th Grade Math State Test • Incoming 6th/9th Grade ELA State Test • 1st Grade Primary Literacy Test • A-G Completion Rate (High School Only)
School Climate Indicators	**Community Indicators**
• Chronic Absenteeism • Suspension Rates • I-STAR Reports	• Asthma Severity Rate in School Neighborhood • Non-Fatal Gunshot Injuries in School Neighborhood

Targeted Student Population (TSP) Plan

- Purpose of the Plan is to articulate how TSP-SENI funds will be used for increased or improved services and programs to close the equity and achievement gaps for **students identified as English Learners, Low-Income, and/or Foster Youth.**
- Targeted Student Population (TSP) Plan is a companion to the SPSA.
- Schools are expected to engage their communities in the development of TSP Plan for the use of these funds
- TSP Plans are reviewed and approved by Regional Directors.

TSP PLAN

TARGETED STUDENT POPULATION

STUDENTS



Analyze and Identify Student Needs and Assets Using Data

STRATEGIES



Select Effective Research-Based School Strategies

INVESTMENTS



Fund Budget Investments to Accelerate Student Achievement

TSP Plan Rubric

School Leadership Framework Standard Elements:

2B2 - Communicates shared vision to stakeholders
2C2 - Implements plans to accomplish school-wide goals
2C1 - Uses data to determine school-wide priorities and goals
6A1 - Aligns budget and staffing priorities with needs, goals, vision, and data

TSP Plans should receive a score of Effective (2) or Exemplary (3) in all sections.

Sections	Developing (Score: 1)	Effective (Score: 2)	Exemplary (Score: 3)
Needs Assessment Sample Foster Youth Narratives	Needs Assessment provides **limited analysis** of all student performance and possible root causes, program implementation, schoolwide feedback (all stakeholders) and resource allocations and budgets.	Needs Assessment provides **analysis** of performance of **students designated as English Learners, Low-Income and Foster Youth**, and identifies possible root causes, program implementation, schoolwide feedback (all stakeholders) and resource allocations and budgets.	Needs Assessment provides **collaborative and comprehensive analysis** of performance of **students designated as English Learners, Low-Income and Foster Youth**, and identifies possible root causes, program implementation, schoolwide feedback (all stakeholders) and resource allocation and budgets.
Educational Partner Engagement Sample Narratives	Description of engagement communicates **limited engagement** opportunities (1-2 per year) for educational partners.	Description of engagement communicates **multiple engagement** opportunities (3-5 per year) for educational partners and a list of desired resources to be purchased.	Description of engagement effectively communicates **multiple and differentiated engagement opportunities** (6+ per year) for educational partners and the specific impact of all stakeholders' feedback in the school's planning and budgeting process.

School Strategies vs. School Actions

Strategies

Describe a research- or evidence-based approach that will be used to support students to attain improved student outcome

- Could be implemented in a variety of ways depending on the school site.
- Involves multiple action steps and resources to implement effectively.
- Answers “what” (states the approach), “why” (what need is being addressed) and “who” (which students will be impacted).

SAMPLE – School Strategy

Elementary Literacy: Science of Reading Pedagogy	
Developing (Score: 1)	**Effective (Score: 2)**
School will purchase an online program to train the teachers on ELA strategies.	To support the teaching of foundational reading skills in grades K-2, schools will engage in an online course of the book "Shifting the Balance" by Jan Burkins and Kari Yates in a professional learning community model. Through the online course, teachers will increase their understanding of the science of reading, and how to shift their current practices to closely align to evidence-based and research-aligned teaching strategies. Schools will include time to analyze and engage in a lesson planning cycle to incorporate key tenets from the book. The planning cycle will include a reflection and revision cycle based on classroom observations of planned lessons and assessment analysis. This strategy is provided to all students, but primarily supports students identified as English Learners, Low-Income, and/or Foster Youth.

School Strategies vs. School Actions

Actions
Describe what specifically will be done to implement the school strategy

- *Activities* for teachers or students, *goods* to be purchased and distributed, *tasks/responsibilities* of a position.
- May or may not include a cost and/or budget item(s).
- Together, the actions paint a detailed picture of the program (e.g., planning/preparing, monitoring, implementing, and evaluating).
- Answers "how" (how the strategy will be implemented given needs and current capacity) and "how much" (cost and budget items related to tasks or activities).

SAMPLE – School Actions

Elementary Literacy: Science of Reading Pedagogy	
Developing (Score: 1)	**Effective (Score: 2)**

• Calendar PD
• Schedule Saturday sessions for sharing best practices
	• Identify participants for the online course/Professional Learning Community (PLC)
	• Schedule time for online study and collaboration, either during bank time Tuesdays or after school or on the weekends
	• Explore resources available for your book
	  ○ UFT Professional Book Study Guide
	  ○ Download supplemental resources from The Six Shifts
	  ○ LAUSD Shifting the Balance Book Study
	• If planning for after school or weekends, budget for teachers to complete asynchronous course
	• Purchase book
	• Schedule time for engaging in a PDSA Cycle based on the learnings from the book.
	• School administrators will monitor and observe implementation of planned lessons and provide teachers actionable feedback based on the observations.

Justification of Effectiveness

The Justification of Effectiveness describes how the school strategy is an effective use of funds to meet the school's goals for students identified as English Learners, Low-Income, and/or Foster Youth.

- Cite **current, relevant** research and/or practice experience that show positive student outcomes.
- Note that if a strategy has been indicated as **"continuing,"** cite specific outcomes as evidence of this program's effectiveness at the school in the newly added text box.

Justification of Effectiveness of Strategy *Describe how this strategy is an effective use of funds to meet the needs of students identified as English Learners, Low-Income and/or Foster Youth.* ***Cite relevant research and/or practice experience.***	Professional development opportunities are varied. The use of professional book study groups as a means for effective PD can benefit educators by providing social connectedness (Tschannen-Moran, 2001) and an "intellectual forum for teachers to share ideas, thoughts, feelings, and reactions" (Flood & Lapp, 1994, p. 574)." - quoted from https://files.eric.ed.gov/fulltext/ED552831.pdf (A Book Study: Improving Middle-School Teachers Literacy Instruction) Researchers have highlighted the potential for online PD to help teachers reflect on their existing practices and develop and shift their understandings of teaching. https://files.eric.ed.gov/fulltext/EJ1342759.pdf ("We Felt Like Pioneers": Exploring the Social and Emotional Dimensions of Teachers' Learning During Online Professional Development)

Budget Items

The budget section in the TSP Plan include multiple position and non-position budget items that clearly support the school strategy and school action.

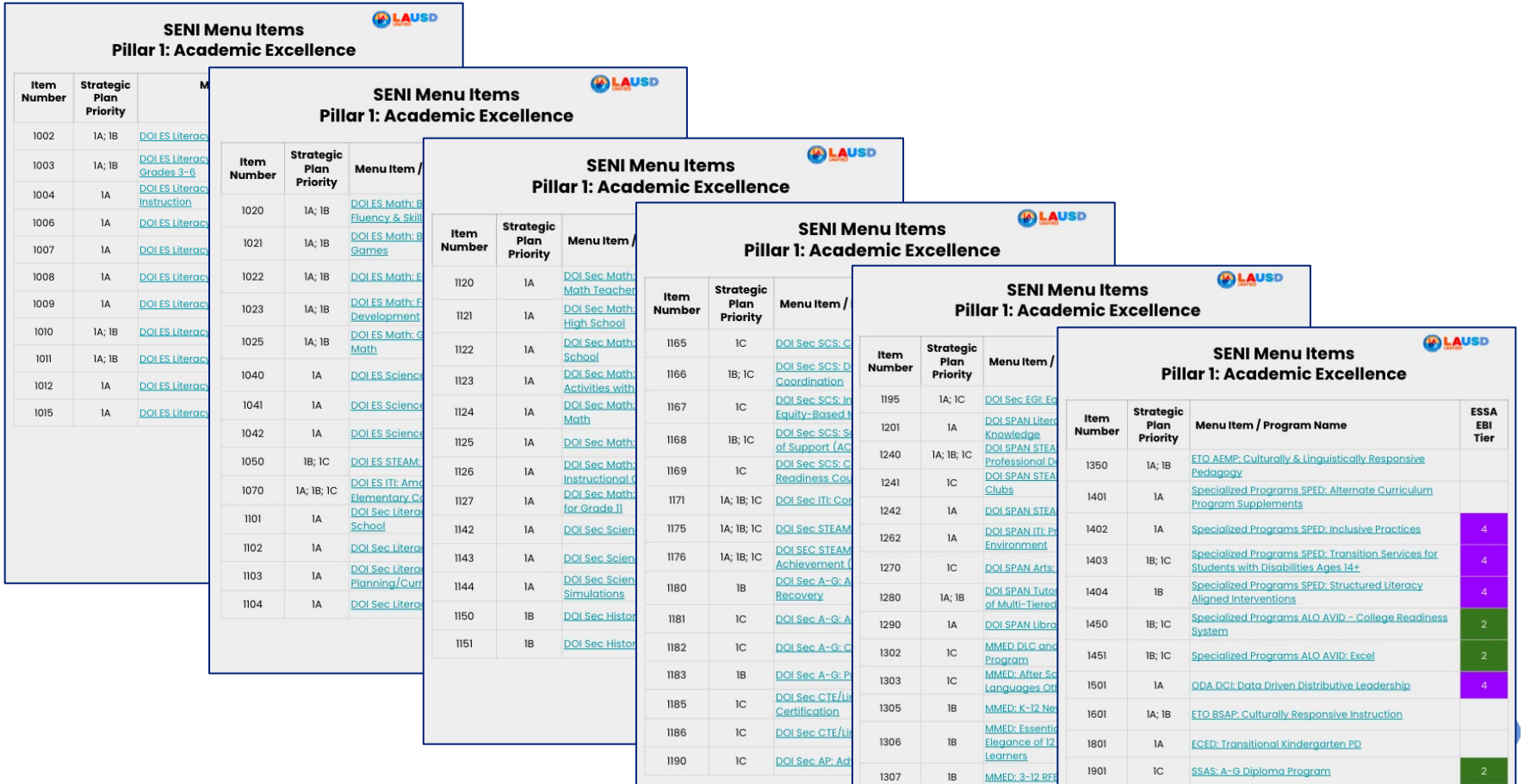
Possible Budget Items for the Science of Reading Pedagogy	Amount ($)*
40267 - Instructional Materials Account IMA ($50 x 7 participants)	$350
14693 - Teacher Non-Tutor X-Time (5 teachers x 4 Saturday sessions x 2 hours x $108 rate)	$4,320
10362 - Interventionist Elementary X-Time (1 coach x 4 Sat sessions x 2 hours x $119 rate)	$952
50002 - Contracted Instructional Services ($375 x 7 participants)	$2625

SENI Menu Items

The intent is to support schools in implementing strategies that align with current District initiatives. Principals and school teams are encouraged to use this catalog as a resource to determine effective school strategies, actions and investments of SENI-TSP funds.

Item Number	Strategic Plan Priority	Menu Item / Program Name	ESSA EBI Tier
1181	1D	DOI Sec A-G: Accessing College Level Courses	Tier 1
1182	1D	DOI Sec A-G: College Advisement	Tier 1
1183	1C	DOI Sec A-G: Preparation for MS and HS Transitions	Tier 3
1185	1D	DOI Sec CTE/Linked Learning: Linked Learning Certification	Tier 1
1186	1D	DOI Sec CTE/Linked Learning: Student Paid Internships	Tier 4
1190	1D	DOI Sec AP/IB: Advanced Placement Program	
1195	1A; 1D	DOI Sec EGI: Equitable Grading and Instruction	Tier 4

2027-2028 SENI Menu



SENI Menu Items
Pillar 1: Academic Excellence

Item Number	Strategic Plan Priority	Menu Item / Program Name	ESSA EBI Tier
1350	1A; 1B	ETO AEMP: Culturally & Linguistically Responsive Pedagogy	
1401	1A	Specialized Programs SPED: Alternate Curriculum Program Supplements	
1402	1A	Specialized Programs SPED: Inclusive Practices	4
1403	1B; 1C	Specialized Programs SPED: Transition Services for Students with Disabilities Ages 14+	4
1404	1B	Specialized Programs SPED: Structured Literacy Aligned Interventions	4
1450	1B; 1C	Specialized Programs ALO AVID - College Readiness System	2
1451	1B; 1C	Specialized Programs ALO AVID: Excel	2
1501	1A	ODA DCI: Data Driven Distributive Leadership	4
1601	1A; 1B	ETO BSAP: Culturally Responsive Instruction	
1801	1A	ECED: Transitional Kindergarten PD	
1901	1C	SSAS: A-G Diploma Program	2

2027-2028 SENI Menu

SENI Menu Items
Pillar 2: Joy and Wellness

Item Number	Strategic Plan Priority	Menu Item / Program Name	ESSA EBI Tier
2002	2B	SMHWP: Mental Health Support Using the MTSS Frame	
2003	2A; 2B	SSAS: Practi	
2004	2C	SSAS:	
2051	2A; 2B	SSAS	
2101	2B	Speci	
2201	2B	DOI ES Emoti	
2250	2B	DOI S Emoti	

SENI Menu Items
Pillar 3: Engagement & Collaboration

Item Number	Strategic Plan Priority	Menu Item / Program Name	ESSA EBI Tier
3001	3A	SFACE: Engagement of Families in Educational and Cultural Experiences	
3002	3A	SFACE: Establish a Family Academy	
3003	3A	SFACE: Family Engagement Planning and Coordination	
3004	3A	SFACE: Parent and Family Center Supports	
3005	3A	SFACE: Professional Learning to Support Family Engagement	
3101	3A; 3C	ODA DCI: Data Driven Stakeholder Engagement	4
3501	3A	DOI SPAN STEAM: School STEAM Night Family & Community Event	4

SENI Menu Items
Educational Transformation Office (ETO)

Item Number	Strategic Plan Priority	Menu Item / Program Name	ESSA EBI Tier
Elementary			
1701	1A; 1B	ETO ES: Core Knowledge Language Arts (CKLA) Lesson Study	1
1703	1A; 1B	ETO ES: Math Lesson Study	1
1704	1A; 1B	ETO ES STEAM: Science Lesson Study	4
Secondary			
1730	1A; 1B	ETO Sec: ELA Unit Launch & Lesson Study	4
1731	1A; 1B	ETO Sec: Illustrative Math Lesson Study	
1732	1A; 1B	ETO Sec: Science Curriculum Unit Launch & Lesson Study	
SPAN			
1750	1A; 1B	ETO SPAN: Reclassification Support and Coaching	
1751	1A; 1B	ETO ES SPAN SEC: STEAM Implementation Planning and Coaching Support	
1753	1A	ETO SPAN: Transformational Coaching PD Series	

ESSA Evidence-Based Interventions (EBI)

District and school leaders are encouraged to choose evidence-based interventions that have been **rigorously studied and have improved** student learning

According to ESSA, an evidence-based "intervention" is any activity, strategy, or program that meets **one** of the criteria below:

Tier 1 (STRONG)
At least one well-designed and well-implemented ***experimental*** study on the intervention showing a statistically significant and positive effect.

Tier 2 (MODERATE)
at least one well-designed and well-implemented ***quasi-experimental*** study showing a statistically significant and positive effect.

Tier 3 (PROMISING)
at least one well-designed and well-implemented ***correlational study with statistical controls*** for selection bias.

Tier 4 (DEMONSTRATES A RATIONALE)
based on high-quality research findings or positive evaluation that the intervention is likely to improve student outcomes *and* that there are ongoing efforts to examine its effects.

