

LOS ANGELES UNIFIED SCHOOL DISTRICT

General Fund School Program Manual

Fiscal Year 2016 – 2017

Budget Services & Financial Planning Division
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What's New

1. Certificated long-term leave reimbursements will be adjusted to exclude the 10 days allocated for norm generated, register-carrying teachers.
2. Positions funded as Dual/Foreign Language/Bilingual (Program 11119) are part of your school's allocated positions based on Board Approved Staffing Ratios. These positions are part of your base allocation. Budget Services is working to establish new fund centers for each Dual Language class.
3. Negative ending balances in Programs 10397, 10400, and 10405 will carryover in their respective programs.
4. Program 13027 will be charged for any negative carryover balances in accounts with full carryover, with the exception of programs 10397, 10400, and 10405. This may negatively impact the final carryover in program 13027. See complete list of program codes on page 2 of MEM-2464.12, *"Carryover Policies for School Account Balances as of June 30, 2016"*.
5. The duplicated percentage for the Student Equity-Based Index will be based on a three-year rolling average (FY2014-FY2016) consistent with the Local Control Funding Formula (LCFF).
6. Schools will have flexibility over the resources allocated in TSP - Per Pupil Allocation, program 10400.
7. Resources previously allocated in TSP – Counseling Support, program 10434 will now be allocated in TSP – Per Pupil School Allocation, program 10400.
8. Schools purchasing additional support services are required to submit Itinerant Letters directly to the department providing the support services. Schools will no longer be required to submit Itinerant Letters to the Fiscal Specialists at Budget Development. The forms will be posted to the School Fiscal Services website at: <http://sfs.lausd.net> . Please refer to page 11 for details.
9. Library Aide positions
 - a. Schools will no longer have an option to fund two different position control numbers for the same incumbent
 - b. Schools funding a 3 hour Library Aide position are responsible to cover all related salary and fringe benefit costs

Please see General Guidelines, page 16, for additional information.

10. Schools that authorize Special Education funded teachers to either teach general education students or to perform non-teaching or unapproved duties during the school day are not in compliance with policy and may be charged for unapproved staffing expenditures. Please see Certificated Employee Guidelines, page 7, for additional information.

Introduction

The District has traditionally allocated resources to schools in the form of positions using staffing ratios and other dollars in various program codes. To improve the District's budgeting process for schools, most General Fund resources are now allocated in one (1) program code, 13027, General Fund School Program. Schools will use their allocations to develop budgets that meet the needs of local school instructional and operational programs within the constraints of State and Federal laws, court orders and consent decrees, collective bargaining agreements, Personnel Commission Rules, and the Human Resources Division Rules and Policies.

Allocating Resources to Schools

Schools use resources in the General Fund School Program to support the basic operational and instructional program at the school site. These funds support core positions such as administrators, counselors, teachers, and clerical staff.

Schools also currently receive other types of resources and services, including:

1. Resources to support targeted disadvantaged students. Targeted students include those eligible to receive free or reduced-price meals, English learners, and foster youth. An unduplicated count of these student characteristics is the basis for allocating resources. For example, if a student is identified as an English learner, foster youth, and is also eligible for free or reduced-price meals, the student is counted one (1) time.
2. Resources specific to individual school site needs, such as campus aides.
3. Centrally-budgeted resources and services, such as school police and gardeners.
4. Federal allocations distributed by student characteristics, such as low-income or English Learner status. These resources are meant to supplement, not supplant, the school's core program. The [Program and Budget Handbook](#) produced by the Federal and State Education Programs Branch provides further detail on effectively using federal resources to provide supplemental services for students not meeting grade level standards and English Learners.

Schools will receive an allocation aligned to the cost of the resources identified for inclusion in the General Fund School Program. Staffing will continue to be based on the Board Approved Staffing Ratios. Please see Attachment A, List of Budget Item Rates, for non-position resources rates.

These resources are:

- Administrators
- Assistant Principal, Secondary Counseling Services (APSCS)
- Assistant Principal, Elementary or Secondary
- Clerical Substitutes
- Clerical Support
- Counselors
- Custodial Supplies
- Custodians
- Day-to-Day Substitutes, Teachers
- Financial Managers
- General Supplies

- Instructional Materials Account
- Interscholastic Athletic Program
- Library Media Teacher
- Library Media Teacher Differential
- Longevity and Salary Differentials (Certificated and Classified)
- Nurses
- Physical Education Teacher Incentive Grant (PETIP)
- Psychologists
- Registration Adviser Time
- Teacher Activity Differentials
- Teachers
- Temporary Personnel Account (TPA)
- Testing Coordinator Differentials

Norm Day Settle-Up

Each school's projected expenditures will be updated to reflect staffing ratios and resources based on Norm Day enrollment counts. For schools gaining resources, Budget Services will open positions and allocate additional resources. For schools losing resources, Budget Services will close positions and reduce resources.

Resource allocations for Nurses, Psychologists, and Library Media Teachers will not be adjusted in the Norm Day settle-up process.

Norm Enrollment Process:

- School Principal is responsible to ensure the accuracy of enrollment data.
- School staff must review the enrollment data for accuracy of student grade level, teacher/room assignment, Special Day Program (SDP) designation, no show students, students with no sections, age ineligible, absence of 13 or more, from the date of enrollment through norm day, etc.
- All schools are expected to be no more than one norm teaching position over their norm allocation on the Friday preceding Norm Day.
- For Norm Day enrollment, only enrolled students with scheduled classes in MiSiS will be counted. In other words, students must be both enrolled and scheduled for norm purposes. Schools should ensure that every enrolled student's class schedule is entered into MiSiS. Otherwise, enrolled students without scheduled classes will be excluded from the Norm Day Enrollment count.
- All schools must be **on norm** by the scheduled norm day. Excess teachers will be promptly reassigned.
- Budget Services will review, analyze, and make adjustments to reconcile enrollment and attendance data up to the last capture date to resolve any issues. The review process may take up to 45 days from norm day. The preliminary Capture Code is "N". However, the final Capture Code may change depending on the results of the validation process. Refer to Staffing Recommendations Bulletins pertaining to your school type.

Guidelines for Budgeting the Unrestricted Allocation

As stated earlier, schools have the flexibility to implement budgets that meet the unique instructional and operational priorities of their school site within certain requirements. Schools are encouraged to consider all of their available resources, including categorical funds, as they build their budgets.

The flexibility for resources is subject to State and Federal laws, collective bargaining unit agreements, Personnel Commission Rules, Human Resources Division Rules and Policies, court orders and consent decree.

General Guidelines

- 1. During Budget Development, schools must not modify a position's group/level for the purpose of capturing salary savings. Schools must not swap employees between positions with a Request for Personnel Action (RPA). Schools must not swap positions in program 13027. Salary savings may be captured only after Budget Services has completed the actual cost of assignments as part of Norm Day settle-up.***
- 2. If schools close positions that are allocated to them, these positions cannot be re-purchased from Specially Funded and Targeted Student Population (TSP) programs. This is to ensure that Specially Funded and TSP resources supplement the District's core program. In addition, Specially Funded resources cannot supplant the District's core program.***
- 3. If a school purchases positions in excess of the District's staffing levels, the school is responsible to fund sufficient dollars to cover all benefited absences, substitute days, longevity/differentials, salary increases, benefit increases, and the actual costs of these positions. For teachers, the school should budget a minimum of 10 days of substitute time for each of those additional positions.***
- 4. Each fiscal year during Budget Development, the District will reset school staffing patterns to match the District's recommended levels of staffing. Therefore, flexibility must be implemented on an annual basis.***
- 5. The District will allocate positions with incumbents at the employees' actual salaries. Schools will budget vacant positions at the District's average costs (please contact your Fiscal Specialist to obtain the District's average cost of the position).***

During Budget Development, if a school knows that an employee is retiring, the retiree's budgeted position level must not be changed.

- 6. Some schools may receive augmentations to their school's budget for various resources. If a school receives an augmentation for a particular resource, the school must not exercise flexibility over the same resource allocated as part of the General Fund. Augmented resources must supplement, not supplant, General Fund resources. For example, if a school receives an additional Assistant Principal as an augmented resource, then the school must not exercise flexibility over Assistant Principals allocated as part of the General Fund School Program.***
- 7. Positions funded as Dual/Foreign Language/Bilingual (program 11119) are part of your school's norm generated positions based on Board Approved Staffing Ratios. Budget Services is working to establish new fund centers for each Dual Language class. Positions in program 11119 will be moved to the new fund centers once established. These positions follow the same guidelines as teacher positions in program 13027. After norm day, schools wishing to make changes to these positions must contact their Fiscal Specialist for assistance.***

Flexibilities that apply to line-item resources are described below:

Certificated Employee Guidelines

1. **Teachers, Register-Carrying.** The following guidelines apply:

- a. The United Teachers Los Angeles and Los Angeles Unified School District Agreement, Article XVIII - Class Size should be adhered to. If the District's financial condition is such that Article XVIII - Class Size cannot be met, the class sizes should not exceed 2016-2017 class size maximums approved by the Board of Education. (See the School Fiscal Services website for 2016-2017 teacher staffing ratios.)
- b. Schools may convert a vacant secondary teacher position into auxiliary periods after Norm Day. The school must submit a completed "Request for Auxiliary Teacher" form to the school's Instructional Director and Personnel Specialist for approval after Norm Day implementation is completed.
- c. **Special Ed Teachers.** Schools that authorize Special Education funded teachers to either teach general education students or to perform non-teaching or unapproved duties during the school day are not in compliance with policy and may be charged for unapproved staffing expenditures. There are some exceptions for select courses where at least 33% of the students enrolled are students with disabilities. Please refer to BUL-6257.0, High School "A-G" Graduation Requirements and Students with Disabilities issued May 19, 2014, for additional requirements and procedures.
- d. **Physical Education Teacher Incentive Grant (PETIP).** PETIP is a board resolution to restore physical education to selected schools.

2. **Library Media Teacher (Teacher Librarian or TL):** Senior high schools will receive resources for Teacher Librarians in Program 13027. Schools receiving 1 FTE TL position in program 13027 will also be allocated the TL differential and 10 days of substitute time. The number of sub days will vary for those schools that will be receiving a fractional FTE in program 13027. Some middle schools will also receive TL resources in Program 10400. Schools that did not receive these resources and those opting to supplement their allocation may budget for these positions at their discretion. Employees should be assigned work based on their respective classifications.

Specially funded resources may be used to supplement Librarian resources for senior high schools.