ESSA Evidence-Based Interventions (EBI)

ESSA EBI Tier 1

LAUSD UNIFIED

SENI Menu Item 1181: DOI Secondary A-G Intervention & Support - Accessing College Level Courses

Strategic Plan Pillar	✔ Pillar 1: Academic Excellence ☐ Pillar 2: Joy and Wellness ☐ Pillar 3: Engagement and Collaboration
Strategic Plan Priority	1C. College and Career Readiness
Strategic Plan Measure of Success	1C.MS1. Increase the percentage of students who graduate and are college and career ready 1C.MS2. Increase the percentage of high school students who are on-track to graduate meeting A-G requirements 1C.MS3. Increase student enrollment in Advanced Placement (AP), International Baccalaureate (IB), and Dual Enrollment

TSP Plan Checklist

This Checklist is intended as a final check before the submission of a school's Targeted Student Population (TSP) Plan and Budget. **Note that a school's Regional Director must sign and approve the TSP plan at the school's budget appointment.**

Instruction / Program Requirements

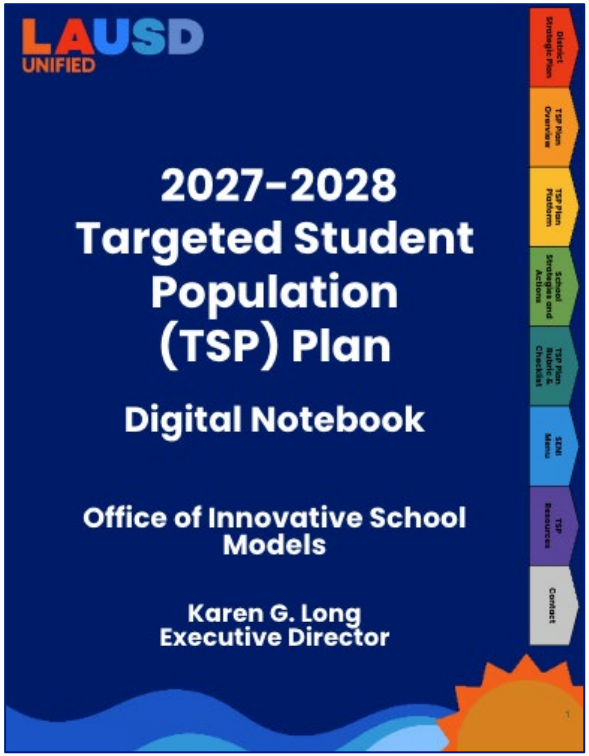
- ❑ **Comprehensive Needs Assessment** includes narrative for each student population and/or cites the SPSA Needs Assessment page numbers.
- ❑ **Educational Partner Engagement** includes narrative of at least 3-5 sentences for each prompt.
- ❑ **District Priorities and District Measures of Success** are consistently selected in all parts of the TSP plan.
- ❑ Applicable **Targeted Student Populations** are indicated.
- ❑ New or Continuing **Status** of all strategies/programs is indicated.
- ❑ **School Strategy** describes a research-based approach that will result in improved student outcome(s). The strategy answers "what, why, and who".
  - ❑ A position should not drive the strategy; a position is not a strategy in and of itself
  - ❑ School Strategies are aligned to the District Strategic Plan and Priorities

Fiscal Requirements

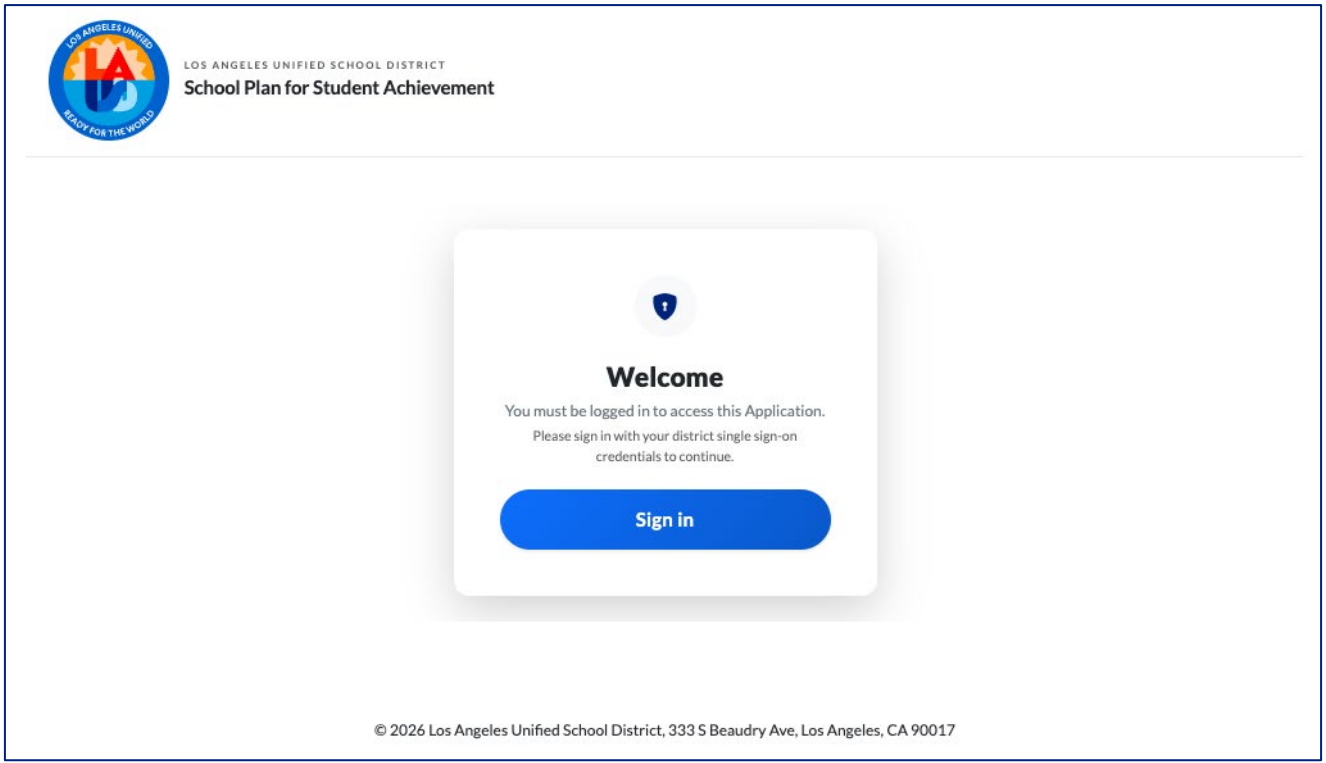
- ❑ Total Funds Budgeted plus Potential Funding Variance should equal Total Funds Allocated.
- ❑ Carryover Funds are **not** included in the TSP Plan (contact Fiscal Specialist for guidance).
- ❑ Budget Item includes both description/name of the budget item and dollar amount.

TSP Plan Resources

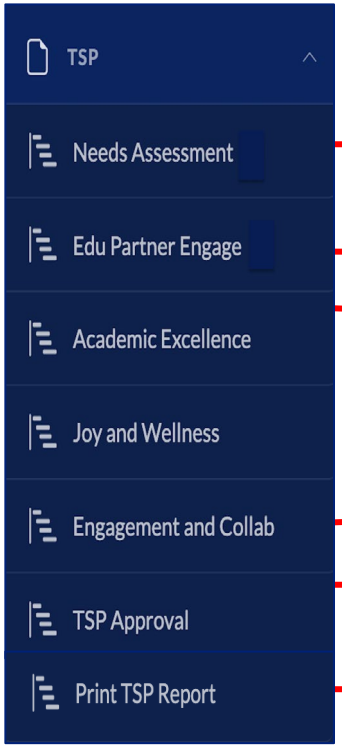
- 2027-2028 TSP Digital Notebook
  - TSP Plan Rubric
  - TSP Plan Checklist
  - SENI Menu Items
- SPSA Platform (TSP Plan Platform)
- LAUSD Strategic Plan
- LAUSD LCAP Website



TSP Plan Platform



TSP Plan Platform



Narrative includes key findings in the data analysis related to the targeted student populations

Section to report school engagement efforts and feedback gathered

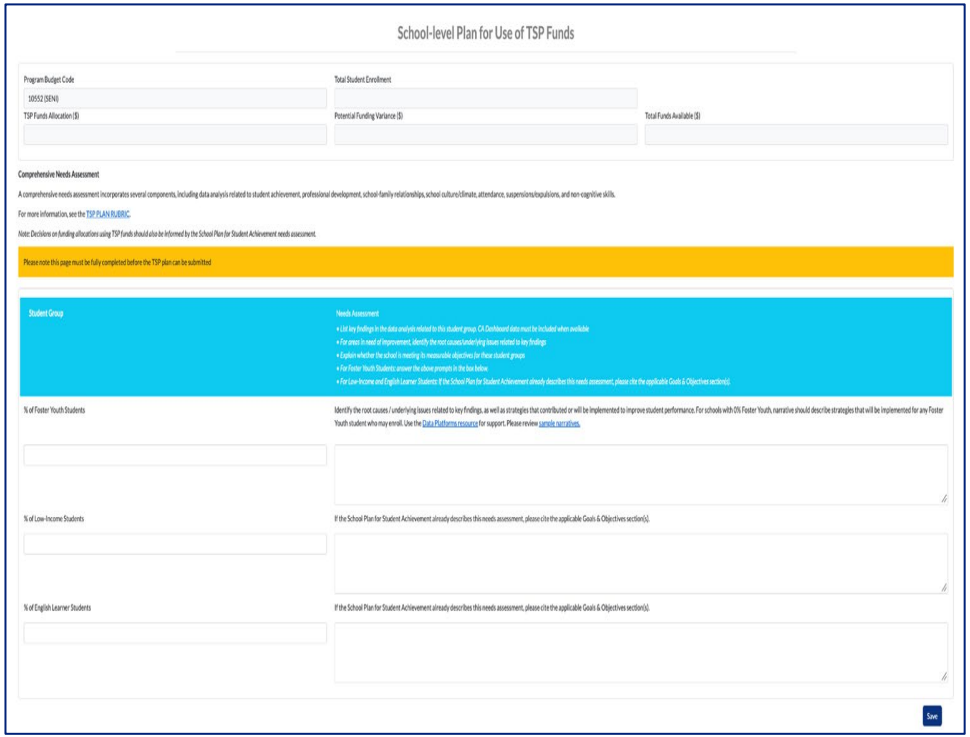
Tabs to reflect alignment to first 3 Strategic Plan Pillars

Principal signs and submits.

Regional Director signs and approves.

Print the TSP Plan as a PDF document

Needs Assessment


School-level Plan for Use of TSP Funds

Program Budget Code

10552 (SEN)

Total Student Enrollment

TSP Funds Allocation ($)

Potential Funding Variance ($)

Total Funds Available ($)

Comprehensive Needs Assessment

A comprehensive needs assessment incorporates several components, including data analysis related to student achievement, professional development, school-family relationships, school culture/climate, attendance, suspensions/expulsions, and non-cognitive skills.

For more information, see the TSP PLAN RUBRIC.

Note: Decisions on funding allocations using TSP funds should also be informed by the School Plan for Student Achievement needs assessment.

Please note this page must be fully completed before the TSP plan can be submitted

Student Group

Needs Assessment

- List key findings in the data analysis related to this student group. CA Dashboard data must be included when available
- For areas in need of improvement, identify the root causes/underlying issues related to key findings
- Explain whether the school is meeting its measurable objectives for these student groups
- For Foster Youth Students: answer the above prompts in the box below.
- For Low-Income and English Learner Students: If the School Plan for Student Achievement already describes this needs assessment, please cite the applicable Goals & Objectives section(s).

% of Foster Youth Students

Identify the root causes / underlying issues related to key findings, as well as strategies that contributed or will be implemented to improve student performance. For schools with 0% Foster Youth, narrative should describe strategies that will be implemented for any Foster Youth student who may enroll. Use the Data Platforms resource for support. Please review sample narratives.

% of Low-Income Students

If the School Plan for Student Achievement already describes this needs assessment, please cite the applicable Goals & Objectives section(s).

% of English Learner Students

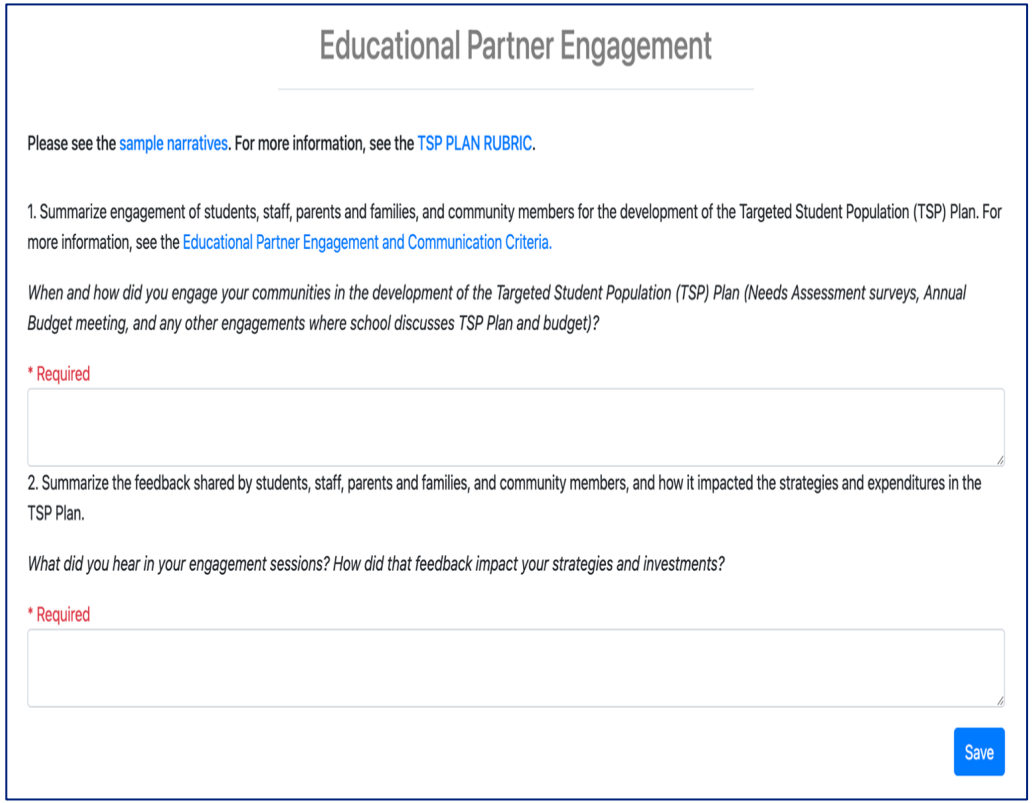
If the School Plan for Student Achievement already describes this needs assessment, please cite the applicable Goals & Objectives section(s).

Save

- Foster Youth Students section is **required** for every school to complete.
- You will not be able to submit your school's TSP Plan without a narrative for all 3 targeted student populations:
  - Low-Income Students
  - English Learner Students
  - Foster Youth Students

Foster Youth Sample Narratives

Educational Partner Engagement



When and how did you engage your communities (surveys, Coffee with the Principal, Back to School Night, etc.)?

What did you hear in your engagement sessions? How did that feedback impact your strategies and investments?