For Library Media Teacher that is budgeted in Title I, four days of substitute time must be budgeted in the program. Another six days of substitute time will be allocated in the General Fund School Program (program 13027). The first four days of substitute time for the Library Media Teacher must be time reported from Title I.

Schools purchasing this position must also budget the TL differential of \$587 per semester (or \$1174 per year, benefits included) or the school's proportionate share if supplementing the TL allocation. Schools wishing to repurpose the TL allocation may submit a request to Esther Sinofsky, Administrative Coordinator, Integrated Library and Textbook Support Services, 29th Floor, Beaudry Building or via email at esther.sinofsky@lausd.net.

3. **Principal:** The California Education Code defines a school as having a principal.

4. **Assistant Principal, Secondary Counseling Services (APSCS) (Class Code 0531):** In an effort to maintain continuity in school leadership teams, schools that currently have an Alternate Staffing Pattern (ASP) request in place, may submit an ASP request for approval for the 2016-2017 school year. Otherwise, schools with an E-CAST enrollment projection sufficient to earn an Assistant Principal, Secondary Counseling Services (AP SCS) must budget the Assistant Principal, Secondary Counseling Services position and cannot repurpose these funds. If a school is unable to recruit qualified candidates after a good faith recruitment effort, they may submit a request for an Alternate Staffing Pattern (ASP) to their Local District Superintendent for consideration. The Local District Superintendent will communicate with the Chief Human Resources Officer or designee to determine District-wide availability of any candidates that may be available to serve as AP SCS before approval may be granted. In the event that an ASP is

approved by the Local District Superintendent and the Human Resources Division, it will be to convert the AP SCS position to an AP Secondary. As part of the ASP, the school must identify an employee at the school site who will oversee the Master Schedule, counseling office, and possess the appropriate Pupil Personnel Services credential. Conversion of this position to an Instructional Specialist is no longer a viable option.

5. **Assistant Principal, Secondary (Generic) (13100659) or Assistant Principal, Elementary (13100680) as appropriate to the school level.** Schools may budget for this classification but are not required to purchase this position.
6. **Substitutes, Teacher Day-to-Day:** Schools will be funded 10 days per norm-generated register-carrying teacher for day-to-day teacher substitute time. A minimum of 10 days of substitute time per register-carrying teacher should be budgeted. However, teacher attendance rates may vary at individual schools.
 - a. If teacher attendance is high, schools will have more resources available to support other school-site needs. On the other hand, schools with low teacher attendance will need to budget using the District's standard.
 - b. For register-carrying teachers that are budgeted through Specially Funded Programs (i.e. Title I and QEIA), four (4) days of substitute time must be budgeted from the program of the position. Schools will be allocated 6 additional substitute days after norm day in program code 13027. Schools will time report the first four (4) days of substitute time from the funded program of the position. This applies to Library Media Teachers also.
 - c. The cost of long-term substitutes for employees on paid leaves of absence will be covered by the District net of the 10 days substitute time funded for each norm-generated register-carrying teacher. However, the cost of a long-term substitute for a vacant position or for an employee on unpaid leave is covered by the position's budget.
 - d. Except for the first four (4) substitute days purchased through Specially-Funded programs (see 7b above), schools will report all substitute time (including time for long term leaves) under program 13027.
7. **Nurses:** Mandated health requirements must be met. Once the District's minimum requirements are budgeted in program 13027, additional categorical supplemental resources may be purchased (supplement, not supplant). Minimum requirements are established by the appropriate support unit. The Staffing and Resources Report in Schools Front End reflects the minimum requirement. Nurse resources will not be adjusted based on Norm Day enrollment counts.
8. **Counselors (12200533):** Mandated counseling requirements must be met. General Fund resources must be budgeted in program 13027 to meet the District's minimum requirements prior to categorical supplemental resources (supplement, not supplant). Schools with carryover balances from Quality Education Investment Act (QEIA) funds that have a minimum Counselor staffing greater than one (i.e. minimum number of Counselors of 2) must leave a base of one counselor position in program 13027, and may fund the other required counselor position using the Quality Education Investment Act (QEIA) program. Additional Counselor positions may be purchased using categorical supplemental resources. The Staffing and Resources Report in Schools Front End reflects the minimum requirement.
9. **Psychologists:** The District's minimum requirements must be budgeted in program 13027 before utilizing categorical supplemental resources (supplement, not supplant). In addition, General Fund dollars must be in place for intervention and for identification of special education students before restricted resources can be used. Minimum requirements are established by the appropriate support unit. The Staffing and Resources Report in Schools Front End reflects the minimum requirement. Psychologist resources will not be adjusted based on Norm Day enrollment counts.

Classified Employee Guidelines

In developing their school site budgets, schools should meet the following guidelines for Classified positions:

1. **Modified Consent Decree (MCD) Clerical Position:** A clerical staff member, usually an Office Technician, must provide support for the MCD. The requirement is:
 - 0.50 Full Time Equivalent (FTE) for (a) elementary schools with enrollment of 300 or below; (b) middle schools with enrollment of 700 or below; and (c) senior high schools with enrollment of 700 or below.
 - 1 FTE for (a) elementary schools with enrollment of 301 or more; (b) middle schools with enrollment of 701 or more; and (c) senior high schools with enrollment of 701 or more.
 - School sites sharing a facility must each budget for the legally required MCD clerical position. For example, if three (3) schools share a school facility and each school's MCD clerical position requirement is 0.50 FTE, and then each school site location must have a 0.50 FTE clerical position. Or, the schools may combine the positions and fund one (1) full time equivalent clerical position plus a 0.50 FTE clerical position.
2. **Building & Grounds Workers, School Facilities Attendants, Pool Custodians, Plant Managers, and Assistant Plant Managers:** There must be sufficient custodial support to maintain the cleanliness of the campus. All Plant Manager, Assistant Plant Manager, Building & Grounds Worker, and Swimming Pool Custodian positions must be budgeted at "A" basis. School Facilities Attendant positions must be budgeted at "C" basis. Employees should not work out of their respective classifications. In addition, the Plant Manager and Assistant Plant Manager Position levels are determined by Personnel Commission and must be adhered to. See the Personnel Commission website for classified job descriptions. Custodial allotted hours in the General Fund School Program do not include Continuation High School or Adult School hours. However, if the school's campus houses a charter school, then the custodial hours include the enrollment and square footage of the charter school.
 - **Approval is required prior to making any changes to the following positions: Plant Manager, Assistant Plant Manager, Building & Grounds Worker, School Facilities Attendant, and Pool Custodian. Email Susan Liao (susan.liao@lausd) with a copy to Lance Agdigos (Lawrence.agdigos@lausd.net) for approval and guidance.**
 - If a school decides to implement flexibility over their custodial allocations and does not fully utilize monies provided to fund these custodial positions and supplies, Maintenance & Operations will not provide custodial substitutes to cover day-to-day absences or emergency custodial supplies unless the school provides a funding source.
 - Building and Grounds Workers and Assistant Plant Managers can work as night shift employees. Additional cost to pay for night shift differential will be allocated by Central Office M&O. Plant Managers, School Facilities Attendants, and Pool Custodians are day shift employees. If a school wants these positions to work the night shift, the school is responsible for additional cost.
 - If the school has a 4-hour custodial position, Central Office M&O will find another 4-hour position at a nearby school to pair as an 8-hour assignment. If the school insists on hiring or keeping a part-time employee, the school will be responsible for an additional 50% of the health and welfare benefit cost, as part time employees are eligible for full benefits.
3. **Financial Managers and School Administrative Assistants:** Employees should be assigned work based on their respective classifications. Schools may not purchase another classification in place of these positions, unless Personnel Commission issues approval prior to closing these positions. Please use this link <http://achieve.lausd.net/Page/2135> for classified job descriptions. Schools may repurpose salary savings from converting a Senior Office Technician (Job 24102838) to Office Technician (Job 24102828) for other school needs.

4. **Clerical Substitutes:** Must be time-reported out of Program 13027.

Other Guidelines

1. **Degree Differentials/Longevity Certificated, Differentials/Longevity Classified:** Collective bargaining unit agreements require that schools budget for these resources for all positions purchased above norm. For norm generated positions, the District will cover these resources.
2. **Interscholastic Athletic Program:** Secondary schools participating in the Interscholastic Athletic Program will receive their allocation in Program 13027. Allocations will be made at various times throughout the year based on the school's athletic program. The differential amount is subject to collective bargaining unit agreements for the rate of pay. Schools will be expected to closely monitor the number of hours worked for Athletic Assistants, so as not to exceed the allocation. Schools will be responsible for funding any additional hours that are time-reported for Athletic Assistants beyond the allocation. If a school receives resources for a specific athletic activity, then the school is required to implement that activity at the school site. If a school does not implement that activity, then the resources will be negatively adjusted against the school's ending balance for General Fund School Program 13027. Schools are advised to use the dollars allocated for the Interscholastic Athletic Program in General Fund School Program 13027 for athletic activities only. For more information on the activity differentials, see reference guide REF-1802.12, "Time Reporting Instructions for Lump Sum Payment of Differentials".
3. **Teacher Activity Differential, Registration Adviser Time, Temporary Personnel Time, & Classified Substitute Time:** Schools may budget for the teacher activity differential, pre-registration adviser time, and classified substitute time at their discretion. The differential amount is subject to collective bargaining unit agreements for the rate of pay.
4. **Testing Coordinator Differential:** Identified schools will receive an allocation for testing activities in Program 13027 after Norm Day. Schools are advised to use the dollars allocated for testing in General Fund School Program 13027 for testing activities only. Please note that Specially-Funded programs (i.e., Title I) are not an allowable source for funding a testing differential.
5. **Reserve Officers' Training Corps Teachers (JROTC Instructors & Senior Instructors):** For schools that choose to open a JROTC class, the District will fund 0.5 FTE of each teaching position centrally. The school must use Program 13027 funds to purchase the other 0.5 FTE of each position. The program requires that all JROTC positions must be established at "B" basis. This program also requires two (2) teacher positions. These positions are permitted to work 4 hours of Z time per day during unassigned days only if pre-approved by Colonel Ted McDonald and School Principal. Z time must be time reported using program 11227.
6. **Instructional Materials Account:** The base allocation requires Local School Leadership Council (LSLC) approval if base dollars in IMA are moved out. See page 11 for additional information.
7. **General Supplies:** Budget at the discretion of your school's needs.
8. **National Board Certified (NBC) Teachers:** The District will cover the cost of the NBC differential.
9. **The dollars for advances in Salary Table Pay Scale levels will be allocated in program 13027.** The District will determine the actual costs of assignments after the Human Resources Division and Personnel Commission have processed Norm Day assignments. Budget Services will then identify the net difference between budgeted and actual costs at the whole school site (or in other words, at the Home Fund Center including any magnets). If the net actual cost of positions is higher than budgeted, then the District will adjust positions to their respective incumbents' pay scale levels accordingly. If the net actual cost of positions is less than budgeted, then the District will provide the Home Fund Center with the difference in dollars. For vacant positions, the District will provide an

amount equivalent to the District's average cost of those positions. If a school creates a new position at less than the District's average during Budget Development, then the school will be responsible for covering any changes in position costs once the position is filled. If a school is restructured, actual costs will be determined after the restructuring is in effect, and the District will recoup any salary savings from the school. If a school receives off-norm resources, and also receives salary savings due to the actual cost settle-up, then the off-norm resources will be converted to Program 13027.