Educational Partner Engagement Sample Narratives

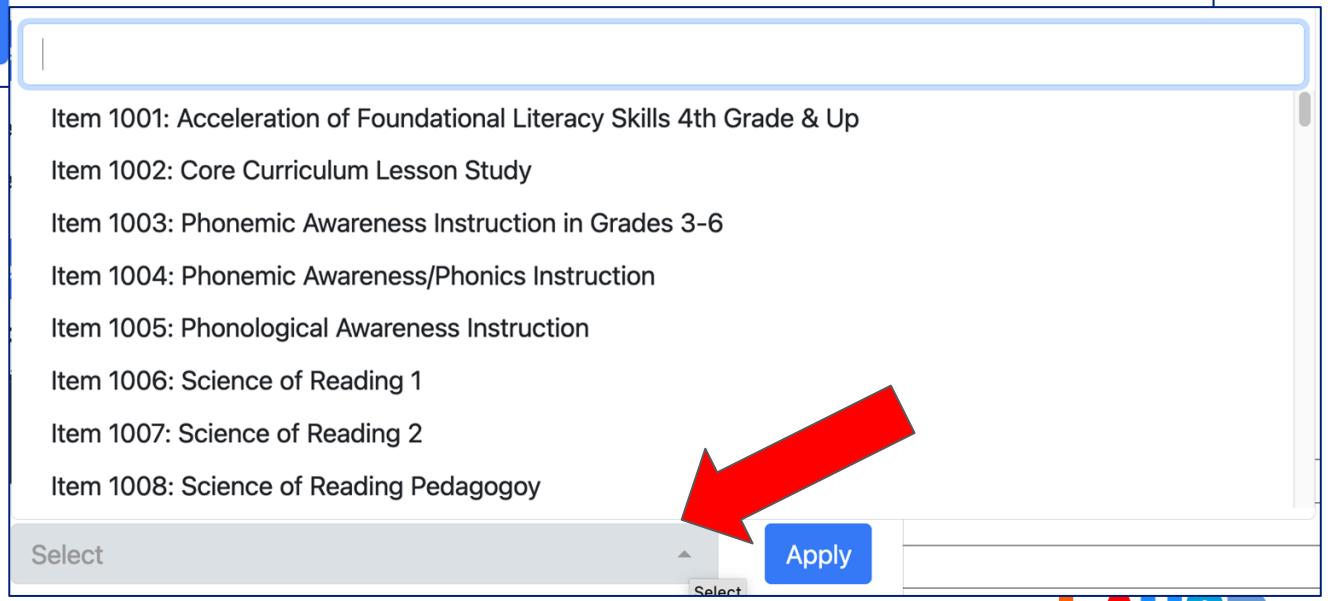
SENI Menu Dropdown List

SENI Menu Item Number

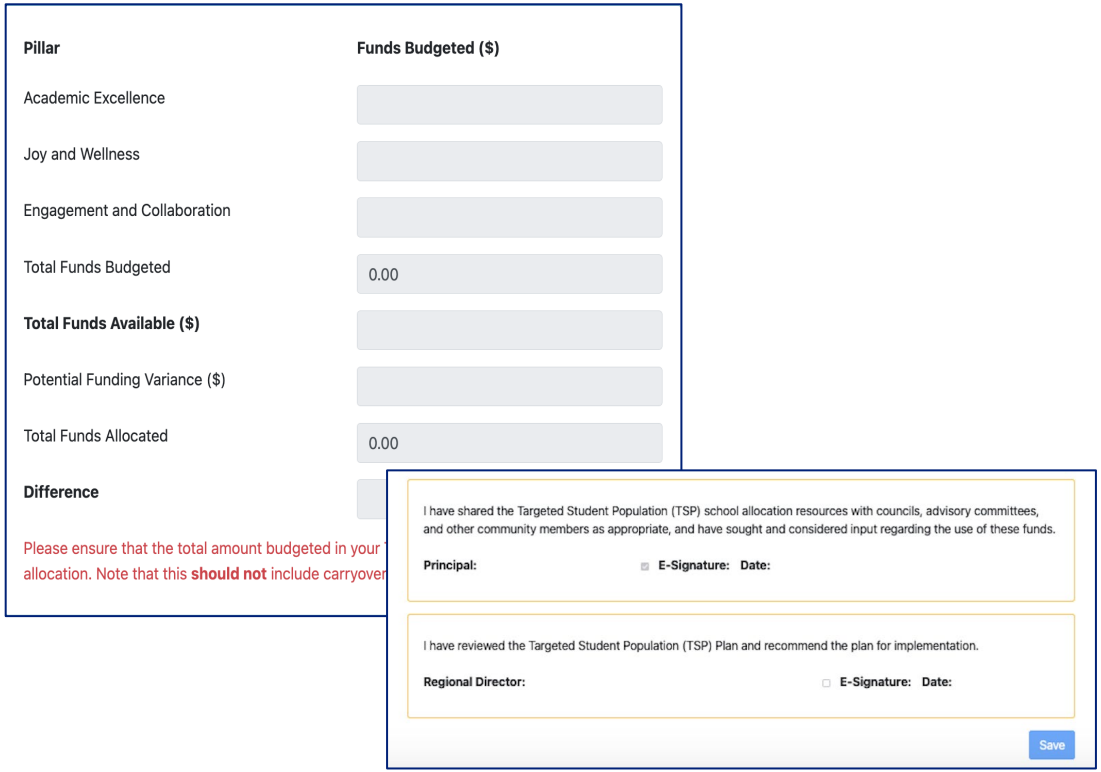
If implementing a recommend[illegible]tegy from the SENI Menu of Investments, please note the item number.

Add/Remove SENI Menu Items

102 SENI Menu Items are available as a dropdown list divided by each of the 3 pillars.



TSP Plan Approval



Pillar	Funds Budgeted ($)
Academic Excellence	
Joy and Wellness	
Engagement and Collaboration	
Total Funds Budgeted	0.00
Total Funds Available ($)	
Potential Funding Variance ($)	
Total Funds Allocated	0.00
Difference	

Please ensure that the total amount budgeted in your
allocation. Note that this **should not** include carryover

I have shared the Targeted Student Population (TSP) school allocation resources with councils, advisory committees, and other community members as appropriate, and have sought and considered input regarding the use of these funds.

Principal: **E-Signature:** **Date:**

I have reviewed the Targeted Student Population (TSP) Plan and recommend the plan for implementation.

Regional Director: **E-Signature:** **Date:**

Save

- A TSP Plan should receive a score of **Effective (2)** or **Exemplary (3)** in all sections of the rubric.
- All Schools - Regional Directors will be the final approver of the TSP Plan.
- **Total Funds Budgeted** plus **Potential Funding Variance** should equal **Total Funds Allocated.**

TSP PLAN

TARGETED STUDENT POPULATION

STUDENTS



Analyze and Identify Student Needs and Assets Using Data

STRATEGIES



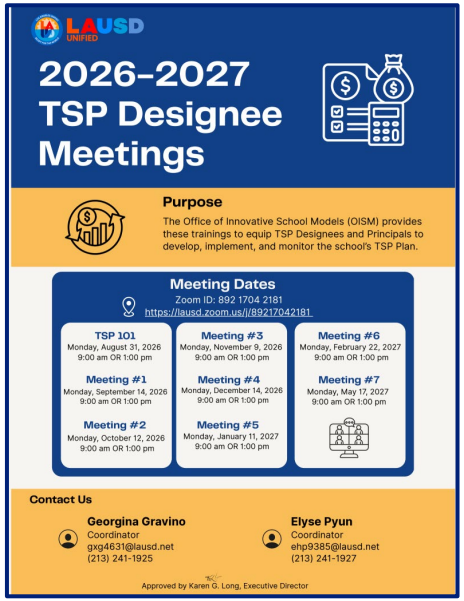
Select Effective Research-Based School Strategies

INVESTMENTS



Fund Budget Investments to Accelerate Student Achievement

TSP Support





Office Hours

Mondays 2:30 pm - 3:30 pm
Thursdays 8:00 am - 9:00 am

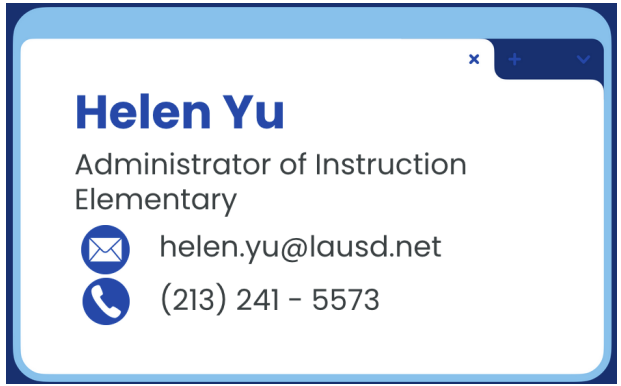
December 7th - January 21st (except during Winter Break)

TSP Schoology Group

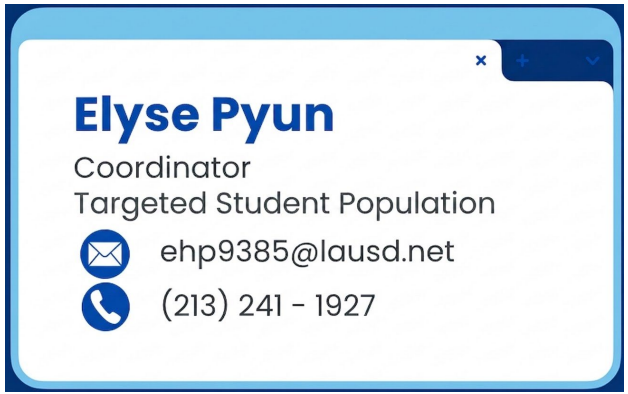
Access Code: F2HX-GXWN-7SRW7

Zoom ID: **892 1704 2181**
https://lausd.zoom.us/j/89217042181

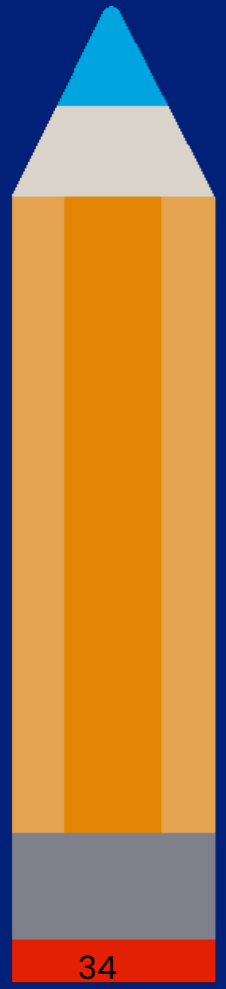
OISM Contact Information







Strategic Planning Office (SPO): Equity Multiplier Funds



Equity Multiplier Funds (10673): State $

- **Q: Did your school receive an Equity Multiplier funds allocation for 2026-27?**
  - If YES,
    - If projected 2026-27 carryover, school will receive 80% of the projected carryover during budget development.
    - There is no cap or limit on how much can be carried over into 2027-28.
  - If NO,
    - Nothing for you to do at the moment.
    - Your school may be eligible for a new round of Equity Multiplier funds for 2027-28. Annual eligibility determined in early-March 2027 by CDE. Eligible schools will be notified by the District.

Who is eligible to receive Equity Multiplier funds?

- **School sites with prior year nonstability rates greater than 25%**

AND

- **Prior year socioeconomically disadvantaged pupil rates greater than 70%**

★ For LAUSD, **ninety-one (91) schools** were determined in 2025-26 *based on 2024-25 criteria* to be eligible to receive Equity Multiplier funds for use beginning 2026-27.

  - Click HERE for the list of eligible schools

★ These 91 schools were allocated $35.0 million in total and there is no time limit on when Equity Multiplier funds need to be expended.

Equity Multiplier Funds: Allowable Uses

- **Allowable Uses Reminder:**
  - Equity Multiplier funds must be used to increase evidence-based services and supports aimed at closing equity gaps for identified student groups that have the lowest performance level (e.g., Red) on one or more CA School Dashboard indicators.
  - Equity Multiplier funds must be used to supplement, not supplant or replace funding that the school site would otherwise receive to implement District-wide actions identified in the District's LCAP.

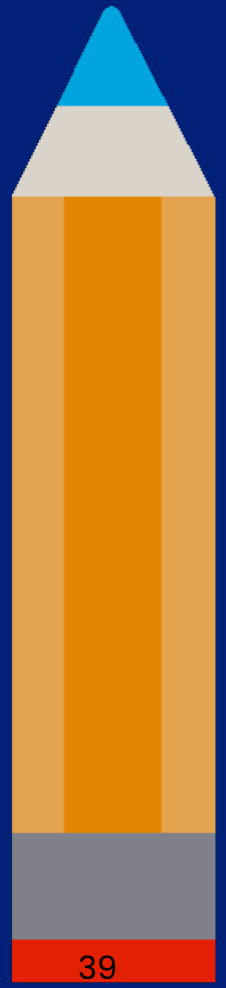
For More Information:

- Refer to the Principal's Portal for the Equity Multiplier Principals' Toolkit *(principalsportal.lausd.net)*
- Refer to the LAUSD School Directory to review schools' Equity Multiplier Reports
- Refer to the Equity Multiplier Funding webpage on the LAUSD LCAP website
- Refer to the CDE website for Equity Multiplier

Contact:

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

Black Student Initiatives Education Transformation Office (ETO)



EDUCATIONAL TRANSFORMATION OFFICE
BSAP | LAUSD UNIFIED

FY 2027-28
BSAP Budget Development Guide

Contents

EDUCATIONAL TRANSFORMATION OFFICE
BSAP | LAUSD UNIFIED

- BSAP Resources
- BSAP Budget Process
- BSAP Budget Program Codes
- BSAP Budget Planning Resources
- Regional BSAP Administrative Coordinators

BSAP Resources

EDUCATIONAL TRANSFORMATION OFFICE
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Resource	Group	Program Code
RJ Teacher	1	13349 - BSAP School Climate, Wellness, and Personnel Support
Secondary Counselor	1 and 2	
PSA Counselor	1 and 2	
Psychiatric Social Worker	1	
Community Representative	1	
School Climate Advocate	1	
Curriculum, Climate & Wellness Grant	1 and 2	14876 - BSAP School Discretionary (Reallocated to 14873, 14874, and 13361)
BSAP Designee Hours (Tchr x-time)	2 and 3	13349 - BSAP School Climate, Wellness, and Personnel Support

LAUSD UNIFIED

Curriculum, Climate & Wellness Grant Budget Planning Process (14876) for Grp 1 & 2

EDUCATIONAL TRANSFORMATION OFFICE
BSAP

LAUSD UNIFIED

Step 1

Plan your BSAP budget with LCAP 7.01-7.04 expenditure examples. Use the BSAP Budget Planning Form to identify approved budget and commitment item numbers.

Step 2

Based on the identified "Budget Allocation(s)" place your budget choices on the "Budget Allocation Form(s)" to Indicate where the money is expected to be placed. Ensure the budget item, commitment item, and dollar amount are correct. **There is a 5% General Supply cap per total Allocation and a 2% Admin. X-time cap per LCAP Goal.**

Step 3

Review the Budget Allocation form with your Regional BSAP AC, Regional Director, and submit the form to your fiscal specialist for posting.

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Curriculum, Climate & Wellness Grant Programs and LCAP (Grp 1 and 2)

EDUCATIONAL TRANSFORMATION OFFICE
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Program & LCAP	BSAP Tenet
14874 (LCAP 7.01 - Academics)	Funds are allocated in program 14876, commitment item 430009. Funds must be transferred to program 14874 and/or 14873 and 14874. A completed and approved plan and Budget Planning Worksheet (BPW) is necessary to transfer/move and access funds in programs 14874, 13361, and 14873.
13361 (LCAP 7.02 - Community Partnerships)	
14873 (LCAP 7.04 - Sch Climate and Wellness)	

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BSAP Resources

General BSAP Resources

1. BSAP Plan
2. BSAP Tenets
3. Budget Planning Form

BSAP Regional Coordinators

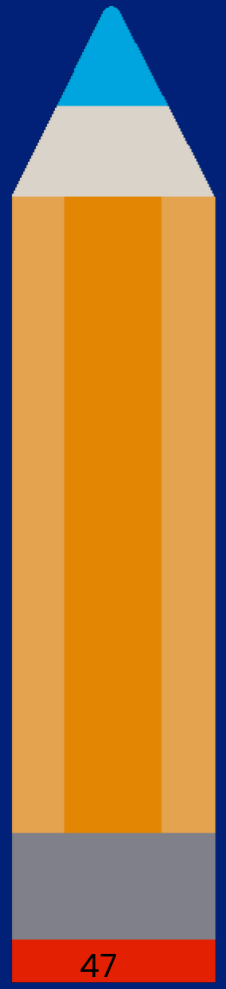
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Contact your Regional Administrative Coordinator for assistance and support.