10. **If a school purchases positions in excess of District staffing levels, the school is responsible to fund any changes in assignment costs.** For example, suppose a school's required number of teachers is 25, but the school budgets for 26 teacher positions. For the one additional teacher position purchased, the school must fund any salary changes, such as a step increase or a differential, out of its own allocation. For the other 25 positions, the District will adjust position costs accordingly, if necessary. In addition, the school is responsible for sufficiently funding all benefited absences.
11. **A "Staffing Position Simulator" tool is available on the School Fiscal Services Branch website.** This Microsoft Excel tool projects the number of norm positions a school will receive in the General Fund School Program (Program 13027) based on various scenarios. In addition to the Norm Teacher count, this tool will project the number of Counselor, Administrator, and Clerical positions. The purpose of the tool is to provide schools with transparency as to how Norm position counts are calculated based on enrollment, Norm Category, school type, and Affiliated Charter status. Schools can also use the tool to assist with budget planning and development. For more information, please visit the School Fiscal Services Branch website at <http://sfs.lausd.net>.
12. **Schools implementing the Accelerated Academic Literacy (AAL) program 11448 may request an auxiliary allocation using the AAL Resource Allocation Request.** To receive an AAL allocation school must submit the funding request to Dharma Hernandez, Division of Instruction by April 22 2016. Allocation requests will be provided based on projected AAL enrollment and will be finalized based on actual norm day AAL enrollment. To obtain a copy of the form, please visit the School Fiscal Services Branch website at <http://sfs.lausd.net>
13. **Itinerant Letters will no longer be required to be submitted to the Fiscal Specialist.** If a school is purchasing additional support services, a budget adjustment must reflect this (School Budget Signature Form, manual Budget Adjustment). The Estimated Rates Sheet will have the appropriate cost for support services. The itinerant forms are still required by the departments providing the support service. The forms will be posted to the School Fiscal Services website at: <http://sfs.lausd.net>

Engaging the School Community in the Budget-Building Process

Because transparency is a key goal of the District, principals are expected to engage their school community in the budget-building process. Principals shall convene their school stakeholders for a collaborative discussion about their school's priorities, the Superintendent's instructional goals and priorities, the school's other strategic documents, and how best to budget the school's unrestricted resources to meet those priorities. The school principal will have final budget decision-making authority for Program 13027 funds, except as defined under Local School Leadership Council Budget Authority and subject to the approval of the Local District Superintendent or designee.

Local School Leadership Council Budget Authority (Article XXVII, Section 2.4 (b) 5 of the District – UTLA Collective Bargaining Agreement)

Schools implementing the LSLC budget authority will have the same authority preserved (neither expanded nor reduced) under Commitment Item 430010 of Program Code 13027. LSLC budget authority will continue to require LSLC approval to transfer funds out of Commitment Item 430010. On the other hand, if additional funds are transferred in from other Commitment Items or program codes, the LSLC will not have budget authority. For example, suppose a school is allocated

\$5,000 in Commitment Item 430010 during Budget Development. The LSLC will have budget authority over the \$5,000. For example, \$1,000 is transferred from commitment item 430001 to 430010; the LSLC will not have budget authority over the \$1,000.

Documents for the Budget Development Process

Below are documents that schools should keep handy.

1. **Estimated Rates by Budget Item:** The 2016-2017 Estimated Rates by Budget Item list (shopping list) is available online in Schools Front End (SFE) under the “Reports” tab and the School Fiscal Services website (<http://sfs.lausd.net/>). The shopping list contains pre-approved budget items and their cost by program code that schools may purchase out of their unrestricted or restricted allocations. Please consult your Fiscal Specialist for assistance.
2. **Signature Form:** The School Budget Signature Form is available in Schools Front End (SFE) under the “Reports” tab. This form displays the positions currently funded at the school site and includes the signature page for required approvals.
3. **Employee Roster Report:** This report lists positions funded with both unrestricted and restricted funds as well as unfunded positions (those showing zero dollars). The funded positions with a dollar amount represent the Board Approved Staffing Ratios and recommended staffing patterns for FY 2016-2017 and E-CAST data as of February 2016. Any prior reclassification to the positions or any previously funded positions outside of the recommended staffing patterns must be refunded every fiscal year. During Budget Development, Principals have the choice to make changes to their school’s funded or unfunded positions subject to policy and guidelines for each funding source, Personnel Commission (PC) & Human Resources (HR) policies and Unit D Collective Bargaining Agreement. Consult your Fiscal Specialist for assistance.
4. **Request for Personnel Action (RPA):** At the end of the budget development process, Budget Services Division will provide data for positions closed or not funded during budget development to the Human Resources Division and Personnel Commission. Filling newly-established and vacant positions will require submittal of the RPA form. Please contact your Fiscal Specialist for assistance.
5. **The Staffing and Resources Report:** This report summarizes school resources by Job ID, Budget Item Description, or Commitment Item Description. Version BP1, Fiscal Year 2017, Program 13027 displays staffing and resources based on State and Federal Law, Collective Bargaining Unit Agreements, Personnel Commission Rules, Human Resources Division Rules and Policies, Court Orders, and Consent Decrees. The above selection criteria will display for all K-12 schools.

Additional Policies

Below are some additional policies that schools should be cognizant of.

1. **School Site Salary Savings for Unfilled Positions:** Schools may transfer salary savings in positions that have been vacant and unfilled to other salary or non-salary items. Salary savings may be captured only after Budget Services has completed the actual cost of assignments as part of Norm Day settle-up.
2. **Budget Transfers:** Schools may transfer any available amount to and from any commitment item within Program 13027.

Time Reporting

Schools will time-report any positions purchased with Program 13027 funds in Program 13027. Schools will also time-report classified substitutes and day-to-day substitute time for register-carrying teachers purchased from Program 13027 in Program 13027.

Schools will also time-report all regular time for positions purchased by Charter Schools on their site with Program 10854, Program 13790, and Program 13781 funds. However, any overtime to be charged against Programs 10854, 13790, and 13781 must be approved and reported by Maintenance and Operations. Prop 39, PSC & Spec Charter Agree – mostly M&O

Budget Support and Monitoring of Expenditures against Allocations

Schools will be expected to spend within their allocation and they will be asked to cover any excess costs over the allocation amount. Fiscal Specialists, under the supervision of Budget Services & Financial Planning Division, are available to assist schools with monitoring expenditures against allocations.

Carryover

Each year, the Budget Services and Financial Planning Division issue a memorandum on carryover policies and timelines for school accounts for the current school year. The carryover policies may vary each year based on the District's financial condition.

Schools are encouraged to expend their entire allocations on the students that generate the dollars, **without over-drafting the accounts**.

Any positive or negative ending balance in program 13027 will carryover in its entirety. Positive ending balance in program 10397 will carryover in Pending Distribution.

Positive and negative ending balances in programs 10397, 10400, 10405 will carryover in their respective program

Year End Adjustments

Education Protection Account (EPA)

The dollars from the Education Protection Act (EPA) represents a slice of the LCFF entitlement (funding) from the State. At the end of the year, the Accounting Division will make an adjustment to transfer the teacher salaries and benefits expended in the schools' Program 13027 to the District's EPA account, program 10147. The process of transferring these expenditures to another account will result to an increase in the schools' ending balance in Program 13027. Although the expenditures were transferred to the District's EPA account, these expenditures will still be considered as expenditures in the schools' Program 13027. Therefore, the transferred expenditures will be taken into account in calculating the actual ending balance/carryover amount in Program 13027. It will be as if the expenditures were still charged in Program 13027.

Other Postemployment Benefits (OPEB)

GASB Statement 45 requires government employers to measure and report the liabilities associated with other (than pension) postemployment benefits (or OPEB).

The District has established an irrevocable trust for its OPEB liability (OPEB Trust). As contributions are made to the Trust Fund, these contributions are distributed across programs associated with salaries.

Targeted Student Population (Program 10183)

Schools receive an allocation based on their unduplicated count of Free and Reduced-Price Meal (FRPM) eligible students, English Learners, and Foster Youth students under Program 10183. The resources from this program must support the needs of low-income, foster youth, re-classified fluent English proficient (RFEP) and English learners. Positions, services, and programs funded with Program 10183 must be aligned to the following goals as described in the District's Local Control and Accountability Plan (LCAP):

1. 100% Graduation
2. Proficiency for All
3. 100% Attendance
4. Parent, Community and Student Engagement
5. Ensure School Safety

Expenditures in Program 10183 must directly support increased or improved services for the three populations that generated the resources. Parents/guardians, teachers, principals, administrators, other school personnel, local bargaining units of the school district, and pupils must be consulted in the development of the District's LCAP per Education Code 52060 (g). To that end, principals should share the draft Targeted Student Population budget with stakeholders including all councils and committees in order to provide opportunities for input. The decision about how to use these funds does not require a vote of existing councils and/or committees, but there is an expectation that input has been sought. Attestation of this input will be denoted on the Schools Front End Budget Signature Page. In addition, because schools must ensure that the expenditures in all the TSP funds are aligned to the District's LCAP goals and meet the needs of one or more of the targeted populations, schools must annually submit a TSP plan to the Local District Director for approval during budget development.

School sites must adhere to the English Learner mandates outlined in the District's agreement with the Office for Civil Rights (OCR) and operationalized in the 2012 Master Plan for English Learners. These mandates include, but are not limited to, instructional services designed for English Learners to acquire English proficiency and have access to Core Instruction, prevention and intervention for Long Term English Learners, Designated and Integrated ELD, intervention for students unable to meet reclassification criteria, progress monitoring and building teacher capacity. Schools must implement these mandates as indicated by data and fund them using Targeted Student Population program funds (10183). Schools must ensure that support staff (TSP Advisor or other staff funded by TSP) monitor compliance with District and Federal mandates. For guidance and assistance, please consult the Multilingual and Multicultural Education Department (MMED) website at: <http://mmed.lausd.net> contact your LD EL Program Coordinator or call the MMED department at 213-241-5582.

School sites must adhere to District policies, state law, accountability mandates related to truancy and other absence related interventions, as well as student services and support and delineate programs, responsible personnel, and services within the Safe School Plan (Chapter 5b and 7 for goals). Mandates are outlined in BUL-4926.2.

Performance metrics are outlined in the District's Score Card and Local Control and Accountability Plan (LCAP), requiring all schools to monitor and reduce chronic absence rates (91% or lower), increase 96% attendance rates, and increase graduation rates, particularly for TSP identified students: Free and Reduced-Price Meal (FRPM) eligible students, English Learners, and Foster Youth students. Applicable services include, but are not limited to: child welfare and attendance services, absence prevention, early intervention, and intensive intervention, and data monitoring to increase 96% attendance rates and decrease chronic absence (91% or lower attendance) rates. Schools must implement these mandates and may fund them using Targeted Student Population program funds (10183). For guidance and assistance, please consult

the Pupil Services website at pupilservices.lausd.net/, contact your LD PSA Field Coordinator or call Pupil Services at (213) 241-3884. Schools should ensure that support staff (PSA Counselor, Secondary Counselor) monitor compliance with District and Federal Mandates (AB216, partial credits) for all foster youth.

Funds in this program do not carryover.

Guiding questions for TSP budget development:

1. Is the planned use of funds clearly designed to directly support ELs in acquiring English language development? (e.g. intervention for students not meeting CELDT proficiency over time)
2. Is the planned use of funds clearly designed to address the academic needs of EL, foster youth, or low-income students who are at-risk of not achieving proficiency in ELA or math?
3. Is the planned use of funds clearly designed to address EL, foster youth, or low-income student engagement issues such as absenteeism or dropping out of school?
4. Is the planned use of funds clearly designed to address climate/culture issues such as the suspension or expulsion of EL, foster youth, or low-income students?
5. If supplemental materials and/or equipment are being purchased, is it clearly described how the materials and/or equipment will support the academic achievement of at-risk students?
6. If positions are being funded, is it clearly described how the positions will provide direct support to ELs, foster youth or low-income students? (e.g. plan intervention, monitor progress in academics)
7. If general supplies are being purchased, is a rationale provided?
8. If clerical and/or custodial overtime is being funded, is a rationale provided?
9. Are all the proposed expenditures on the list of allowable LCAP expenditures?

General Guidelines

- 1. If schools close norm-based core program positions that are allocated to them in Program 13027, these positions cannot be re-purchased from the Targeted Student Population program.***
- 2. Some schools may receive augmentations to their school's budget for various resources. If a school receives an augmentation for a particular resource, the school may not exercise flexibility over the same resource budgeted as part of the Targeted Student Population program.***
- 3. If a school purchases teacher positions in the Targeted Student Population program, the school is responsible to fund sufficient dollars to cover all benefited absences, substitute days, longevity/differentials, and the actual costs of these positions. The school must budget a minimum of 4 days of substitute time for each of those additional positions. Another six days of substitute time will be allocated in the General Fund School Program (program 13027). The first four days of substitute time for the teacher must be time reported from the TSP program.***
- 4. The District will allocate positions with incumbents at the employees' actual salaries. Schools will budget vacant positions at the District's average cost (please contact your Fiscal Specialist to obtain the District's average cost of the position).***
- 5. During Budget Development, if a school knows that an employee is retiring, the retiree's budgeted position level must not be changed.***
- 6. Core services must be budgeted in the General Fund School Program before purchasing additional resources in the Targeted Student Population program. These resources include, but are not limited to, Norm Register-Carrying Teachers, Counselors, Nurses, and Psychologists.***

Targeted Student Population (TSP) Per Pupil School Allocation - (Program 10400)

Schools may receive an allocation based on the “equity-based” index or “student Index”. The equity base index is calculated by the sum of English Learners, low Income, foster youth, and homeless students divided by the total number of students. This is the equity-based percentage or duplicate percentage of students with highest needs. The allocation of these resources is in the form of positions and/or instructional materials. The resources from this program, known as TSP-Per Pupil School Allocation, must support the needs of low-income, foster youth, RFEP, and English Learners. The resources under TSP –Per Pupil School Allocation (Program 10400) must be aligned to the following goals as described in the District’s Local Control and Accountability Plan:

1. 100% Graduation
2. Proficiency for All
3. 100% Attendance
4. Parent, Community and Student Engagement
5. Ensure School Safety

Program 10400:

Expenditures in Program 10400 must directly support increased or improved services for the four populations that generated the resources. Parents/guardians, teachers, principals, administrators, other school personnel, local bargaining units of the school district, and pupils must be consulted in the development of the District’s LCAP per Education Code 52060 (g). To that end, principals should share the TSP-Per Pupil School Allocation resources with stakeholders including all existing councils and committees. These funds do not require a vote of existing councils and/or committees as these resources to schools have already been implemented. In addition, because schools must ensure that the expenditures in all the TSP funds are aligned to the District’s LCAP goals and meet the needs of one or more of the targeted populations, schools must annually submit a TSP plan to the Local District Director for approval during budget development. LD EL Coordinators will collect and archive TSP plans.

Positions the schools receive through the Student Equity-Based Index in the TSP-Per Pupil Allocation program are budgeted at the District average.

Resources previously allocated in TSP – Counseling Support, program 10434 will now be allocated in TSP – Per Pupil School Allocation, program 10400.

General Guidelines:

1. *The resources in TSP-Per Pupil School Allocation program 10400 are predetermined using the student index file. Schools have flexibility to repurpose these funds.*
2. *The duplicated percentage for the Student Equity-Based Index will be based on a three-year rolling average (FY 2014-FY 2016) consistent with the Local Control Funding Formula (LCFF)*
3. *The Estimated Rate Sheet will provide a list of allowable items under program 10400.*
4. *The school is responsible to fund sufficient dollars to cover the actual costs of positions.*
5. *Funds in these programs are scheduled to carryover. Both positive and negative balances will carryover.*
6. *Library Aides:*
 - *Schools will no longer have an option to fund two different position control numbers for the same incumbent.*
 - *Schools may choose to increase their 3-hour Library Aide position in Program 10400 to a 6-hour position, multi-funded 50/50. The District will cover the cost of the annual Medical Benefits in some programs . The*

District will also cover the increased cost of PERS for the 0.5 FTE Library Aide position schools received through the Student Equity-Based Index, funded in Program 10400. Schools will be required to cover the increased cost of PERS for the portion of the position funded from other school resources.

- *Schools with two different incumbents assigned to two 3-hour positions, may decide to increase one existing position to 6-hour and close the other 3-hour position. The incumbent in the closed position will be the one reassigned, as there is no site seniority process.*
- *Schools with two different incumbents assigned to two 3-hour positions may decide to keep only one 3-hour position and close the other. The incumbent in the closed position will be the one reassigned, as there is no site seniority process.*
- *Schools with existing Library Aide positions should not create a new position*
- *Schools funding a 3-hour Library Aide position must also budget \$1,100 in BI#30205, PERS-LIBRARY AIDES, to cover the add cost for PERS*
- *Remaining 3-hour positions, with or without incumbents, will be paired, as positions are vacated.*

ATTACHMENT A

List of Budget Item Rates

Per Student Rates

Instructional Material Account (IMA) – Budget Item # 40267

- Grades: K - 6 - \$16 per non-Special Day Class student
- Grades: 7 - 8 - \$20 per non- Special Day Class student
- Grades: 9 - 12- \$22 per non- Special Day Class student

Temporary Personnel Account (TPA) – Budget Item # 21712

- Grades: K - 5 (6) - \$22 per student, including Special Day Class students
- Grades: 6 - 12 - \$16 per student, including Special Day Class students

Discretionary Program (General Supplies) – Budget Item # 40227

- Grades: K - 12 - \$17 per student, including Special Day Class students

Clerical Substitutes – Budget Item # 27134

- Grades: K-12: \$2 per unit of Average Daily Attendance

Teacher Activity Differential _ Budget Item # 13482

- Grades 6-8: \$3 per student, including Special Day Class students
- Grades 9-12: \$4 per student, including Special Day Class students

Per Day Rate

Certificated, Day-to-Day Substitute Rate – Budget Item # 10559

\$354 per day, for 10 days, per norm-generated register-carrying teacher and 6 days for register-carrying teacher purchases from Specially Funded Programs (i.e. Title I & QEIA). The District will allocate substitute funds for teachers from Specially-Funded programs after norm day.

Other Allocations

Custodial Supplies – Budget Item # 40183

Allocation varies by school, determined by a variety of factors including enrollment, school type, and square footage.

Registration Adviser Time – Budget Item # 10853

Allocation varies by school, determined by a variety of factors including enrollment, school type, and student transiency rate.

ATTACHMENT B

Request for Auxiliary Teacher Form

**LOS ANGELES UNIFIED SCHOOL DISTRICT
HUMAN RESOURCES DIVISION
CERTIFICATED ASSIGNMENTS AND SUPPORT SERVICES
REQUEST FOR AUXILIARY TEACHERS**

TO: Local District Superintendent

Date: _____

FROM: _____
Principal

_____ School

SUBJECT: ASSIGNMENT OF AUXILIARY TEACHERS

It is requested that the following teacher(s) be assigned the extra teaching periods indicated to fill the position on line # _____ of the Secondary Certificated Staffing Report. The position control number of the position being converted to auxiliary periods is _____.

Name	Pers ID Emp No	Status	Subject Periods Now Taught*	Added Subj/Per	Start Date	Funding Source**
1.						
2.						
3.						
4.						
5.						
6.						

* Example: 2 math, 3 science

** Example: 13027, QEIA

STATEMENT TO BE SIGNED BY EACH AUXILIARY TEACHER:

In accepting an auxiliary teaching position, I understand that I must fulfill all regular duties, be at school and serve the conference period either before or after school, and that this auxiliary teaching period may be terminated at any time during the semester.

1. _____
Date _____
2. _____
Date _____
3. _____
Date _____
4. _____
Date _____
5. _____
Date _____
6. _____
Date _____

APPROVED: _____

Principal's Signature

Local District Superintendent

Principal: Forward original and 2 copies of this form to your Local District Superintendent.