Name	Region	Email	Mobile
Michelle Bryant	South	mwilli20@lausd.net	(213) 574-0266
Kimberly Dismukes	West	kmitc1@lausd.net	(213) 574-0271
Traci Ausby	East	traci.ausby@lausd.net	(213) 831-8343
Kimberly Wright	North	kmw0987@lausd.net	(213) 574-0284

LAUSD UNIFIED

Arts Education Branch (AEB)



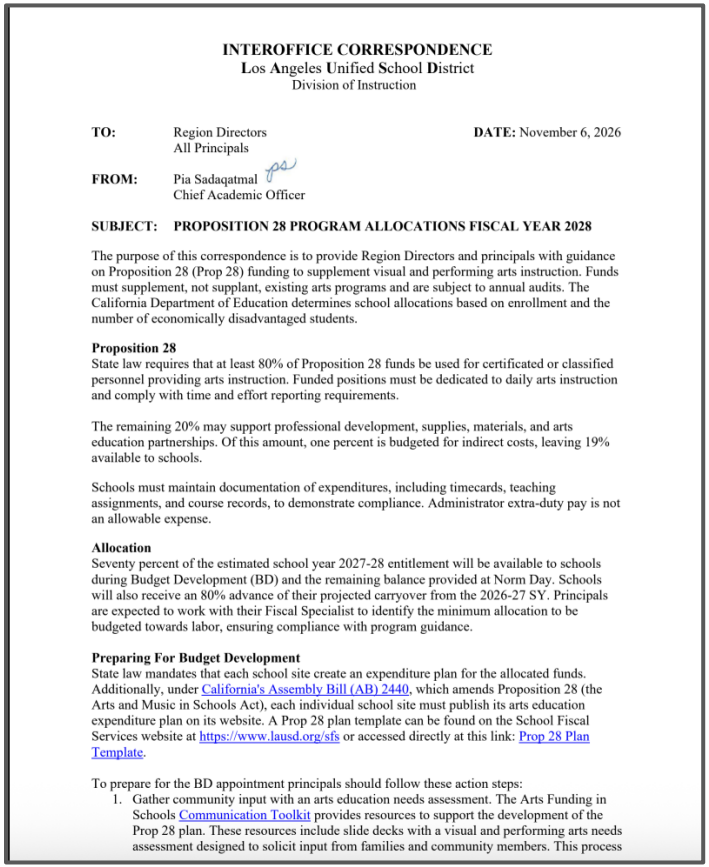
Arts Education Branch

Proposition 28

Jantré Christian, Administrator
jantre.christian@lausd.net
Jessica W. Williams, Administrative Coordinator
jessica.w.williams@lausd.net



Prop 28- 11421



INTEROFFICE CORRESPONDENCE
Los Angeles Unified School District
Division of Instruction

TO: Region Directors
All Principals

DATE: November 6, 2026

FROM: Pia Sadaqatmal
Chief Academic Officer

SUBJECT: PROPOSITION 28 PROGRAM ALLOCATIONS FISCAL YEAR 2028

The purpose of this correspondence is to provide Region Directors and principals with guidance on Proposition 28 (Prop 28) funding to supplement visual and performing arts instruction. Funds must supplement, not supplant, existing arts programs and are subject to annual audits. The California Department of Education determines school allocations based on enrollment and the number of economically disadvantaged students.

Proposition 28
State law requires that at least 80% of Proposition 28 funds be used for certificated or classified personnel providing arts instruction. Funded positions must be dedicated to daily arts instruction and comply with time and effort reporting requirements.

The remaining 20% may support professional development, supplies, materials, and arts education partnerships. Of this amount, one percent is budgeted for indirect costs, leaving 19% available to schools.

Schools must maintain documentation of expenditures, including timecards, teaching assignments, and course records, to demonstrate compliance. Administrator extra-duty pay is not an allowable expense.

Allocation
Seventy percent of the estimated school year 2027-28 entitlement will be available to schools during Budget Development (BD) and the remaining balance provided at Norm Day. Schools will also receive an 80% advance of their projected carryover from the 2026-27 SY. Principals are expected to work with their Fiscal Specialist to identify the minimum allocation to be budgeted towards labor, ensuring compliance with program guidance.

Preparing For Budget Development
State law mandates that each school site create an expenditure plan for the allocated funds. Additionally, under California's Assembly Bill (AB) 2440, which amends Proposition 28 (the Arts and Music in Schools Act), each individual school site must publish its arts education expenditure plan on its website. A Prop 28 plan template can be found on the School Fiscal Services website at https://www.lausd.org/sfs or accessed directly at this link: Prop 28 Plan Template.

To prepare for the BD appointment principals should follow these action steps:
1. Gather community input with an arts education needs assessment. The Arts Funding in Schools Communication Toolkit provides resources to support the development of the Prop 28 plan. These resources include slide decks with a visual and performing arts needs assessment designed to solicit input from families and community members. This process

IOC-Proposition 28 Program Allocations Fiscal Year 28 (issued November 6, 2026)

- School needs assessment
- Prop 28 plans due at budget development appointment
- Upload plan to Google form
- **NEW-Post plan on school website**
- Questions? Office hours

Prop 28- Plan Update



Under California's Assembly Bill (AB) 2440, which amends Proposition 28 (the Arts and Music in Schools Act), each individual school site must publish its arts education expenditure plan on its website.

Arts Funding Toolkit

LAUSD UNIFIED

ARTS FUNDING IN SCHOOLS:

PROPOSITION 28

COMMUNICATION TOOLKIT FOR ADMINISTRATORS

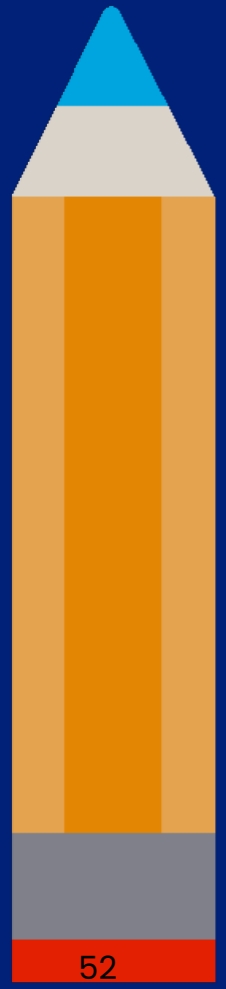




The resources and links below will help administrators communicate and message about the arts funding in schools.

Messaging Toolkit	District Policy	Resources

Human Resources



Human Resources Contact Information

Rachel Saldana, Region East

Miguel Garza, Region North

Luz Ortega, Region South

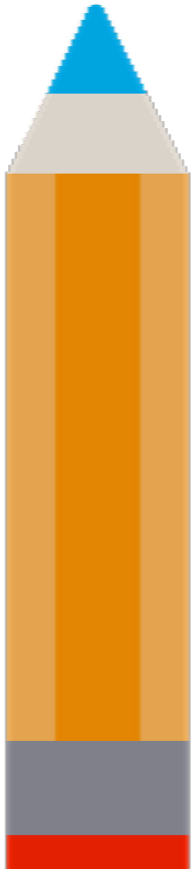
Leanne Hanna, Region West



HR | Human Resources

Non-Classroom Position Reminders

- Schools **must** use HR provided (District approved) flyers for both internal and external non-classroom postings.
- Non-Classroom Teacher and Support Services Vacancies /District Approved Flyers (lausd.org)
- Applicants must hold appropriate credentials as specified on the flyers (i.e. Special Ed teachers for General Education positions). Credential must match the area in which the certificated staff member is delivering instruction or professional development.
- Once selection is made, submit: 1) RPA; 2) copy of flyer used to post the position; and 3) nepotism form to Personnel Specialist.

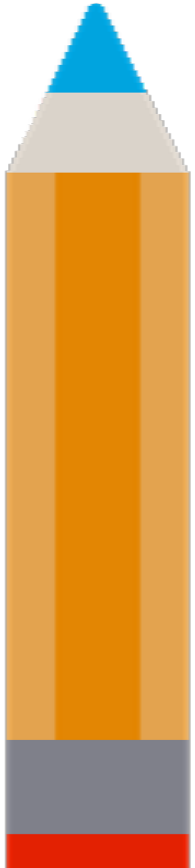


HR | Human Resources

Teacher Assistants (TAs)

- All TAs are reminded that enrollment and successful completion of college coursework, on a continuing basis, is a condition of continued employment.

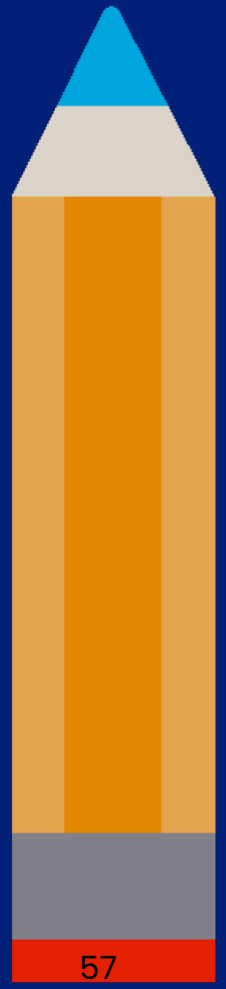
- You are encouraged to check in with your TA to ensure unit requirements are met prior to deadlines.
  - *Proof of Enrollment – Teacher Assistant Unit – Human Resources*



HR | Human Resources

Region	Specialist	Email Address
East	William Masis Edward Salazar	william.masis@lausd.net exs3827@lausd.net
North	Elise Kim Oscar Hernandez	esc8642@lausd.net oherna2@lausd.net
South	Karen Castro Michael Thompson	karen.castro@lausd.net michael.a.thompson@lausd.net
West	Thomas Ramirez Patricia Camacho	thomas.ramirez@lausd.net patricia.camacho@lausd.net

Personnel Commission



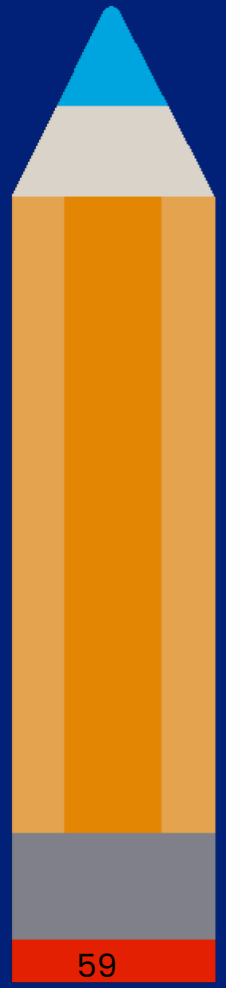


Personnel Commission
Classified Employment Services

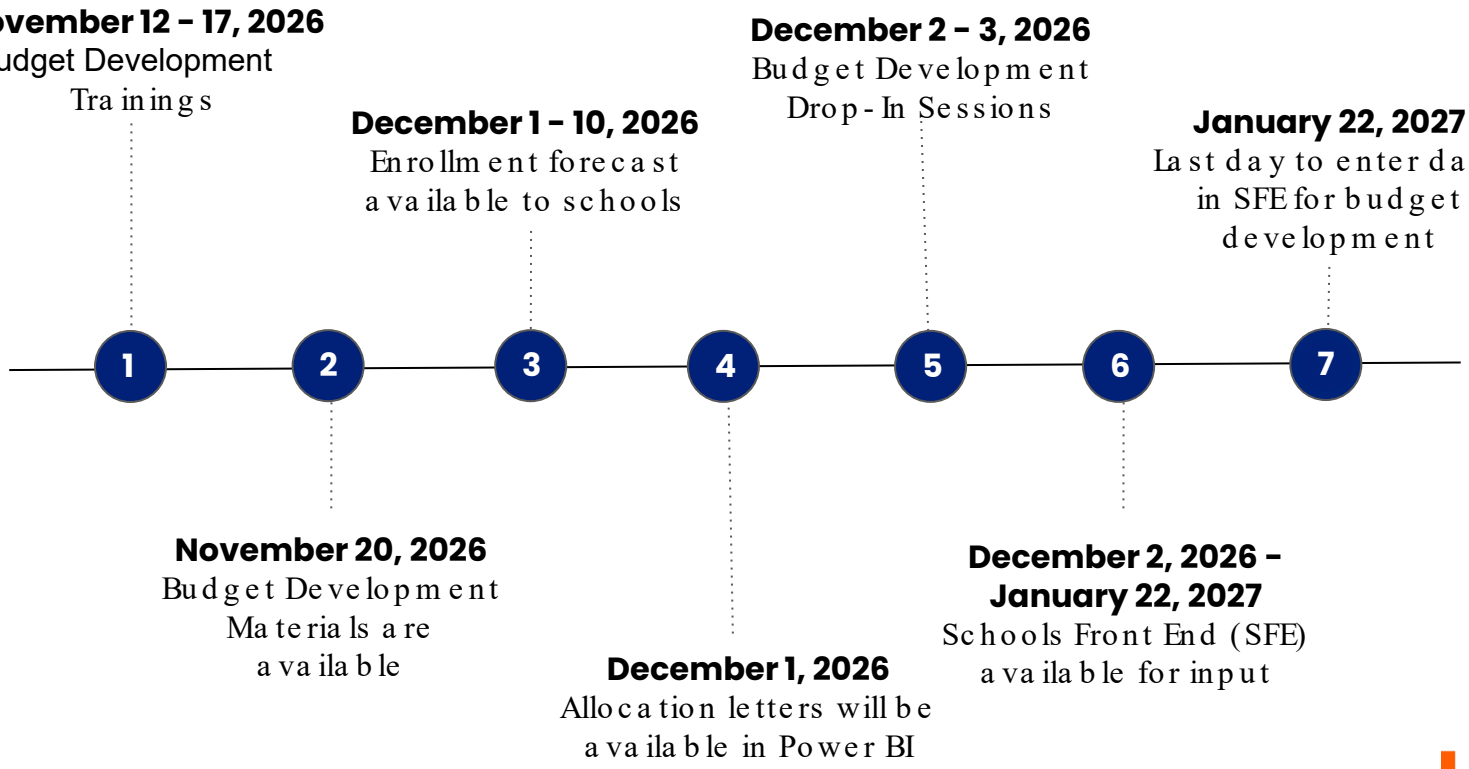
For classified employees, please note the following:

- The incumbent associated with the position control number that is not funded will be the employee impacted by Budget Development Implementation who will either be reassigned to a new location, bumped to a lower classification, or laid off. There is no site-to-site or within-site seniority process.
- Positions closed with incumbents who are "housed" or accommodated under the mandated Reasonable Accommodation Return to Work program may not be vacated due to the sensitive nature of the employee status.
- A decrease in hours to a position during the budget development process will prompt a reassignment for the incumbent based on their assignment hours and collective bargaining agreement.
- An increase or decrease in hours to a position outside of budget development will not be approved unless the employee agrees to the change via an approved Request for Change of Assignment form.
- To avoid a Budget Development Implementation notice being sent to an employee when funding is the only change, please send the SAME position control number with the new funding if within Budget Services guidelines.

School Fiscal Services



Budget Development Timeline



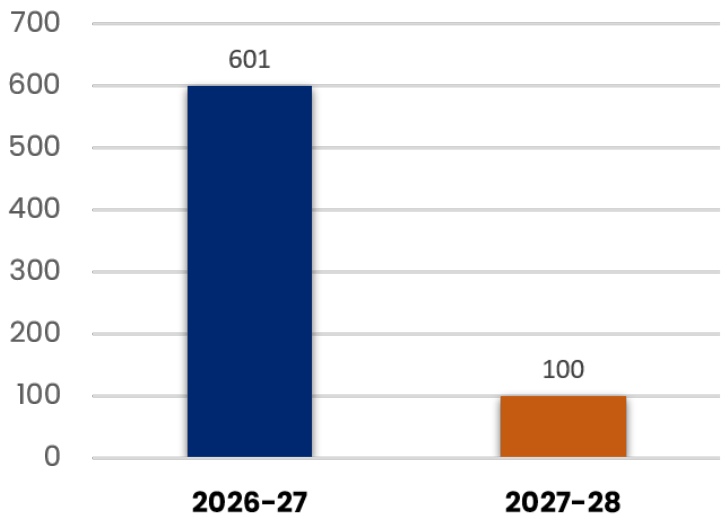
Fiscal Stabilization Plan (FSP)

The District is projecting a $3.6 billion deficit in the General Fund Unrestricted program. To address the deficit the Board approved a Fiscal Stabilization Plan (FSP) in June 2026. Per the FSP, the following items will impact school allocations for 2027-28:

Action	FSP FY 2026-27	FSP FY 2027-28	FSP FY 2028-29	Layoff Impact
SENI Reduction (from the $500M allocation for 2027-28)		**$400M**	**$500M**	Yes
BSAP Reduction (from the $125M allocation for 2027-28)		**$25M**	**$25M**	Yes
HEET Reduction (from the $10M allocation for 2027-28)		**$10M**	**$10M**	Yes
Affiliated Charter Block Grant Reduction *		**$10M**	**$10M**	Yes
Norm Position Reductions		**$25M**	**$25M**	Yes

* Teaching positions required to meet class sizes previously funded from the Charter School Block Grant funds will be provided Centrally.

Fiscal Stabilization Plan (FSP)



2027–2028

Targeted Allocation Phase ($100M)

- $80M will be allocated to schools in SENI "Highest" & "High" quintiles and Special Ed. schools
- SENI rankings and quintiles will not change
- $20M will be allocated to support campus supervision for all schools

2028–2029

Allocation Phase Out ($0)

- No schools will receive SENI allocations

Budget Allocations: Discretionary Allocations

Schools will receive lump sum allocations in the following programs:

Program Code	Program Name	School Eligibility	Notes
10552	SENI-TSP	SENI High and Highest Needs and Special Ed. schools	• All funds allocated in 10552 must be budgeted in programs 10947, 10948, 10949.
11421	Arts, Music, IMA program (Prop 28)	All schools	• 70% of the estimated allocation will be distributed to schools at Budget Development, and the balance after Norm Day. • A plan is required for this program.

Budget Allocations: Discretionary Allocations

Program Code	Program Name	School Eligibility	Notes
11266	Community Schools Resolution	Select Schools	• Schools must fund a Community Schools Coordinator (with differential) and a Community Rep • Remaining funds are discretionary, subject to engagement with Local School Leadership Councils
7339T	California Community Schools Partnership Program - Cohort 1	Select Schools, as determined by CDE	• Funds are intended to support schools' efforts to partner with community agencies and local government to align community resources to improve student outcomes • Initial entitlement expires June 30, 2028
7512T	California Community Schools Partnership Program - Cohort 2	Select Schools, as determined by CDE	
7677T	California Community Schools Partnership Program - Cohort 3	Select Schools, as determined by CDE	• Funds are intended to support schools' efforts to partner with community agencies and local government to align community resources to improve student outcomes • Initial entitlement expires June 30, 2029

Budget Allocations: Discretionary Allocations

Program Code (s)	Program Name	School Eligibility	Notes
7T368, 7525T, and 7882T	Literacy Coaches and Reading Specialists (LCRS) Grant	Select Schools, as determined by CDE	• Funds are intended to develop literacy programs, employ and train literacy coaches and reading specialists, and develop and implement interventions for students needing targeted literacy support. • Schools will have the option to purchase a Literacy Interventionist, Literacy Instructional Coach and/or Literacy Instructional Aide, depending on their allocation and their Literacy LCRS Plan. • Funds expire June 30, 2031

Budget Allocations: Discretionary Allocations

Program Code	Program Name	School Eligibility	Notes
7E046	Title I - Parent Engagement	Title I schools	• Must be included in SPSA
7S046	Title I	Title I schools	• Must be included in SPSA • Per CDE, schools must comply with a 10% cap on the use of funds for items that are considered administrative in nature (such as admin x-time, office techs, IT support, etc.)
7T691	Title I Comprehensive Support and Improvement	Select schools, identified by CDE	• Must be included in SPSA • Funds are intended to close gaps in identified priority areas (graduation rate and low performance as identified on the California School Dashboard) • Note that funds will be allocated after the start of budget development, due to later identification of eligible schools by CDE

Budget Allocations: Discretionary Allocations

POTENTIAL FUNDING VARIANCE

6% of the total cost of all CSEA positions budgeted within a program must be set aside in **Budget Item 40239 - Potential Fnding Var**.

Apart from this requirement, school budgets will not include a set-aside for Potential Funding Variance.

CSEA classifications commonly purchased by schools include Library Technicians, Office Technicians, and Senior Office Technicians.

Budget Allocations: Norm Updates

ASSISTANT PRINCIPALS

Schools will need an **additional 100 students** to qualify for a Norm Assistant Principal.*

Elementary schools - **1,100** students

Secondary schools - **800** students

MAGNET COORDINATORS

Schools will need an **additional 70 students** to qualify for a full-time Norm Magnet Coordinator.

Elementary schools - **370** students

Middle Schools - **420** students

Senior High Schools - **520** students

* Please refer to the Norm Staffing Bulletins for the full tables.

Budget Allocations: Norm Updates

CLERICAL STAFFING

Schools will need an **additional 100 students** to qualify for Additional Clerical Support above SAA & Special Ed Clerical Support.*

Elementary schools 850 students
(1 SAA, 2 Office Technicians)

Secondary schools 801 students
(1 SAA, 2 Senior Office Technicians)

DAY TO DAY SUBS FOR NORM TEACHERS

This item will **no longer be allocated** in Program 13027.

Instead schools will use **Program 10749** for time reporting up to **10 days** per Norm teacher.

Program 10749 will be centrally administered

* Please refer to the Norm Staffing Bulletins for the full tables.

Budget Allocations: Norm Updates

CAMPUS SUPERVISION

Starting in FY 2027-2028, all schools excluding Options and Special Ed. schools will receive campus aide and school supervision aide positions based on the following staffing ratios:

Enrollment From	Enrollment To	Total # of Employees per School
1	200	2
201	400	2
401	600	3
601	or more	3

Elementary & K-8 Span Schools

Budget Allocations: Norm Updates

Secondary & K-12 and 6-12 Span Schools

Enrollment From	Enrollment To	Total # of Employees per school
1	300	3
301	500	3
501	700	3
701	1000	4
1001	1300	5
1301	1600	6
1601	or above	7

Shared Sites

Enrollment From	Enrollment To	Total # of Employees per school
1	300	3
301	500	3
501	700	3
701	1000	4
1001	1300	5
1301	1600	6
1601	or above	7

Budget Allocations: Norm Updates

OPTION SCHOOLS

- The norm allocations for Options schools will be based on prior year's month 6 data with enrollment decline percentages applied.
- For FY 2027-2028, the percentage declines shown below will be applied to the FY 2026 Month 6 enrollment counts:

School Type	Percentage Applied
Community Day Schools	**-2%**
Continuation Schools	**-6.25%**
Opportunity Schools	**-11%**

School Type	Percentage Applied
Independent Study	**-6.1%**
Virtual Academy*	**-9.9%**
Home and Hospital	**-10%**

* Percentage applied higher than actual to help offset decline in continuation schools.

Budget Allocations: Norm Updates

COMMUNITY REPRESENTATIVES

Effective July 1, 2026, schools with 200 or more students will receive a six (6) hour Community Representative position, implemented according to the schedule below:

Phase 1
2026–2027

Target Eligibility:

- SENI Highest Needs only

Phase 2
2027–2028

Target Eligibility:

- SENI Highest Needs
- SENI High
- SENI Moderate

Phase 3
2028–2029

Target Eligibility:

- SENI Highest & High
- SENI Moderate
- SENI Low
- SENI Lowest

Budget Allocations: Continuing in FY28

PUPIL SERVICE AND ATTENDANCE COUNSELORS (PSA)

- Schools identified as having chronic absentee rates of **27% or higher** will receive a half-time Pupil Services and Attendance Counselor (PSA) allocation (.50 FTE) as required by the UTLA contract.
- These resources will be allocated in **program 10977**.
- There is **no flexibility** allowed on these resources.
- Schools that qualify based on data captured in November 2026 will receive their allocations on December 1st. Schools that do not initially qualify may become eligible following a second data capture in January 2027.

Budget Allocations: Continuing in FY28

PSYCHIATRIC SOCIAL WORKERS (PSW)

- Schools with enrollment of **500** students or more will receive a full-time Psychiatric Social Worker (PSW), and schools with enrollment of **1,200 or more will receive an additional PSW allocation (2 FTEs total)**, as required by the UTLA contract.
- During Budget Development allocations will be based on E-CAST enrollment.
- Allocations may be adjusted based on Norm Day enrollment. Schools may experience no change, an increase, or a decrease in resources.
- This resource will be allocated in **program 10977**.
- There is **no flexibility** allowed on this allocation.

General Fund School Program Updates (13027)

LIBRARY TECHNICIAN

For FY 2027-28, 6-hour library aide positions will be allocated to all elementary schools with grades K-5/6 in program code 13027*.

- Schools cannot exercise flexibility to modify or close these positions.

*For Special Education centers, the library aides are funded in program 10329. Span schools with elementary and secondary enrollment will receive a Teacher Librarian.

TEMPORARY PERSONNEL ACCOUNT (TPA)

The allocation for TPA be reduced by $2 per student in FY 2027-28.

- $20 per Grades TK-5/6 general education and Special Day Class student
- $14 per Grades 6-12 general education and Special Day Class student

General Fund School Program Reminder (13027)

General supplies, instructional materials, and custodial supplies contiue to be allocated in Program 13027. Although these resources are discretionary, **Principals should ensure that their 2027-28 budgets address**:

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

Budget Allocations: Carryover Update

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

Budget Allocations: Carryover Calculation

Total 2026-27 Budget

\- Projected Spending

Projected Carryover

1. Budget Services will **compare 3 spending projections** in order to more accurately project spending.
    a. Based on **current year spending pattern** using October's expenditures as the base average monthly spend.
    b. Based on the **school's prior year spending percentage**
    c. Based on the **District 's prior year spending percentage** for that program

Budget Allocations: Carryover Calculation

Example:

	A. Projection based on October 2026	B. School's 2025-26 spending percentage	C. Average program level 2025-26 spending percentage
Spending %	80%	93%	87%
2026-27 Budget	$150,000	$150,000	$150,000
Projected Expenditures	$120,000	$139,500	$130,500
Projected Carryover*	$30,000	**$10,500**	$19,500

*Schools will be advanced 80% of their projected carryover.

Using the most conservative estimate will lead to fewer schools with negative adjustments during the final carryover settle-up in August 2027.

Budget Item Changes for FY 2027 - 2028

NON-REGISTER CARRYING TEACHERS

- The item numbers for this description will be removed from the estimated rate sheets.

- Schools interested in budgeting a non-register carrying intervention position can instead choose to purchase the Interventionist, Elementary or the Interventionist, Secondary position.

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Budget Process Reminders

- If flexibility to close a position in Program 13027 is implemented, the same positions/titles **cannot** be repurchased with TSP or categorical funds.
- Any flexibility exercised over positions is implemented for **one school year only**.
- Schools will **bear any additional costs related to purchased positions**.
    - Example: register-carrying teachers – 10 days of sub. time, differentials, and salary pay scale increases.
- Purchased positions that are vacant must be budgeted at the Districtwide average cost.
- Any positions created in CM0 after October 30, 2026, must also be funded in FN0.
- Classified positions closed during budget development cannot be reopened until one year has lapsed.

Budget Development Tools

BUDGET DEVELOPMENT ROSTER (POWER BI)

- Schools will be able to download and print the **Budget Development Roster** through Power BI.
  - Instructions for accessing the roster will be emailed to schools.
  - Initial access will be limited to principals.
  - To request access for additional staff, email BudgetTransparency@lausd.net and include the employee's name and email address.

- May also be used for **real-time information on the funding status of positions** during Budget Development.

- The Employee Roster will be **available beginning December 1, 2026**.

Budget Development Tools

SCHOOL BUDGET ALLOCATION REPORT (POWER BI)

- On December 1, instead of being emailed to principals, allocation notices will be **available for download and printing in Power BI**.

- School site staff will be able to access the following:
  - **Notice of Budget Allocation (Allocation letters),**
  - **Staffing and Resources Report**

- Schools will be notified when these documents are available and will receive instructions for accessing them through Power BI.

Budget Development Resources

The following resources can be found on the School Fiscal Services website on November 20, 2026:

- General Fund School Programs Manual
- Carryover memo
- Estimated Rate Sheets (cost of positions)
- Manual Budget Adjustment Request (BAR) form
- Position/Staffing Simulator
- Request for Itinerant Support Services forms
- Request for Alternate Staffing Pattern (ASP)
- Program and Budget Handbook
- Budget-At-A-Glance (for categorical programs)

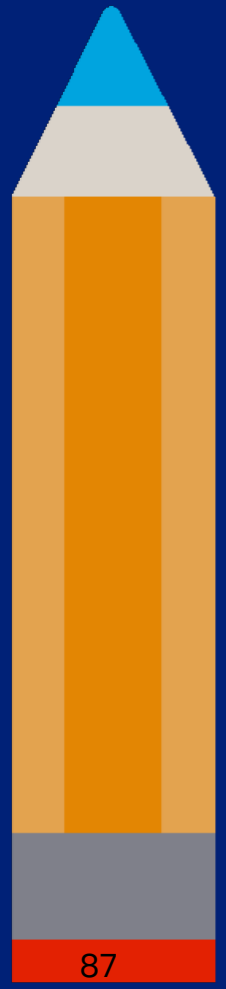
Contact Us

- Homepage - sfs.lausd.net
- Contact List - under “Contact Us” or at Contact Us – School Fiscal Services – School Fiscal Services Branch



THANK YOU!

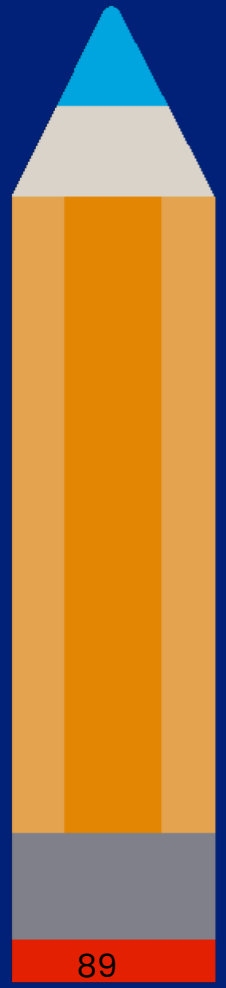
Q&A



LAUSD UNIFIED

Break

Multilingual Multicultural Education Department (MMED)



LAUSD UNIFIED

EL Funding Sources

Title III, EL Funding
Federal funds provided to **supplement** the core instructional program for English learners:

- Title III, English Learner
- Title III, Immigrant Education Program

Targeted Student Population
State funds provided to supplement and support **English learners**, low-socioeconomically disadvantaged and foster youth

General Funds
State funds provided to fund the core (base) instructional program for all students

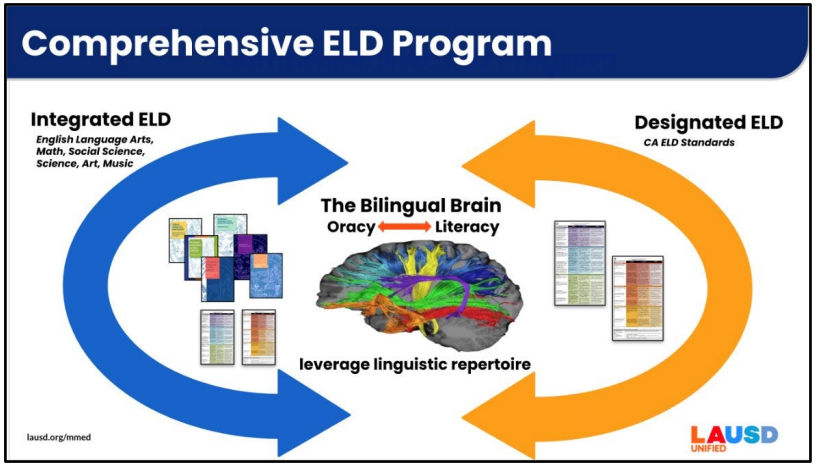
Title III Funding Guidelines

The District receives Title III (Federal) funds to provide supplemental direct services to English Learners (ELs). These funds must be used to provide direct services to ELs above and beyond the core program so that ELs learn English and meet challenging State academic content and achievement standards.

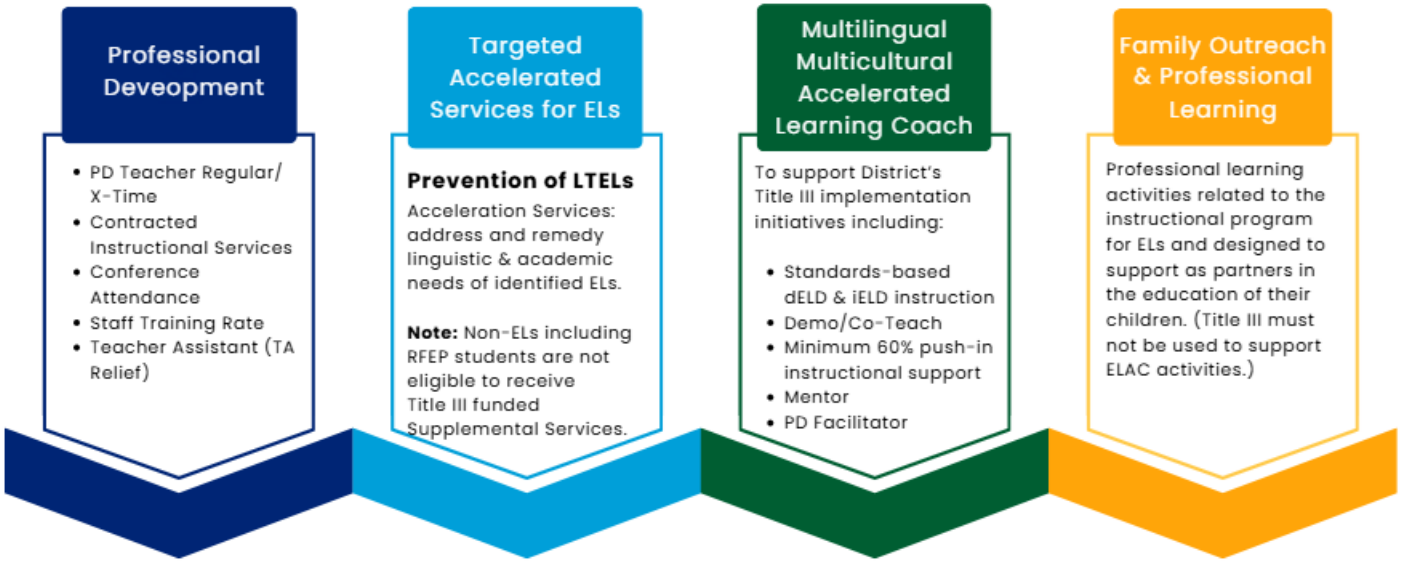
Title III, Section 3115(g), requires that funds be used "to supplement the level of federal, state, and local public funds that, in the absence of such availability, would have been expended for programs for English learners and immigrant children and youth and in no case to supplant such Federal, State, and local public funds."