Distribution by Local District Superintendent

Copy #1 - Personnel Specialist

#2 - Principal

#3 - Local District

HR1765

ATTACHMENT C

School Guidelines for Creating Position(s) at Shared Sites/Cost Centers for Fiscal Year 2016-2017

Background

Shared cost centers (see Attachment D) have been established for schools that share a school facility. A shared school facility has multiple home cost centers on the site with unique cost centers ending in 01 (e.g., 1333301). The shared cost centers ending in 39 (e.g., 1888839) were established to better assist schools with time reporting, personnel assignment procedures, and reducing payroll errors.

Budgeting Shared Positions

Shared positions must be created as itinerant positions for sharing purposes. After Budget Development, Freeze approval procedures must be followed to establish itinerant positions.

Certificated non-register carrying positions and classified positions may be shared and the cost of the itinerant service(s) must be budgeted as lump-sum dollars in budget line “2OTHS-L” at each home cost center.

Shared cost center guidelines for General Fund and Specially-Funded Programs

A. General Fund Programs

General fund program codes (i.e. 13027, 10397, 13938, 14242, & 13986) may be used to establish itinerant shared positions at the shared cost center. Itinerant positions must be budgeted as lump-sum dollars in budget line “2OTHS-L” at each home cost center.

- Twelve (12) is the maximum number of funding lines per itinerant position.
- Classified positions are allowed (i.e. Plant Manager, Assistant Plant Manager, Buildings & Ground Workers, Financial Manager, School Facilities Attendant, Office Technicians, etc.).
- Certificated non-register carrying positions are allowed (non-classroom assignment).
- School personnel must make sure that the contribution of each home cost center in 2OTHS-L is sufficient before sending the request to their Fiscal Specialist to create an itinerant position. If the actual cost is not known at the time of the creation of itinerant position, it should be adjusted as soon as the incumbent is assigned. School personnel are responsible for monitoring that the budget in 2OTHS-L is aligned to the actual cost of the itinerant position.
- Schools must provide their Fiscal Specialist with an Itinerant Position Requisition (IPR) form for shared itinerant positions indicating the actual program and funding percentage for each home cost center. The IPR Excel form is available on the School Fiscal Services website (sfs.lausd.net).
- The Fiscal Specialist will provide the required document(s) to Budget Services-Position Management to establish the position in the budget system at the shared cost center.

Register-Carrying Teacher

Teachers must be assigned to one (1) attendance reporting location code. The district’s attendance reporting location codes are Regular Schools, Magnet Schools, and Magnet Centers. Register-carrying teacher and itinerant register-carrying teacher positions cannot be established at shared cost centers.

B. Specially Funded Programs (SFP) – (Title I, Title III, etc.)

Federal resources such as Title I funds are allocated to locations with a County-District-School (CDS) code. Therefore, expenditures may not exist at shared site location codes. Specially funded positions-- either single-funded under specially funded programs (SFP) or multi-funded between SFP and non-norm programs-- may be created as itinerant positions for sharing purposes.

- Certificated non-register carrying positions and classified positions (e.g., Categorical Program Adviser, Office Technicians, etc.) may be shared. The cost of the itinerant service(s) must be budgeted as lump-sum dollars in budget line “2OTHS-L” at each home cost center.
- School personnel and Fiscal Specialists must make sure that the contribution of each home cost center in 2OTHS-L is budgeted at the District’s average cost before sending the request to Budget Services to create an itinerant position.
- Schools must provide their Fiscal Specialist with an Itinerant Position Requisition (IPR) form for shared specially-funded positions indicating the actual program and funding percent for each home cost center.
- The Fiscal Specialist will provide the required document(s) to Budget Services-Position Management to establish the position in the budget system at the shared cost center.
- School personnel will be responsible for maintaining and providing mandated time-reporting for audits.
- Certificated and classified positions funded by specially funded programs cannot be suspended and moved to the shared cost center. These positions should be created as itinerant positions.

C. Other Funds

Expenditures for Federal resources must show at a school site level. Therefore, Cafeteria resources (SACS Fund 130) are not eligible to be moved to shared cost centers.

D. Other Non-position Lines (i.e. IMA, General supplies, Teacher X, Teacher Z, Overtime, Contracts)

Other non-position lines are not eligible to be established at shared cost centers. School site expenditures must show at the school level.

Shared Site Cost Center List

Shared Site Location Code	Shared Site Name	School Location Code	School Name
1517539	Nava LA - Campus	1517301	Nava LA-Sch of Bus & Tech
		1807001	Nava LA-Sch Arts&Cultr
			Synergy Kinetic Academy Charter School
1518639	Walnut Park MS Campus	1519301	Walnut Park MS STEM
		1839001	Walnut Park MS SJ/SL
1597839	South Region MS #2 Campus	1515301	Orchard Academies #2B
		1515401	Orchard Academies #2C
			Magnolia Science Academy -Bell
1597939	San Fernando MS Campus	1650101	San Fernando MS Inst of Applied Media
		1835801	San Fernando MS
1760939	Westchester	1763901	The Incubator School
		1894301	WESM Health/Sports M
		1894309	WESM A/A Sci(Gft/Hi
		1894310	WESM Environ/Nat Sc
			Ocean Charter School
1764139	Banning HS Campus	1763201	Banning HS Creative & Innov Sci
		1763202	BACIS Business HS Business & Technology
		1852901	Banning SH
		1852902	Banning CIP Mag
		1852907	Banning Firefighter Academy
1764339	Narbonne SH Campus	1877901	Narbonne SH
		1877902	Narbonne Math/Sc Mag
		1883801	Narbonne HS-Humnties&Artsof LA
1767039	Sylmar HS Campus	1765801	Sylmar Promise Acad@sylmar
		1887801	Sylmar SH
		1887802	Sylmar Math/Sci Mag
1767539	Jefferson HS Campus	1761401	Nava College Preparatory Academy
		1871401	Jefferson SH
			Student Empowerment Academy
1767639	Carson SH Campus	1765601	Acad of Med Arts@Carson SH
		1765701	Acad of Ed & Empt@Carson SH
		1857501	Carson SH
1767739	Augustus Hawkins SH Campus	1766501	Hawkins SH CHAS
		1766601	Hawkins SH RISE
		1871301	Hawkins SH C/DAGS
1767839	Linda E Marquez HS Campus	1766901	Marquez SH Soc Jus
		1772501	Marquez SH Libra
		1886601	Marquez SH HPIAM
1768039	Legacy SH Complex Campus	1766401	Legacy SH Visual and Performing Arts
		1870101	Legacy SH International Studies LC
		1892101	Legacy SH Sci Tech Engineering Arts Math
1770239	SM Sotomayor LA Campus	1213401	Studio School
		1770701	SM Sotomayor LA-Sch of HADA

		1857701	SM Sotomayor Lrng Aca-LARS
			Alliance Tech&Ms Hs ICharter
			Early Coll Acad ICharter
1770439	Chavez LA Campus	1771501	Chavez LA - ARTES
		1771601	Chavez LA-Soc Jus Hum Acad
		1771701	Valley Region HS#5-ASE
		1890101	Chavez LA-Teacher Prep Acad
1770539	Rivera Learning Complex Campus	1771801	Rivera LC Community & Technology
		1771901	Rivera LC Green Design
		1772101	Rivera LC Performing Arts
		1886701	Rivera LC Public Service Community
1772939	Helen Bernstein HS Campus	1773401	Bernstein SH STEM
		1869601	Helen Bernstein High School
			APEX Academy
1773539	Esteban Torres HS Campus	1777201	ELA Renaissance AC@Torres HS
		1777301	Eng & Tech Ac@Torres HS
		1777501	Hum Aca-Art & Tech@Torres HS
		1777701	Soc Jus Ldshp Ac@Torres HS
		1860601	ELA Perf Arts Ac@Torres HS
1773639	RFK Comm Sch Welcome Center	1236901	RFK Comm Schs-Ambassador Sch-Global Educ
		1777101	RFK Comm Schs-Ambassador Sch-Glbl Ldrshp
		1778001	RFK Comm Schs-UCLA Community School K-12
		1778301	RFK Comm Schs-New Open World Acad K-12
		1820601	RFK Comm Schs-Sch Visual Arts & Hum
		1850101	RFK Comm Schs-LA High Sch of the Arts
1773739	Roosevelt SH Campus	1761501	Boyle Heights STEM High School
		1774901	Roosevelt SH
		1775101	Roosevelt SH Math/Science Magnet
1773939	Belmont HS Campus	1804501	Sal Castro Middle School
		1854301	Belmont SH
			Alliance College Ready High School #16
1774139	Contreras LC Campus	1820701	Contreras LC-Acad Leadership Community
		1851701	Miguel Contreras Lrng Complex
		1852701	Contreras LC-School of Social Justice
		1877401	Contreras LC-LA School of Global Studies
1774239	Lincoln HS Campus	1775001	Roosevelt SH Envrn&S
		1775301	Lincoln SH LEMA
		1872901	Lincoln SH
		1872902	Lincoln HS Math/Science
1823839	Millikan Shared Campus	1760401	Science Academy G/HG/HA/ STEM Magnet
		1823801	Millikan PAM & SSTEM
		1823802	Millikan MS PA Mag
1873639	Los Angeles SH Campus	1608701	Girls Academic Leadership Academy (GALA)
		1873601	Los Angeles SH
		1873602	Los Angeles SH Mag
			City High School

Frequently Asked Questions

Certificated

1. Q. Can a norm generated teacher position be converted to ROC/P or Regional Occupational Contract Teacher?
A. No, norm generated teacher positions may only be converted to auxiliary (after Norm Day), JROTC Instructor, and Sr. JROTC Instructor.
2. Q. I have a vacant secondary teacher position that I want to use for auxiliary periods. May I close the position and move the dollars to teacher auxiliary?
A. Yes, after norm day, vacant teacher positions may be converted to auxiliary periods with the approval of Human Resources Division. The position's status will be changed to "S" for suspend. The form is in Attachment B on page 19.
3. Q. Can we buy a 0.5 FTE counselor instead of a full position and supplement services by paying a teacher during their conference period to provide counseling services?
A. Yes, if the teacher has a pupil services credential and can provide the equivalent number of counseling hours.
4. Q. What program code should schools use for a long-term substitute teacher?
A. Schools will time-report long-term substitute from program 13027, General Fund School Program.
5. Q. What is the average teacher salary for fiscal year 2016-2017?
A. The average salary, including benefits, for an Elementary Teacher (11100731) is \$113,405 (27T10) and for a Secondary Teacher (11100736) is \$109,447 (26T10).
6. Q. I would like my school's PSA Counselor to provide secondary counseling services. Can a school purchase a PSA Counselor in lieu of a Secondary Counselor?
A. No, there are many factors that have to be considered: credentials are different depending on the specialization, salary tables are different for each one, and placing one in lieu of the other can result in out of classification placement.
7. Q. I would like the APSCS to perform secondary counseling duties at my school. Can a school purchase an APSCS in lieu of Secondary Counselor?
A. APSCS and Counselor positions have different job descriptions and are therefore not interchangeable.