Title III Funding Guidelines

- Increase the Academic and English language proficiency of ELs
- Provide effective professional development to educators
- Provide activities and strategies that enhance educational programs for ELs, which includes parent, family and community engagement.



Title III Budget Priorities



Note: Parents of non-EL students, including RFEP, are not eligible for Title III services.

Review/Approval Process For Title III Funded Positions/Expenditures

- ELAC recommends the approval of the position/expense to SSC
- SSC approves the position/expenditure
- Position/expense is incorporated in the School Plan for Student Achievement
- ELAC/SSC meeting agendas and minutes document all recommendations and approvals



2027-28 MMED Instructional Support Positions

Multilingual Multicultural Accelerated Learning Coach (MMALC)

- MMALC positions assigned to schools with high EL student populations (based on a needs based equity index)
- Enhances teacher capacity
- Provides push-in intervention for at least 3.6 hours of the daily assignment
- 7-hour **B-basis** with differential
- Multi-funded position
- Requires participation in Regional and Central MMED PD



International Newcomer Instructional Aides

- Supports International Newcomer students' adjustment to the U.S. educational system and culture
- Builds early literacy and language
- Assigned to elementary schools with the highest International Newcomer population
- 6-hour position
- Requires participation in MMED specialized PD



Available School-Funded Support Positions (for 2027-28)

The following positions are now available for schools to purchase in the 2027-28 Budget Handbook:

1) Multilingual Multicultural Accelerated Learning Coach

- Supports teachers' capacity to instructionally support ELs/SELs.
- Provides push-in intervention for at least 3.6 hours (60% of assignment) of the daily assignment.
- 7-hour **B-basis** with differential.

2) International Newcomer Instructional Aide

- Supports International Newcomer students' adapt to the U.S. educational system and culture.
- Provides small group ELD, literacy, of math support to International Newcomer students.
- 6-hour position.

For more information contact:

Dr. Jose Posada@
jmp1322@lausd.net

Angela Sandoval@
abs9291@lausd.net

Rafael Escamilla@
rafael.escamilla@lausd.net

Be the Light, Be of Service, Be the Solution



Lydia Acosta Stephens

Parent of they/them/kiddo

Executive Director, Multilingual Multicultural Education Department

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School Budget Development for Title I Schools 2027-28

November 2026

Federal and State Education Programs (FSEP)



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Objective

- **To review essential information schools will need before, during, and after Budget Development (BD)**

SPSA

Title I Purpose



What's New & Reminders

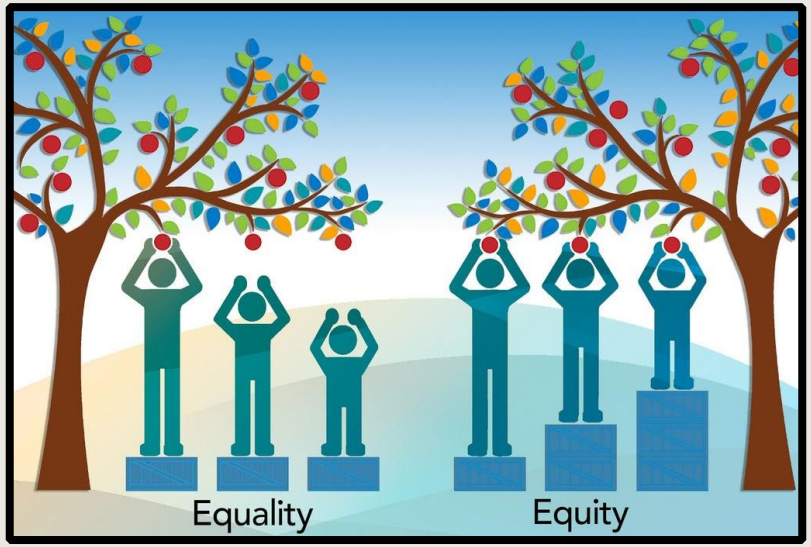
Title I Purpose



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Title I Purpose

To provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.



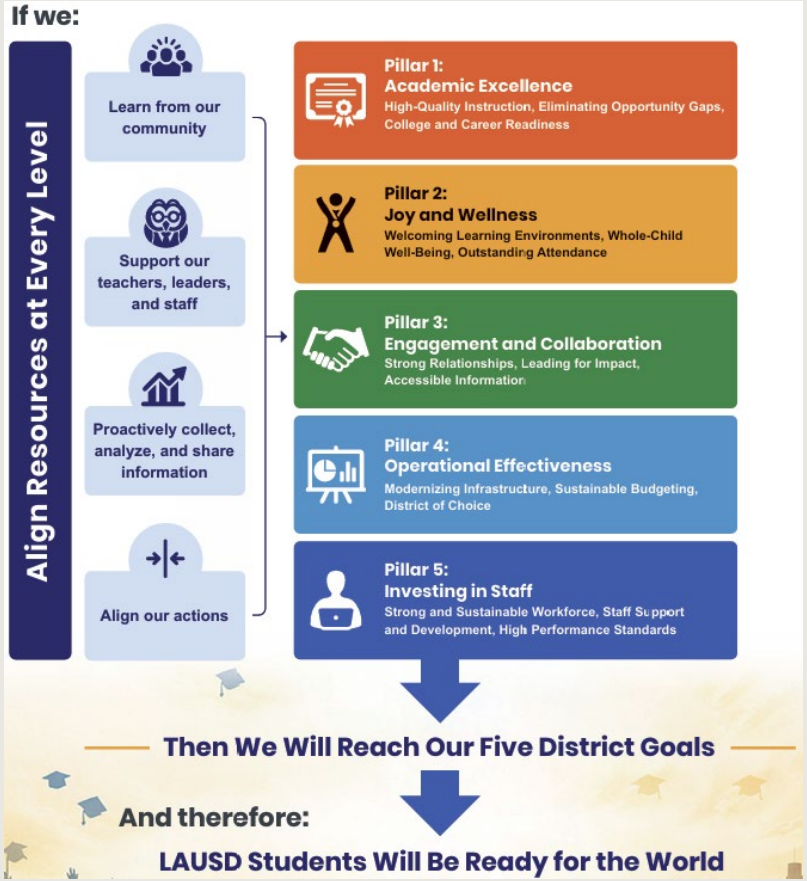
Title I is a Program

To support effective, evidence-based educational strategies that close the achievement gap and enable the students to meet the challenging academic standards.





Theory of Action



Align our resources at every level

- Learn from our community
- Support our teachers, leaders, and staff
- Proactively collect, analyze, and share information
- Align our actions

District Goals

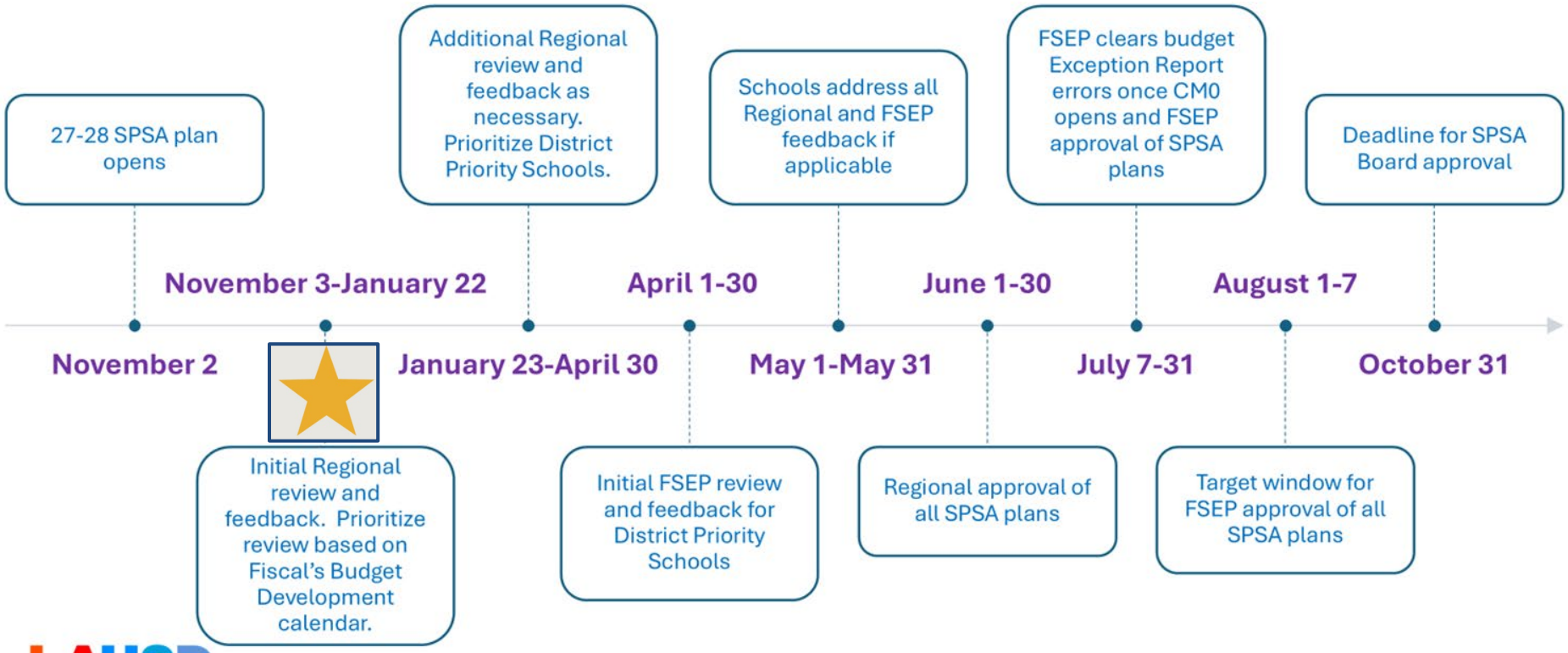
Literacy	At Proficiency, On Average	By June 2030, students in grades 3–5 and 6–8 will, on average, perform at grade-level in English Language Arts (ELA).
Numeracy	At Proficiency, On Average	By June 2030, students in grades 3–5 and 6–8 will, on average, perform at grade-level in Mathematics.
Science	At Proficiency, On Average	By June 2030, students in grades 5 and 8 will, on average, perform at grade-level in science.
College and Career Readiness	85%	By June 2030, 85% of students in a graduating 9-12th grade cohort will be college- and/or career-ready, with at least 70% being college-ready.
Social-Emotional Learning	Under Development	By June 2030, students will increase their mastery of social-emotional competencies that support success in school and life.

School Plan for Student Achievement (SPSA)



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27-28 SPSA Review and Approval Timeline



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SPSA Trainings

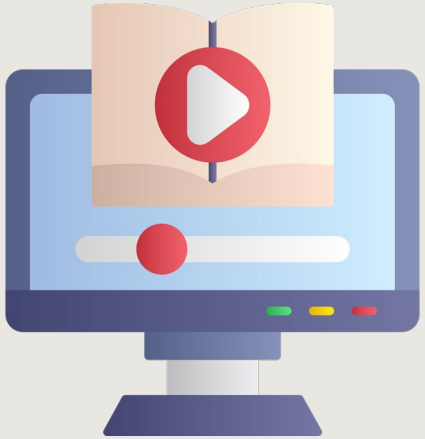
- **2027-28 SPSA trainings were held on October 26-29th**

Region North
[2027-28 SPSA Training]

Region West
[2027-28 SPSA Training]

Region East
[2027-28 SPSA Training]

Region South
[2027-28 SPSA Training]



[27-28 SPSA 10-26-26.pptx]



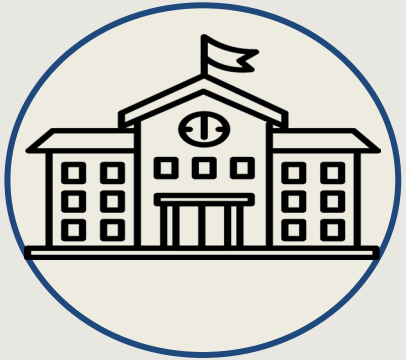
Title I, Part A

School Level

Schoolwide Program (SWP)

7S046 - To improve student academic achievement in SWP

7E046 - To engage parents and families



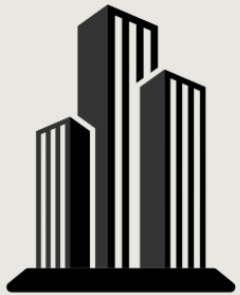
Targeted Assisted Schools (TAS)

70S46 - This program is only for TAS schools



Title I, Part A
Centralized Supports

7501T -Title I - Intervention Priority Support
7726T - Title I - Middle School Interventionist
7727T - Title I - Multilingual Multicultural Accelerated Learning Coach (MMALC)
7T125 - Title I - A-G Counselor



Comprehensive Support and Improvement (CSI)

The list of eligible schools is not easily predicted this year; however, we anticipate a significant reduction in overall funds *and* an increase in the number of eligible schools. Relatedly, CSI funds will be reduced and the allocation model will likely be revised.

7T691 – CSI School Site Allocation (will be allocated to eligible schools during FN0)
7825T– CSI Targeted Support – PSW and Academic Counseling Days (if continuing will be allocated to eligible schools during FN0)

CSI Funds and Supports will be adjusted for certified counts and grant adjustments after BD; therefore, projected CSI schools should anticipate needing to modify plans as changes take place.

What's New



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Non-Register Carrying Teacher

1

Budget items deactivation effective SY 2027-28

Budget Item	Budget Item Description	Job Title
13020	NON REG C TCHR EL ITK	ELEMENTARY TEACHER
14133	NON REG C TCHR SEC 1TK	SECONDARY TEACHER

SY 2027-28 Available Options

1

Budget Item	Budget Item Description	Job Title
18159	INTERVENTIONIST	SMT, NON CLSRM, PREP
15266	INTERVENTIONIST DIFF	
18068	INTERV SEC SCCI	SMT, NON CLSRM, PREP
18072	INTERV SEC MATH	SMT, NON CLSRM, PREP
18351	INTERV SEC ACAD ELA	SMT, NON CLSRM, PREP
15266	INTERVENTIONIST DIFF	

Career Technical Education (CTE) Teachers

Program	Central Share	School Share	Maximum Title I Contribution
High School CTE Pathway (Grades 9-12)	65%	35%	Up to 35%
Middle School CTE Program (Grades 6-8)	45%	55%	Up to 55%
Elementary School	Not Eligible	N/A	N/A

Day to Day Substitute Teachers (Benefitted Absences)

3

- Must budget **10 substitute days (Item #10562)** in Title I for each **Title I-funded register-carrying/CSR, CSR SEC Teacher Elective, or CTE Teacher**.
- For positions funded at less than **1.0 FTE**, substitute days must be **prorated** (e.g., **0.5 FTE = 5 substitute days**).
- Time reporters must charge substitute costs for benefitted absences (illness, personal necessity, kin-care) to the **appropriate Title I program code**. Absences beyond day 10 must be charged to **Program 10749**.
- Unused substitute days may be repurposed with an approved **Budget Adjustment Request** and **SSC approval** for a corresponding vacancy.

Attendance Incentive Program

4

- Schools must budget **$500 and applicable benefits** for each eligible employee funded with **7S046, 70S46, 7E046, or 7T691**.
- For **multi-funded employees**, incentive costs and benefits must be **prorated across funding sources** based on the employee's funding distribution.
- Contact your **Fiscal Specialist** for budgeting assistance and implementation guidance.

If you have questions regarding budgeting for attendance incentives, please contact your Fiscal Specialist. Additional information about the Attendance Incentive Program is available on the Staff Attendance Website.

Direct Services and Administrative Costs

5

Following a Federal Program Monitoring (FPM) review, the California Department of Education informed the District of the need to more clearly separate direct service and administrative costs to mitigate compliance issues. Therefore, the District will revert to a past practice in imposing a 10% cap on schools use of Title I allocations for any items that are considered administrative in nature.

Items Subject to a 10% Cap

Applied to the items below because the services are considered administrative in nature.

- Administrative X-Time
- Assistant Principal, Secondary Counseling Services (APSCS) X-Time
- Clerical X/Z Time
- Coordinator X-Time (Non-Tutoring)
- Differential, Coordinating
- Dues and Memberships
- Education Aide II
- Education Aide X-Time
- Librarian X-Time (Non-Tutor)
- Senior Office Technician/Office Technician/Itinerant Office Tech

Reminders



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Title I Allocations

1

Title I allocations will be based on a projected low-income count.

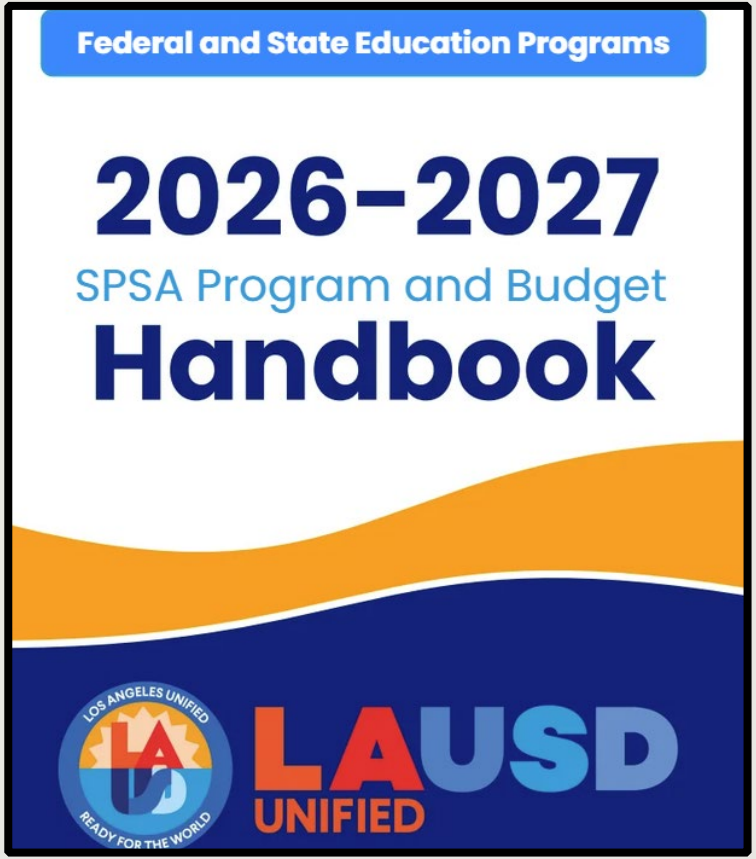
- Allocation will be based on 90-95% of a projected low-income count using available data.
- Adjusted allocation will be conferred once Budget reopens in July.

Accessing the Program and Budget Handbook (PBH)

Visit

https://fsep.lausd.org/

COMING SOON



Categorically Funded Positions and Activities

3

- Require time and effort documentation in addition to timecards.

- Documentation will vary depending upon the funding source(s) or nature of the job duties.

- Payroll time reporting must reflect actual hours worked on each program as indicated in the time and effort certification documentation.

Positions/Services That Often Prompt Budget Questions

4

- Categorical Program Advisor (CPA)
- Class-Size Reduction (CSR) Teachers
- Paraprofessionals
- Office Technicians
- Parent Resource Liaison
- Community Representative
- Curricular Trips and Conferences



Teacher, CSR

5

- Funds may support a **supplemental state-certificated teacher** to reduce class sizes in **Literacy, Mathematics, Science, and Social Studies**.
- Teacher must provide **direct services 100% of the workday**.
- Position must be **additional to existing staffing** and cannot be the only teacher for the grade/subject.
- Available **only to Schoolwide Program schools** using Title I funds.



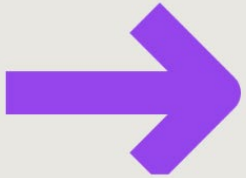


Teacher, Supplemental Electives

6

- Funds may support a **state-certificated, register-carrying teacher** to pro supplemental elective courses.
- Electives must be **new and data-driven**, exceeding the school's traditional elective offerings.
- Teacher must provide **direct services for 100% of the workday**.
- Available only to **Schoolwide Program schools** and requires **Title I Office prior approval** with supporting documentation at budget development.







Systems in Place

7

Ensures effective use of funds

Improves Educational Outcomes



Enhances Transparency

Promotes Compliance

Contact Information

News & Announcements



2026-2027 School Plan for Student Achievement (SPSA) Training

2026-2027 SPSA Training will be held via Zoom Webinar October 27-30th.



2024-2025 School Plan for Student Achievement (SPSA) Evaluation

2024-2025 SPSA Evaluation is due for schools by October 31, 2025.



2025-2026 School Plan for Student (SPSA) Board Approval

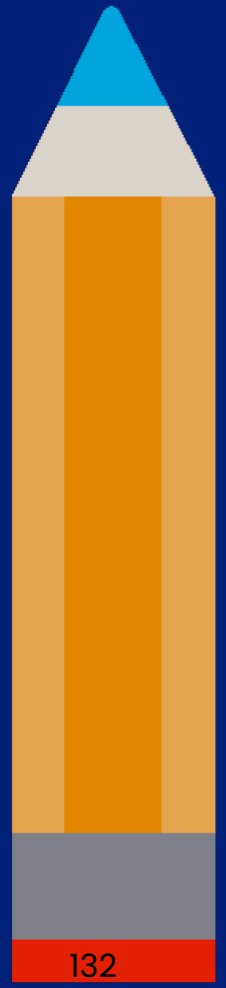
2025-2026 SPSA Board approval is due for schools by October 31, 2025.

Show All News →

Regional Links

- Region East
- Region North
- Region South
- Region West
- Region XS

Office Of Student, Family And Community Engagement



Title I Program 7E046

Parent and Family Engagement Funds

Objectives

- **Consider** the purpose of parent and family engagement
- **Explore** Appendix B of the Program and Budget Handbook for Program 7E046
- **Review** Budget Development best practices

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Purpose of Parent and Family Engagement

Purpose of Parent and Family Engagement

Strategy Focus Area: Parent and family engagement
Goal: Student academic achievement and attendance

Decades of research show that when parents and families are engaged as partners, student academic achievement and attendance improve.

Specific strategies and actions have greater impact on student academic achievement and attendance than others.

Review student and family engagement data to determine specific strategies and related actions.

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For more information, view the National Association for Family, School and Community Engagement's *Family Engagement Core Competencies* at https://nafsce.org/page/corecompetencies



Strategic Plan Alignment



The 2026-2030 Strategic Plan's Pillars are the basis for our School Plan for Student Achievement, which is built on the District's strategies and targets to meet the needs of the school community.

School Plan for Student Achievement

District Pillar	Engagement and Collaboration
District Priority	3A: Strong Relationships
District Strategy	3A.S3: Link every student to a parent or guardian on the Los Angeles Unified App and Parent Portal
School Strategy	Build parent capacity to engage in and support student learning by: 1. Registering parents of students in grades K-5 on the Parent Portal through informational and hands-on workshops and access to technology devices 2. Outreach to parents and incentives to increase Parent Portal registration 3. Ongoing monitoring of Parent Portal registration
School Actions	**Professional Development/Planning:** **1.Planning Parent Portal informational and Hands-On Workshops:** • A Community Rep., Parent and Family Center (PFC) staff, and Categorical Program Adviser will plan 3-4 parent workshops per semester to provide an overview of the Parent Portal and opportunities for guided hands-on practice using the various portal features. An IT Tech. Assistant will support parents with use of technology devices to register for the parent portal and use the various features. Community Rep. C 6 hrs. 5 Days: $28,341; Categorical Program Adviser: 3 hrs. 5 days $74,156; Categorical Program Adviser Differential: $785; IT Support Tech 6 hrs. 5 days: $66,507 **2.Outreach/Communication to Parents:** • School staff will invite parents/legal guardians to attend the workshops through: personal invitations, Blackboard Connect, school website, school marquee, monthly Parent and Family Center calendars, flyers, bulletins, and newsletters. **3.Provide Access to Technology Devices to Register for the Parent Portal:** • The school will equip the Parent Center with 5 Chromebooks to support parents in registering for the Parent Portal. -General Supplies Technology- 10 Chromebooks x $189 per Chromebook = $1,890; 1yr Chromebook Services $24.50 x 10 Chromebooks = $245; e-Waste $4 x 10 Chromebooks = $40; Estimated Tax; $180; 10% overage for incidental costs = $236; Total: $2,591 -Non-Cap Equipment- Chromebook Cart: $1,225 unit cost + $117 tax + $135 (10% overage) = $1,477 **Implementation:** **4.Deliver Parent Portal Workshops:** • The Community Rep. and Categorical Program Adviser will deliver Parent Portal workshops that will include the step-by-step registration process, ways to access the information required to register, and the features/icons. • The Community Rep. and Categorical Program Adviser will review all the features, which include:Attendance monitoring, Schoology, the online forms and applications available (School Volunteer Application, LAUSD School Choice Programs/CHOICES, School Meal Application, etc.), student testing, progress reports, Special Education services, and all the other resources. Parents will also learn how to link to Schoology using the Parent Portal and about the features on Schoology to support parents in monitoring their child's academic progress and grades. **5. Outreach and Incentives to Increase Parent Portal Registration:** • Categorical Program Adviser will work with the school leadership team to outreach to parents/legal guardians to support them in registering on the Parent Portal. School will provide incentives such as highlighting the classroom(s) with the highest Parent Portal registration percentages in school announcements, sharing the progress toward 100% Parent Portal registration on the P.A. and bulletins/newsletters, and creating a bulletin board dedicated to the school's Parent Portal progress. **Monitoring/Evaluation:** **6. Ongoing monitoring of Parent Portal Registration:** • Categorical Program Adviser will generate weekly Parent Portal reports from the Focus Dashboard, such as the report titled, "Parent Portal Registration by Student", which indicates the parents who are linked to their student in the Parent Portal. The Categorical Program Adviser will work collaboratively with members of the school leadership team (Administrator, Comm. Rep./PFC staff, and support staff) to review the report and strategically target the parents/legal guardians who have yet to register and/or link their student in the Parent Portal.

FSEP Digital Notebook:

https://fsep.lausd.org/

Sample page with focused school strategies, related actions and associated funds.

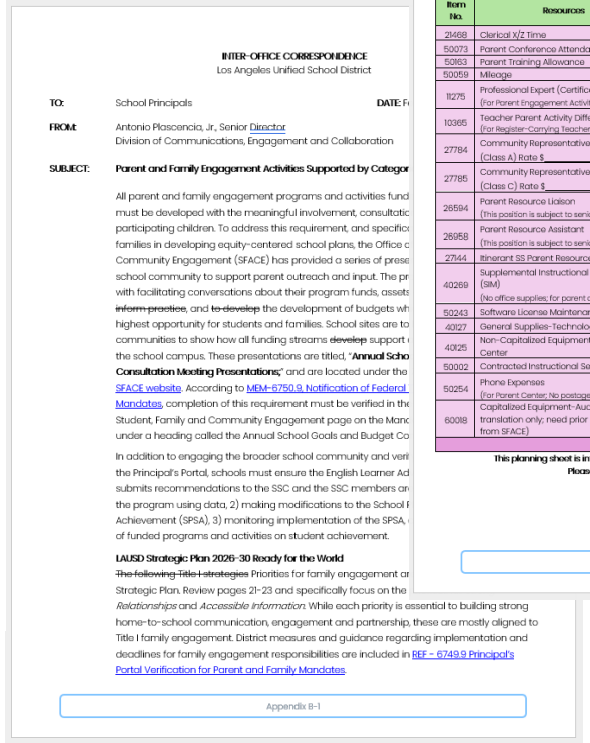
Use your school data to support the selection of strategies and actions.

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Explore Appendix B of the Program and Budget Handbook

Program and Budget Handbook

Appendix B: Budget Planning for Parent and Family Engagement



INTER-OFFICE CORRESPONDENCE
Los Angeles Unified School District

TO: School Principals DATE: F

FROM: Antonio Plasencia, Jr., Senior Director
Division of Communications, Engagement and Collaboration

SUBJECT: **Parent and Family Engagement Activities Supported by Categor**

All parent and family engagement programs and activities fund must be developed with the meaningful involvement, consultatic participating children. To address this requirement, and specific families in developing equity-centered school plans, the Office c Community Engagement (SFACE) has provided a series of prese school community to support parent outreach and input. The pr with facilitating conversations about their program funds, assets ~~inform practice~~, and ~~to develop~~ the development of budgets wh highest opportunity for students and families. School sites are to communities to show how all funding streams ~~develop~~ support the school campus. These presentations are titled, "**Annual Scho Consultation Meeting Presentations,**" and are located under the SFACE website. According to MEM-6750.9 Notification of Federal Mandates, completion of this requirement must be verified in the Student, Family and Community Engagement page on the Manc under a heading called the Annual School Goals and Budget Co

In addition to engaging the broader school community and verif the Principal's Portal, schools must ensure the English Learner Ad submits recommendations to the SSC and the SSC members ar the program using data, 2) making modifications to the School F Achievement (SPSA), 3) monitoring implementation of the SPSA, of funded programs and activities on student achievement.

LAUSD Strategic Plan 2026-30 Ready for the World
~~The following Title I strategies~~ Priorities for family engagement ar Strategic Plan. Review pages 21-23 and specifically focus on the *Relationships* and *Accessible Information*. While each priority is essential to building strong home-to-school communication, engagement and partnership, these are mostly aligned to Title I family engagement. District measures and guidance regarding implementation and deadlines for family engagement responsibilities are included in REF - 6749.9 Principal's Portal Verification for Parent and Family Mandates.