An APSCS cannot function as a counselor. Counselors and administrators belong to different bargaining units. Administrative positions must have administrative duties. If they have counseling duties, then they should be counselors.
8. Q. If a school uses an unassigned pool teacher as a substitute, and their daily rate is higher than the District's current substitute rate, will the District cover the difference?
A. The day to day substitute rate allocated to schools covers the higher cost of Contracted Pool Teachers.
9. Q. How does an Affiliated Charter school identify the number of integration teachers that they need to fund from the Charter School Categorical Block Grant?
A. Budget Services has created a Staffing Position Simulator (excel document) that calculates the number of General Fund and TIIG teachers based on a given enrollment, and the required funding source for those teachers. The document is available on the School Fiscal Services website (sfs.lausd.net). Please also refer to the Board Approved Staffing Ratios for more information.

10. Q. If a school purchases a Class Size Reduction teacher, using a Specially Funded Program, for the second semester, how many substitute days should the school fund?
- A. The school should fund 2 days using the Specially Funded Program. The District will fund 3 days with General Fund Program, 13027.
11. Q. Will magnet coordinators be included in Program 13027?
- A. No, magnet coordinators will continue to be funded separately at school sites in Program 11301 (TIIPG- Magnet Schs).

Classified

1. Q. Must schools purchase a School Administrative Assistant position?
- A. Yes, unless you have prior approval from Personnel Commission. Personnel Commission may require the school to submit a job description for a position in-lieu of a School Administrative Assistant.
2. Q. Can we buy a 0.5 FTE Modified Consent Decree (MCD) Office Technician instead of a full position?
- A. The MCD Office Technician position is a legal requirement. The level of service -- 0.50 or 1.0 full time equivalent -- must be adhered to. This also applies to each school that shares a school facility.
3. Q. If a classified employee is out on a workers' compensation leave, what program code should be used to time report the substitute?
- A. The substitute must be time reported from the program code of the employee on the workers' compensation leave. If the workers' compensation claim is **approved**, the expenditures for the employee on leave will be moved to a District program automatically. The substitute's payroll expenditures will be covered by the funded position of the employee on leave. If the workers' compensation claim is **not** approved, the school will be charged for both the regular employee's and the substitute's salaries. However, the District will cover the long-term leave substitute. The school is responsible for covering the cost of the employee on paid leave.
4. Q. My school exercised flexibility of funding a Senior Office Technician in lieu of the earned Office Technician position this past year. Now that the District is resetting all schools to the District's staffing pattern, does my school have to exercise flexibility in order to keep the Senior Office Technician position for next year?
- A. Yes, flexibility has to be exercised on an annual basis. Flexibility of positions must be funded from year to year; it is not a one-time expense. If a school exercises flexibility of a position upward one year, and chooses to uphold the change in the following year, it must pay for the increase each year. Similarly, if a school chooses to exercise flexibility for a position downward one year, and chooses to uphold the change in the following year, the school will realize the savings for each of those years.
5. Q. Which custodial positions are budgeted for night shift differentials?
- A. Building & Grounds Workers and Assistant Plant Managers can work as night shift employees. Additional cost to pay for night differential will be allocated by Central Office M&O. Plant Managers, School Facilities Attendants, and Pool Custodians are day shift employees. If a school wants these positions to work the night shift, the school is responsible for the additional cost.
6. Q. My school has a 4-hour custodial position. Are there any additional costs for this position?
- A. In most cases, Central Office M&O will find another 4-hour position at a nearby school to pair as an 8-hour assignment. If the school insists on hiring a part-time employee, the school will be responsible for the additional 50% of the health and welfare benefit cost, as part time employees are eligible for full benefits.

7. Q. Personnel Commission prescribed that my school budget for a Plant Manager II. Can my school purchase a Plant Manager I instead?
- A. No. Plant Manager Levels are pre-determined based on job description for each level prescribed by Personnel Commission using various factors such as enrollment, square footage, and school type. Therefore, you must adhere to the classification that Personnel Commission prescribed for your school.
8. Q. Can I request a short-term substitute for a custodial employee?
- A. For absences of less than 21 days, short-term substitutes for Plant Manager, Assistant Plant Manager, Pool Custodian, and School Facilities Attendant positions are not generally available. However, a short-term substitute from the Area Building & Grounds Worker crews may cover for a Plant Manager I at a small elementary school.
- Schools that need short-term Building & Grounds Worker substitutes should contact the M & O Area's Substitute Desk or the Complex Project Manager. They will then provide a short-term substitute as available from the M & O Area substitute crews. The school will not be charged. Smaller schools are given priority for substitutes based on the size of their custodial staff.
9. Q. How do I request a long-term substitute for a Plant Manager, Assistant Plant Manager, Pool Custodian, or School Facilities Attendant?
- A. Schools that need a long-term substitute for any of these job classifications should contact their Classified Employment Services Assignment Technician for assistance. Classified Employment Services Assignment Technician will identify and assign a temporary substitute. The school's budget will be charged for the long-term substitute's services. The District will cover the cost of the long-term substitute.
10. Q. How do I request a long-term substitute for a Building & Grounds Worker?
- A. Schools that need long-term Building & Grounds Worker substitutes should contact their Classified Employment Services Assignment Technician. They will then provide a long-term substitute, as available. The school's budget will be charged for the long-term sub's services. The District will cover the cost of the long-term substitute.
11. Q. How do I fill a vacant custodial position?
- A. If this is a full 8-hour position, Contact Classified Employment Services Branch, and request a list of eligible employees to fill the vacant position. Schedule interviews to select the best fit for your campus.
- If the position is part time (less than 8 hours) please contact your Complex Project Manager for assistance in hiring, while coordinating with other sites sharing this employee

General

1. Q. Which resources do I have flexibility over?
- A. Schools have flexibility in choosing to fund the following: Instructional Material Account (IMA), General Supplies, Teacher Activity Differential, Testing Coordinator Differential, Registration Adviser Time, Classified Substitute Time, Temporary Personnel Account, Assistant Principals Elementary and Secondary only (not AP SCS), Office Technician positions above the Modified Consent Decree requirement, Building & Grounds Workers, and School Facilities Attendants.
2. Q. If a school uses its flexibility to purchase a position, will the position be subject to reduction at Norm Day?

- A. If a school decreases in enrollment from budget development to Norm Day, the school may be asked to reduce positions accordingly. Therefore, a position purchased under flexibility during budget development could be subjected to reduction during Norm Day.
- 3. Q. If a principal knows that someone on their staff is retiring, can they budget for a person at a lower pay scale level for that position during Budget Development?
 - A. No, the retiree's budgeted position level should not be changed during budget development. The position level can be changed after norm day settle up and budget to actuals has been completed.
- 4. Q. How should I report mileage?
 - A. Schools should time report mileage in program, 13027. Funds will be allocated to schools based on actual expenditures.
- 5. Q. When should schools time report Teacher Activity Differentials?
 - A. Schools should continue to time report Teacher Activity Differentials in January and June.

PILOT SCHOOL AND NETWORK PARTNER SCHOOL APPENDIX

Pilot Schools and Network Partner Schools are allocated resources in the General Fund School Program (Program 13027) based on the same staffing ratios and rates for other schools, as detailed in the General Fund School Program Manual. Pilot and Network Partner Schools are eligible to receive an additional allocation in Program 10397 if their budgeted expenditures are less than their calculated revenue.

Per Pupil Revenue Rates for Pilot Schools and Network Partner Schools

Calculated revenue for Pilot Schools and Network Partner Schools is determined using Per Pupil Revenue Rates developed according to the Local Control Funding Formula (LCFF). Revenue amounts are determined across several categories, including Base Grant, Supplemental Grant, Concentration Grant, TIIBG (Targeted Instructional Improvement Block Grant), Transportation, and Other Funding Sources.

“Base” revenue refers to the LCFF revenue earned by the school’s general student population regardless of whether students are identified as high-needs or not. TIIBG and Transportation rates are based on the state’s allocation to the District for those purposes. Other Funding Sources refers to the District’s funding sources that are in addition to LCFF Funding. Base, TIIBG, Transportation, and Other Funding Sources are determined using a school’s projected Average Daily Attendance (ADA) for 2015-16.

“Supplemental” revenues are based on the school’s projected unduplicated count of low-income, English Learner, and Foster Youth students (commonly referred to as “high-needs”). “Concentration” revenues are calculated for schools with a high-needs student population of more than 55 percent. Concentration revenues are calculated by taking a school’s percentage of unduplicated, high-needs students, and subtracting 55 percent from that value. So, if a school has 85 percent of its students identified as high-needs, then 30 percent would be used to determine the school’s Concentration revenue, since $85 - 55 = 30$.

RATES TO BE UPDATED IN MARCH

The rates are below:

Grade	Base	Supplemental	Concentration	TIIG	Transportation	Other Funding Sources
K-3						
4-6						
7-8						
9-12						

Note: The above LCFF rates do not apply to affiliated charter schools.

As mentioned above, Base, TIIBG, Transportation, and Other Funding Sources are determined using a school's projected ADA for 2015-16. The section below provides additional detail on how Average Daily Attendance is computed.

Average Daily Attendance

Average Daily Attendance is computed by dividing the *Student Days of Attendance* by the *Instructional Days* for a given apportionment/reporting period (i.e., P-1, P-2, or Annual).

P-2 refers to the Second Principal Apportionment period, which is the basis for State funding of school districts, county offices of education, and charter schools. This period covers the beginning of the school year through the full school month ending on or before April 15. For the official instructional calendars with school month breakdown, refer to the current version of reference guide REF-1074.xx, *Norm Dates and Submission of Classification and Statistical Reports – School Year 20xx-xx*.

For the purpose of the revenue calculation, the P-2 ADA of K-12 students in the regular education program (i.e., non-SDP students) is used in the calculation of ADA percentage.

1. Student Days of Attendance

Student Days of Attendance is the sum of students in attendance for each day in a given apportionment/reporting period. For example, if a class has 30 students in attendance on Day 1, 29 students in attendance on Day 2, and 31 students in attendance on Day 3, then the total number of student days of attendance for that period is $30+29+31 = 90$.

Daily attendance is recorded in the District's My Integrated Student Information System (MiSiS).

Each school month, these daily attendance records are compiled and summarized by grade level/span for each school through the generation of monthly Statistical reports in MiSiS. The attendance data used in the calculation of ADA is displayed on the Statistical report under "Days of Actual Attendance."

2. Instructional Days

Instructional Days is the sum of the instructional days of all of the school months included in the reporting period. The number of instructional days for a given school month is displayed on the statistical report in the "No. of Days Taught" field. It is also on the Calendar of Reports found in REF-1074.xx.

Example: The P-2 period has 122 instructional days. During this reporting period, a school had 50,000 student days of attendance. The P2 Average Daily Attendance would then be calculated as follows:
 $50,000/122 = 409.84$.

Average Daily Attendance PERCENTAGE is computed by dividing the P2 Average Daily Attendance by Norm Day Enrollment for the year.

$$\frac{\text{2014-15 P2 Average Daily Attendance}}{\text{2014-15 Norm Day Enrollment}} = \text{2014-2015 average daily attendance percentage}$$

If the Norm enrollment of the school in the above example is 430 students, its ADA percentage would be calculated as follows: $409.84/430 = 95.3\%$

For 2016-17 Budget Development, 2014-15 ADA percentage data is the most recent ADA data available. The District applies this percentage to the school's preliminary enrollment projection for the 2016-17 school year based on E-Cast data as of February 2016. This provides the District with a projected ADA for the 2016-17 school year, which becomes the basis for school allocations.

The school's revenue calculation formula is as follows:

2014-2015 P2 ADA% x 2016-2017 E-Cast Projected Enrollment x Grade Span Per Pupil Rate.

Example: A school's 2014-2015 P2 ADA % is 95%, the projected E-Cast enrollment is 100, and the Grade Span Per Pupil rate is \$3,700. The school's calculated revenue is $.95 \times 100 \times \$3,700 = \$351,500$.

In the fall, P2 ADA data will be available and the District will update school allocations accordingly. The below section entitled "Norm Day Settle-Up" has additional details on this process.

Determining the TSP PPS Program (10397) Allocation Provided to Pilot Schools and Network Partner Schools

The calculated revenue for each Pilot and Network Partner School is compared to the school's total projected unrestricted expenditures for 2016-17.

Schools whose 2016-17 budgeted expenditures exceed 2016-17 revenues will be held harmless. Schools whose 2016-17 revenues exceed 2016-17 expenditures will receive an allocation in Program 10397, TSP PPS. Expenditures in this program must support the needs of low-income, foster youth, and English learners.

If, due to budgetary restrictions, sufficient funds are not available to fund the full difference between revenues and expenditures for all Pilot Schools and Network Partner Schools, the total allocations will be reduced proportionally to the amount budgeted for the Per Pupil program.

Per pupil schools were also eligible for additional investment resources based on their duplicated percentage of English Learner, Low Income and Foster Youth students. These allocations may include additional office technician, custodial, assistant principal, counselor or other resources in program 10400. The allocation of these resources will be used to offset the underfunded amount for schools receiving an allocation in program 10397.

Guidelines for Targeted Student Population (TSP)-Per Pupil School Allocation to Pilot and Network Partner Schools (Program 10397)

The resources from this program must support the needs of low-income, foster youth, and English Learners. Positions, services, and programs funded with Program 10397 must be aligned to the following goals as described in the District's Local Control and Accountability Plan (LCAP):

1. 100% Graduation
2. Proficiency for All
3. 100% Attendance
4. Parent, Community and Student Engagement
5. Ensure School Safety

Expenditures in Program 10397 must directly support increased or improved services for low income, English Learner, and foster youth. Parents/guardians, teachers, principals, administrators, other school personnel, local bargaining units of the school district, and pupils must be consulted in the development of the District's LCAP per Education Code 52060 (d) (3). To that end, principals should share the draft TSP-PPS budget with stakeholders including all existing councils and committees in order to provide opportunities for input. The decision about how to use these funds does not require a vote of existing councils and/or committees, but there is an expectation that input has been sought. Attestation of this input will be denoted on the Schools Front End Budget Signature Page. In addition, because schools must ensure that the expenditures in all the TSP funds are aligned to the District's LCAP goals and meet the needs of one or more of the targeted populations, schools must annually submit a TSP plan to the Local District Director during budget development.

School sites must adhere to the English Learner mandates outlined in the District's agreement with the Office for Civil Rights (OCR) and operationalized in the 2012 Master Plan for English Learners. These mandates include, but are not limited to, instructional services designed for English Learners to acquire English proficiency and have access to Core Instruction, prevention and intervention for Long Term English Learners, Designated and Integrated ELD, intervention for students unable to meet reclassification criteria, progress monitoring and building teacher capacity.

Schools may purchase an out of classroom position (i.e. Targeted Student Population Program Adviser) to ensure compliance with above mentioned agreements. Schools must implement these mandates as appropriate and fund them using TSP-PPS program funds (10397). For guidance and assistance, please consult the Multilingual and Multicultural Education Department (MMED) website at mmed.lausd.net, contact your LD EL Program Coordinator or call the MMED department at 213-241-5582.

Schools should ensure that Pupil Personnel staff monitor compliance with District and Federal Mandates (AB216, AB490 including partial credits) for all foster youth.

Funds in this program may be carried over.

Guiding questions for TSP budget development:

1. Is the planned use of funds clearly designed to directly support ELs in acquiring English language development? (e.g. intervention for students not meeting CELDT proficiency over time)
2. Is the planned use of funds clearly designed to address the academic needs of EL, foster youth, or low-income students who are at-risk of not achieving proficiency in ELA or math?
3. Is the planned use of funds clearly designed to address EL, foster youth, or low-income student engagement issues such as absenteeism or dropping out of school?
4. Is the planned use of funds clearly designed to address climate/culture issues such as the suspension or expulsion of EL, foster youth, or low-income students?
5. If supplemental materials and/or equipment are being purchased, is it clearly described how the materials and/or equipment will support the academic achievement of at-risk students?
6. If positions are being funded, is it clearly described how the positions will provide direct support to ELs, foster youth or low-income students? (e.g. plan intervention, monitor progress in academics)
7. If general supplies are being purchased, is a rationale provided?
8. If clerical and/or custodial overtime is being funded, is a rationale provided?
9. Are all the proposed expenditures on the list of allowable LCAP expenditures?

General Guidelines

1. ***Schools may choose to purchase an Assistant Principal position. Two schools at the same school type (i.e. elementary) and the same compensation level may choose to share an Assistant Principal. Each school may purchase a 0.50 FTE each. Time management status will be 1, positive time reporting. Each school is responsible for daily time reporting.***
 - a. ***If schools fund an Assistant Principal (AP), then the AP will be responsible for all activities, services, and mandates related to foster youth, English Learners, and low income students.***
2. ***Schools may also choose to purchase a TSP, Program Adviser (Job id 19100706). For this job code, schools must purchase a minimum 0.50 FTE. Schools can combine the TSP, Program Adviser with the Categorical Program Adviser in Title I. Each position must be a minimum of 0.50 FTE. This combination will require a multi-funded time reporting document.***
 - a. ***If schools fund a TSP, Program Adviser, then the TSP, Program Adviser will be responsible for all activities, services, and mandates related to foster youth, English learners, and low income students.***
3. ***For register-carrying teachers that are budgeted in the TSP-PPS Program, four days of substitute time must be budgeted in the program. Another six days of substitute time will be allocated in the General Fund School Program (program 13027). The first four days of substitute time for the teacher must be time reported from the TSP-PPS Program.***
4. ***If Schools close positions that are allocated to them in Program 13027, these positions cannot be re-purchased from the TSP-PPS Program.***
5. ***Schools must budget positions with incumbents at the employees' actual salaries. Schools will budget vacant positions at the District's average cost (please contact your Fiscal Specialist to obtain the District's average cost of the position).***

Norm Day Settle-Up

By Norm Day, average daily attendance data for the 2015-16 school year will be available. The District will then update your school's projected ADA for the 2016-17 school year using your 2016-17 norm day enrollment counts and 2015-16 ADA percentage. Using this new projected ADA and updated per pupil revenue rates, the District will recalculate your school's revenue.

In addition, your school's projected expenditures will be updated to reflect staffing ratios and resources based on Norm Day enrollment counts. The revised revenues and expenditures will be compared to your Budget Development calculations. The District will implement increases or decreases to your school's allocation in Program 10397 – TSP-PPS, if applicable. Decreases may also be applied to the actual salary savings in program 13027 to offset the impact on the school. Salary savings in program 13027 will be released after Per Pupil Norm Day Settle Up is completed.

For example: during Budget Development your revenues exceeded your expenditures, therefore the surplus was allocated in 10397. At Norm Day, your expenditures exceeded your revenues, the decrease will be adjusted in program 10397 and against any salary savings in program 13027.

Positive ending balances in program 10397 will carryover in Pending Distribution. Funds will be released after Norm Day settle-up and Budget to Actual calculations has been completed. These funds will be used to mitigate any decreases in Program 10397 due to Norm Day recalculations.

In prior years, the District has allocated additional staffing and resources as a result of agreements with collective bargaining units after the close of Budget Development. The District typically refers to these additional resources as Restoration resources. If this happens, the District will allocate Restoration resources to schools through the General Fund School Program Allocation Formula. The District will implement increases and decreases to your school's allocation accordingly.