Appendix B-1

Office of Student, Family and Communi

Budget Planning Sheet for 202

School Name: _____

Item No.	Resources	Title I (71046) QTY	A
21468	Clerical X/Z Time		
50073	Parent Conference Attendance		
50163	Parent Training Allowance		
50059	Mileage		
11275	Professional Expert (Certificated) (For Parent Engagement Activities)		
10365	Teacher Parent Activity Differential (For Register-Carrying Teacher Only)		
27784	Community Representative Pay (Class A) Rate $_____		
27785	Community Representative Pay (Class C) Rate $_____		
26594	Parent Resource Liaison (This position is subject to seniority rights.)		
26958	Parent Resource Assistant (This position is subject to seniority rights.)		
27744	Itinerant SS Parent Resource Liaison		
40269	Supplemental Instructional Materials (SIM) (No office supplies; for parent activities only)		
50243	Software License Maintenance		
40127	General Supplies-Technology		
40125	Non-Capitalized Equipment for Parent Center		
50002	Contracted Instructional Services		
50254	Phone Expenses (For Parent Center; No postage allowed)		
60018	Capitalized Equipment-Audio Visual (for translation only; need prior approval from SFACE)		
	Total Budget	$	$

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

Appendix B-4

Attachment B

Activity/Task	Description	Deadline*
School Site Council Verification and Training	Principal or designee uploads membership information and documentation to the Principal Portal. Required training modules for the SSC are available at the Tools for Schools tab found at https://families.lausd.org. Training modules are also on topics like parliamentary procedures, understanding data, and writing SMART comments.	End of September
English Learner Advisory Committee Verification	Principal or designee uploads membership information and documentation to the Principal Portal serving as evidence committee is fulfilling its responsibilities.	End of September
School Site Professional Development for Parent & Family Engagement	School sites are to host at least two professional development sessions in the area of parent and family engagement for school staff.	End of January
School Title I Parent & Family Engagement Policy	Each year, Title I schools are to develop a policy with families and staff. The policy must be distributed to all Title I families.	End of January
District Title I Parent & Family Engagement Policy	Each year, Title I schools are to post the policy online and to send communication about its availability to all families.	End of January
Title I School Parent Compact	Each year, Title I schools are to develop a School Parent Compact with families and staff. The policy must be distributed to all Title I families.	End of January
Monthly Parent Activity/Workshop for Families	Schools are tasked to upload a monthly calendar with workshop dates and topics for each month from September-May covering academic, social emotional, and attendance topics. Title I course modules are available for school sites to engage families as cohorts. Visit Tools for School tab at https://families.lausd.org. A Family Academy Course Catalogue template is available for school site download at https://families.lausd.org under the Tools for Schools tab.	End of January and May
Literacy and Parent Rights Workshops	One presentation for each topic are to be offered to families to learn more about parent rights, literacy and reading support in the home. The presentation on parent rights is located at https://families.lausd.org under the Tools for Schools tab, and the literacy presentations are available on the Principal Portal under the Division of Instruction heading.	End of January
English Learner Advisory Committee Required Training	There are 6 required training topics that need to be presented to the English Learner Advisory Committee. Required training modules for the ELAC are available at the Tools for Schools tab found at https://families.lausd.org. Training modules are on topics like parliamentary procedures, understanding data, and writing SMART comments.	End of January and May
Annual Title I Parent and Family Meeting	This meeting should guide families to learn about specific Title I investments, strategies the school site is leading to accelerate student achievement and the engagement for families to support their child's development. It is recommended for this meeting to facilitate exercises such as side-by-side lessons between families and students focused on school strategies, and classroom learning walks, to name a few. These help families see how Title I supports the school community.	End of January
Annual School Goals and Budget Consultation Meeting Series	One meeting must be held with the school community in the winter before budget development sessions begin. Another is to be held budget development, and a third is to be offered in the spring.	End of January

REF-6749.9 - Principals' Portal Verification for Parent and Family Mandates

Appendix B-7



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Program and Budget Handbook

21468	Clerical X/Z Time
50073	Parent Conference Attendance
50002	Contracted Instructional Services
10365	Teacher Parent Activity Differential

X Time to support parent engagement outside of one's regular assignment/ basis. It is paid on unassigned days.

Required Title I documentation for the Purchase Requisition or P-Card reconciliation

Vendors who provide parent and family engagement workshops must be approved by the Procurement Division and have an active vendor identification number. Only the Procurement Services Division can contract with organizations for a school.

A differential is provided to a register-carrying teacher only for purposes of coordinating parent engagement activities.

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Program and Budget Handbook

40269	Supplemental Instructional Materials (no office supplies; for parent activities only)
50243	Software License Maintenance
40127	General Supplies Technology
40125	Non-capitalized Equipment for Parent Center

For parent education only. The titles of the materials must be listed in the SPSA and be clearly supporting parent learning.

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

General Supplies Technology can be purchased for the Parent and Family Center and must be described in the SPSA.

For translation equipment, consult with Translations Unit to learn more about vendors and products.

Describe in detail in the SPSA, explaining how it will be used to support parent engagement.

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Program and Budget Handbook

Popular Conferences for Parents

Date	Conference	Website
2.6.27	La Jornada Pedagógica	https://soe.lmu.edu/centers/ceel/professionallearning/jornadapedagogica/
2.8-10.27	Head Start CA	https://www.headstartca.org/events/annual-conference-2027
2.23.27	CAAASA	https://www.caaasa.org/
3.10-13.27	CABE	https://cabe2027.org/
April 2027	COBA	https://cobalausd.net/
4.13-15.27	All Titles	https://www.cde.ca.gov/sp/sw/



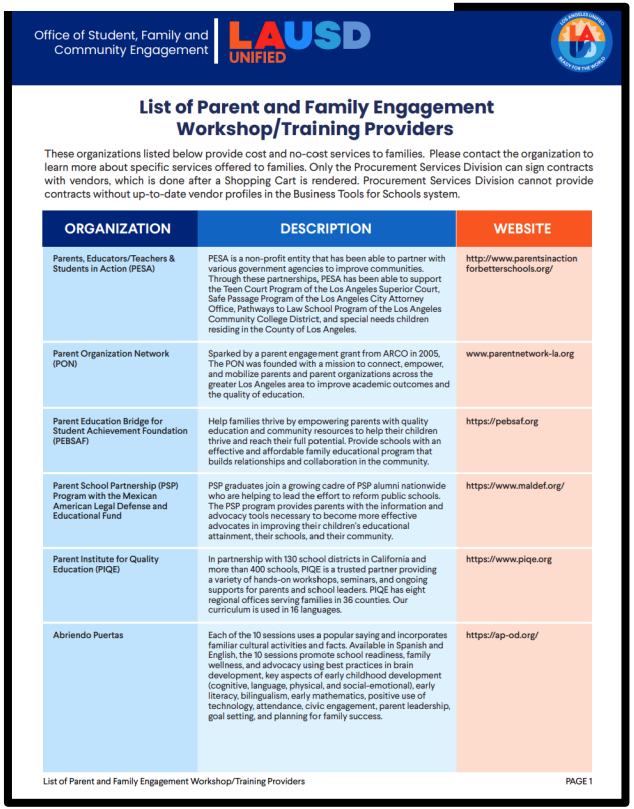
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Program and Budget Handbook

List of Parent and Family Engagement Workshop Training Providers English

https://families.lausd.org/committees

SUPPLEMENTAL INSTRUCTIONAL MATERIAL These vendors provide various resources to support family engagement for families and school staff.		
Woodburn Press	Woodburn Press provides a variety of instructional materials for parents to engage with their schools around a variety of topics. Materials come in both English and Spanish.	https://www.woodburnpress.com/
Blue Star Education	Blue Star Education offers Parent Guide magazines by grade level for families to be used in Parent and Family Centers. The magazines contain standards-based activities that parents can use with their children.	https://www.bluestareducation.com/
Scholastic	Scholastic provides sets of books that parents can use to reinforce literacy skills with their students in their Grab and Go summer series. **Powerful Partnerships, Beyond the Bakesale** and **Everyone Wins** are books for school staff to learn about family engagement	http://teacher.scholastic.com/products/face/programs.html



Office of Student, Family and Community Engagement | LAUSD UNIFIED

List of Parent and Family Engagement Workshop/Training Providers

These organizations listed below provide cost and no-cost services to families. Please contact the organization to learn more about specific services offered to families. Only the Procurement Services Division can sign contracts with vendors, which is done after a Shopping Cart is rendered. Procurement Services Division cannot provide contracts without up-to-date vendor profiles in the Business Tools for Schools system.

ORGANIZATION	DESCRIPTION	WEBSITE
Parents, Educators/Teachers & Students in Action (PESA)	PESA is a non-profit entity that has been able to partner with various government agencies to improve communities. Through these partnerships, PESA has been able to support the Teen Court Program of the Los Angeles Superior Court, Safe Passage Program of the Los Angeles City Attorney Office, Pathways to Law School Program of the Los Angeles Community College District, and special needs children residing in the County of Los Angeles.	http://www.parentsinactionforbetterschools.org/
Parent Organization Network (PON)	Sparked by a parent engagement grant from ARCO in 2005, The PON was founded with a mission to connect, empower, and mobilize parents and parent organizations across the greater Los Angeles area to improve academic outcomes and the quality of education.	www.parentnetwork-la.org
Parent Education Bridge for Student Achievement Foundation (PEBSAF)	Help families thrive by empowering parents with quality education and community resources to help their children thrive and reach their full potential. Provide schools with an effective and affordable family educational program that builds relationships and collaboration in the community.	https://pebsaf.org
Parent School Partnership (PSP) Program with the Mexican American Legal Defense and Educational Fund	PSP graduates join a growing cadre of PSP alumni nationwide who are helping to lead the effort to reform public schools. The PSP program provides parents with the information and advocacy tools necessary to become more effective advocates in improving their children's educational attainment, their schools, and their community.	https://www.maldef.org/
Parent Institute for Quality Education (PIQE)	In partnership with 130 school districts in California and more than 400 schools, PIQE is a trusted partner providing a variety of hands-on workshops, seminars, and ongoing supports for parents and school leaders. PIQE has eight regional offices serving families in 36 counties. Our curriculum is used in 16 languages.	https://www.piqe.org
Abriendo Puertas	Each of the 10 sessions uses a popular saying and incorporates familiar cultural activities and facts. Available in Spanish and English, the 10 sessions promote school readiness, family wellness, and advocacy using best practices in brain development, key aspects of early childhood development (cognitive, language, physical, and social-emotional), early literacy, bilingualism, early mathematics, positive use of technology, attendance, civic engagement, parent leadership, goal setting, and planning for family success.	https://ap-od.org/

List of Parent and Family Engagement Workshop/Training Providers PAGE 1

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Program and Budget Handbook

Most often funded by schools; “participates in or leads discussions or workshops”

27784	Community Representative
26594	Parent Resource Liaison
26958	Parent Resource Assistant

8 hours per day; increased responsibilities.

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

Review Personnel Commission website on **Class Description link** for job duty descriptions. Employees paid with Title I funds are required to perform duties in alignment with their job description.

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https://personnel.lausd.org/



Review Budget Development Best Practices

Promising Practices for Budget Planning with Families

- ❑ **Review** the Comprehensive Needs Assessment **(data) findings and SPSA goals and strategies** with families before conversations regarding budget alignment.
- ❑ **Explain to families** why specific amounts of funding are assigned to support school strategies in the SPSA.
- ❑ **Show families** how you have **considered ELAC recommendations** while budget planning.
- ❑ **Invite ELAC members to attend the SSC meetings** when you are reviewing the SPSA and the budget.
- ✓ Teach families **where to find the SPSA, TSP Plan, and school funds** online, in addition to providing them with easy-to-understand summaries and handouts.

School Site Council Reminders



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



Families Home Parents Family Academy Policies Volunteers Committees Tools for Schools

Families Home Parents Family Academy Policies Volunteers Committees Tools for Schools Contact Us

Welcome Employees

English Learner Advisory Committee

Parent and Family Centers

Parent Portal

Parent Workshops

School and Office Volunteers

School Experience Survey

School Site Councils

Title I

Budget Development Resource for School Site Council: Contingency Plan Minutes Template

These templates can be used to support School Site Councils with budget approvals during the budget development season. Schools are guided to identify specific plans in case of an overage or shortage in funding in the new year.

2027-2028 Contingency Plan Minutes Template for School Site Council: ***Coming soon in November of 2026***

2026-2027 Contingency Plan Minutes Template for School Site Council: Sample English

Sample Spanish

2025-2026 Contingency Plan Minutes Template for School Site Council: Sample

ELAC and SSC Membership Training Materials

School Site Council Reminders



Principal Portal Certification: SSC and ELAC formation documents must be uploaded and information updated if changes in composition occur.



Budget Approval in Minutes: Use specific language in minutes. *Sample: The motion to approve the (SPSA, contingency plan or budget) was made by (name) and seconded by (name). The results were (# of members) in favor, (# of members) opposed and (# of members) abstentions. The motion carried/failed.*

School Site Council Reminders



Community Engagement: Each campus is to host an Annual School Goals and Budget Consultation Meeting in December as a part of the budget development process.

Families Home | Parents | Family Academy | Policies | Volunteers | Committees | Tools for Schools | Contact Us

Guidance and Modules for Parent & Family Engagement

New Required Annual School Goals and Budget Consultation Meeting Presentations and Facilitator Guides

▼ **NEW Annual School Goals and Budget Consultation Meeting Presentations**

IOC for Budget Development 2027-2028

NEW Required for November_Presentation on Strategic Budgeting for Student Achievement, Part 1: English/Spanish Presentation and Facilitator Guide

NEW Required for December/January_ Presentation on Strategic Budgeting for Student Achievement, Part 2: English/Spanish Presentation, Facilitator Guide, and Job Aid

School Site Council Reminders



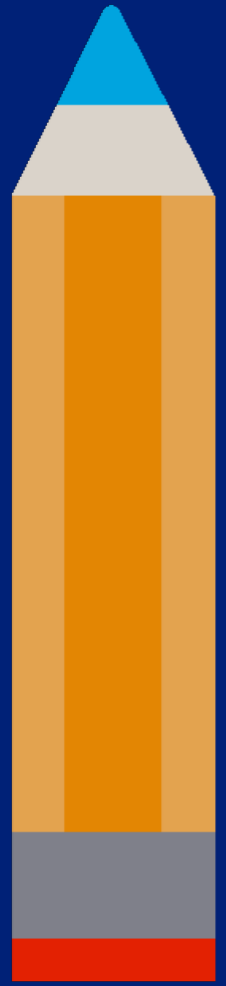
Emergency SSC meetings are not allowed; therefore, a **72-hour advanced notice/agenda posting** is required.

Language for SSC Meeting Agenda:
Agenda items for SPSA, contingency plan and budget approval have the term, *Action,* next to them so the community knows votes will be taken and decisions made on the items.

Region Family and Community Engagement Administrators

REGION	NAME	EMAIL
EAST	MEGAN GUERRERO AMARIS MEDINA	MGUERR3@LAUSD.NET AMARIS.MEDINA@LAUSD.NET
NORTH	LAURA FUENTES Dr. JEREMIAH GONZALEZ	LXF1109@LAUSD.NET JJG2443@LAUSD.NET
SOUTH	URSULA MARTIN	UMARTIN@LAUSD.NET
WEST	CRYSTAL PASCHEN	CRYSTAL.PASCHEN@LAUSD.NET
OPTIONS/VIRTUAL ACADEMIES	CONNIE BRANDSTETTER	CLB0104@LAUSD.NET

Q&A

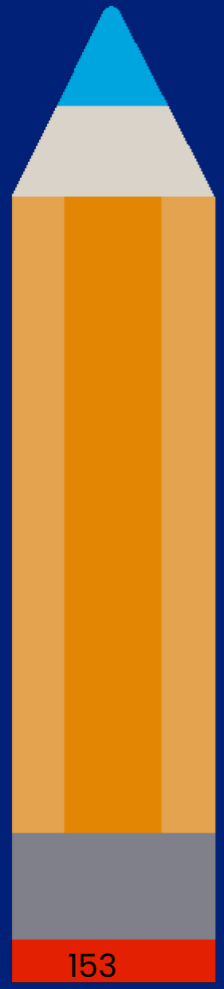


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OPTIONAL DROP IN SESSIONS

These optional drop-in sessions are available for school teams with Budget Development questions. Partners from Federal and State Education Programs, Multilingual and Multicultural Programs, Parent and Community Engagement Services, the Equitable School Performance Office, Human Resources, the Personnel Commission, and the School Fiscal Services Branch will be available to provide support.

DATE	TIME	ZOOM LINK
12/2/2026	10:00 - 11:00 am	https://bit.ly/BDDrop-InSessions
12/3/2026	10:00 - 11:00 am	https://bit.ly/BDDrop-InSessions

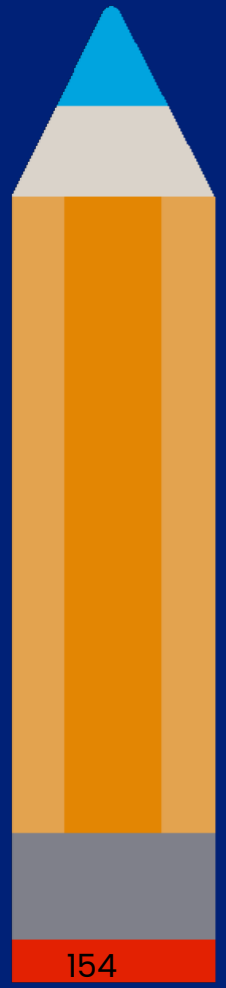


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Your feedback is important to us!

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

DATE	AM/PM	BIT.LY link
11/12/2026	am	https://bit.ly/RWBDT28AM
11/12/2026	pm	https://bit.ly/RWBDT28PM
11/13/2026	am	https://bit.ly/RNBDT28AM
11/13/2026	pm	https://bit.ly/RNBDT28PM
11/16/2026	am	https://bit.ly/REBDT2028AM
11/16/2026	pm	https://bit.ly/REBDT28PM
11/17/2026	am	https://bit.ly/RSBDT28AM
11/17/2026	pm	https://bit.ly/RSBDT28PM



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Q&A