Frequently Asked Questions – Pilot Schools

1. Q. Why is the attendance percentage in MyData different from the P2 Average Daily Attendance Percentage?
 - A. These two percentages serve different purposes; thus, the data used in their calculations differ. The differences are as follows:

MyData's Attendance Percentage	P2 ADA Percentage
1. uses attendance data of all students enrolled at the school	1. uses attendance data of non-SDP students only
2. uses cumulative attendance based on calendar months (i.e., August, September, etc.)	2. uses cumulative attendance based on school months (i.e., month 1, months 2, etc.)
3. attendance is for the entire school year	3. attendance is for the P-2 period only (generally, months 1 thru 8)
4. is calculated by dividing student attendance days by student enrollment days	4. is calculated by dividing the school's P2 ADA by its norm enrollment

List of Pilot and Network Partner Schools

SAP ORG	SCHOOL NAME	School Type	ESC
1213401	Studio School	M	XP
1226901	Balboa G/HA Mag	E	XP
1227401	Baldwin Hills Elementary	E	S
1230301	Porter Ranch Comm School	SPAN	N
1236901	RFK Comm Schs-Ambassador Sch-Global Educ	E	XP
1238501	Gratts LA for YS	E	XP
1294401	Dolores Huerta Elem School	E	XP
1382201	Figueroa EL	E	XP
1408201	Garvanza EL	E	XP
1517301	Nava LA-Sch of Bus & Tech	M	XP
1519301	Walnut Park Middle B Sci, Tech, Eng & Math Aca	M	S
1553401	99th St EL	E	XP
1584901	Florence G Joyner EL Sc	E	XP
1630101	Ritter EL	E	XP
1650101	San Fernando MS Inst of Applied Media	M	XP
1688401	Lucille Roybal-Allard ES	E	S
1698801	Sunrise EL	E	XP
1761401	Nava College Preparatory Academy	S	XP
1761501	Boyle Heights STEM High School	S	XP
1763901	The Incubator School	SPAN	XP
1765601	Acad of Med Arts@Carson SH	S	XP
1765701	Acad of Ed & Empt@Carson SH	S	XP
1766501	Hawkins SH CHAS	S	XP
1766601	Hawkins SH RISE	S	XP
1766901	Marquez SH Soc Jus	S	XP
1770701	SM Sotomayor LA-Sch of HADA	S	XP
1771501	Chavez LA - ArTES Magnet	S	XP
1771601	Chavez LA-Soc Jus Hum Acad	S	XP
1771701	Valley Region HS#5-ASE	S	XP
1771801	Rivera LC Community & Technology	S	XP
1771901	Rivera LC Green Design	S	XP
1772101	Rivera LC Performing Arts	S	XP
1772501	Marquez SH Libra	S	XP
1773401	Bernstein SH STEM	S	XP
1774901	Roosevelt SH	S	XP
1775001	Roosevelt SH Environmental&Social Policy	S	XP
1775101	Roosevelt SH Math/Science Magnet	S	XP
1775301	Lincoln SH LEMA	S	XP
1777101	RFK Comm Schs-Ambassador Sch-Glbi Ldrshp	SPAN	XP
1777201	ELA Renaissance AC@Torres HS	S	XP
1777301	Eng & Tech Ac@Torres HS	S	XP
1777501	Hum Aca-Art & Tech@Torres HS	S	XP
1777701	Soc Jus Ldshp Ac@Torres HS	S	XP

SAP ORG	SCHOOL NAME	School Type	ESC
1778001	RFK Comm Schs-UCLA Community Sch K-12	SPAN	XP
1778301	RFK Comm Schs-New Open World Acad K-12	SPAN	XP
1807001	Nava LA-Sch Arts&Cultr	M	XP
1809401	Carver MS	M	XP
1816001	Gompers Int	M	XP
1817901	Hollenbeck MS	M	XP
1817902	Hollenbeck MS M/S/T	M	XP
1820601	RFK Comm Schs-Sch Visual Arts & Hum	S	XP
1820701	Contreras LC-Acad Leadershp Comm	S	XP
1821001	Belmont SH-LA Teacher Prep Academy	S	XP
1823701	Markham Int	M	XP
1823702	Markham Hlth Car Mag	M	XP
1823801	Millikan MS	M	N
1823802	Millikan Per Art Mag	M	N
		M	N
1825501	Muir MS	M	XP
1825502	Muir Math/Sci Mag	M	XP
1838701	Stevenson MS	M	XP
1838702	Stevenson G/HA Mag	M	XP
1850101	RFK Comm Schs-LA High Sch of the Arts	S	XP
1851601	Ramon C Cortines Sch of VPA	S	XP
1851701	Miguel Contreras Lrng Complex	S	XP
1852701	Contreras LC-School of Social Justice	S	XP
1857701	SM Sotomayor Lrng Aca-LARS	S	XP
1860601	Torres East LA Perf Arts Magnet	S	XP
1860901	Arleta High School	S	N
1861101	Mendez SH	S	XP
1863601	Polytechnic SH	S	XP
1863602	Poly Math/Sci Mag	S	XP
1871001	Early College Academy	S	XP
1871301	Hawkins SH C/DAGS	S	XP
1871601	Santee Education Complex	S	XP
1872101	Jordan SH	S	XP
1874301	Manual Arts SH	S	XP
1874302	Manual Arts HS Clge Prp Mg	S	XP
1874801	West Adams Preparatory HS	S	XP
1883801	Narbonne HS-Humnties&Artsof LA	S	XP
1886601	Marquez SH HPIAM	S	XP
1886701	Rivera LC Public Service Community	S	XP
1891401	Verdugo Hills SH	S	N
1891402	Verdugo Hills HS Multimedia	S	N
1891408	Verdugo Hills S VAPA	S	N

AFFILIATED CHARTER SCHOOL

Affiliated Charter Schools Existing Prior to Fiscal Year 2013-2014

For Affiliated Charter Schools, the Local Control Funding Formula (LCFF) legislation currently includes the following language: “Commencing with the 2013-14 fiscal year, a school district operating one or more affiliated charter schools shall provide each affiliated charter school site with no less than the amount of funding the school site received pursuant to the charter school block grant in the 2012-2013 fiscal year.”

Affiliated Charter Schools that began operations prior to fiscal year 2013-2014 will continue to receive an amount equal to the 2012-13 Categorical Block Grant as per the LCFF legislation, and will continue to be allocated in program code 13723 (Charter School Categorical Block Grant) and 13724 (In-lieu of EIA). Affiliated Charter Schools that operated in fiscal 2013-2014 and beyond do not receive these allocations.

A school’s Charter School Categorical Block Grant (Program 13723) includes funding for the following programs:

- Targeted Instructional Improvement Block Grant (TIIBG) – for Class- Size Reduction Teachers
- Gifted and Talented Program
- Peer Assistance and Review
- English Language Acquisition Program

If an affiliated charter school wants to implement one of the programs mentioned above (TIIBG, GATE, PAR, or ELAP), and their funding in Program 13723 is not sufficient to cover the costs, the District will cover the cost of the difference.

The District pays for the cost of any new textbook adoption and textbook replacements.

The allocation for the in-lieu of EIA (13724) is based on the 2012-2013 funding.

Budget Development

During budget development, Budget Services & Financial Planning Division will create the required norm-generated class-size reduction teacher positions in program code 13723 based on projected enrollment.

Budget Services recommends that schools set aside dollars for changes due to Norm Day enrollment counts.

Norm Day Settle Up

Using Norm Day enrollment, Budget Services will re-calculate the norm-generated class-size reduction teacher positions to be funded from the school’s Charter School Categorical Block Grant. Schools may experience:

- No change in the number of norm generated class size reduction teacher positions.
- An increase in the number of norm generated class size reduction teacher positions.
 - Position(s) will be funded from the school's Charter School Categorical Block Grant.
- A decrease in the number of norm-generated class-size reduction teacher positions.
 - For existing norm-generated class-size reduction positions, the program code will be changed to program 13027.

In-Lieu of EIA (Program 13724)

The resources from this program must support the needs of low-income, foster youth, and English Learners. Positions, services, and programs funded with Program 13724 must be targeted and aligned to the following three LCAP priorities for at-risk students:

1. Student Achievement
2. Student Engagement
3. Parental Involvement

Expenditures in Program 13724 must directly support increased achievement or improved services for low income, English Learner, and foster youth; and provide opportunities for parents/guardians to engage in and support the school's efforts per Education Code 52060 (d) (3). Principals should share the this budget with all existing councils and committees in order to provide opportunities for input. The decision about how to use these funds does not require a vote of existing councils and/or committees, but there is an expectation that input has been sought. Schools may list the date(s) that they sought input from their school community and be denoted on the Schools Front End Budget Signature Page.

School sites must adhere to the English Learner mandates outlined in the District's agreement with the Office for Civil Rights (OCR) and operationalized in the 2012 Master Plan for English Learners. These mandates include, but are not limited to, instructional services designed for English Learners to acquire English proficiency and have access to Core Instruction, prevention and intervention for Long Term English Learners, Designated and Integrated ELD, intervention for students unable to meet reclassification criteria, progress monitoring and building teacher capacity. Schools must implement these mandates, as appropriate, and fund them using Targeted Student Population program funds (10183). Schools must ensure that support staff (TSP Advisor, or other staff funded by TSP) monitor compliance with District and Federal mandates. For guidance and assistance, please consult the Multilingual and Multicultural Education Department (MMED) website at mmed.lausd.net, contact your LD EL Program Coordinator or call the MMED department at 213-241-5582.

Schools should ensure that Pupil Personnel staff monitor compliance with District and Federal Mandates (AB216, AB490 including partial credits) for all foster youth.

For register-carrying teachers that are budgeted in the In Lieu of EIA Program, four days of substitute time must be budgeted in the program. Another six days of substitute time will be allocated in the General Fund School Program (program 13027). The first four days of substitute time for the teacher must be time reported from the In Lieu of EIA program.

Guiding questions for TSP budget development:

1. Is the planned use of funds clearly designed to directly support ELs in acquiring English language development? (e.g. intervention for students not meeting CELDT proficiency over time)
2. Is the planned use of funds clearly designed to address the academic needs of EL, foster youth, or low-income students who are at-risk of not achieving proficiency in ELA or math?
3. Is the planned use of funds clearly designed to address EL, foster youth, or low-income student engagement issues such as absenteeism or dropping out of school?
4. Is the planned use of funds clearly designed to address climate/culture issues such as the suspension or expulsion of EL, foster youth, or low-income students?
5. If supplemental materials and/or equipment are being purchased, is it clearly described how the materials and/or equipment will support the academic achievement of at-risk students?
6. If positions are being funded, is it clearly described how the positions will provide direct support to ELs, foster youth or low-income students? (e.g. plan intervention, monitor progress in academics)
7. If general supplies are being purchased, is a rationale provided and is the cost minimal (e.g., no more than 15% of the TSP budget)?
8. If clerical and/or custodial overtime is being funded, is a rationale provided (e.g. Saturday Family Literacy or Language Development) and is the cost minimal (e.g., no more than 10% of the TSP budget)?
9. Are all the proposed expenditures on the list of allowable LCAP expenditures?

General Guidelines

1. ***Schools may choose to purchase an Assistant Principal position. Two schools of the same school type (e.g. both elementary) and the same compensation level may choose to share an Assistant Principal. Each school may purchase a 0.50 FTE each. Time management status will be 1, positive time reporting. Each school is responsible for daily time reporting.***
 - a. ***If schools fund an Assistant Principal, then the Assistant Principal will be responsible for activities, services, and mandates related to foster youth, English Learners, and low income students. The Assistant Principal is also responsible for all other duties as outlined in the class description and as authorized by the Administrative Services Credential.***
2. ***Schools may also choose to purchase a TSP, Program Adviser (Job id 19100706). For this job code, schools must purchase a minimum 0.50 FTE. Schools can combine the TSP, Program Adviser with the Categorical Program Adviser in Title I. Each position must be a minimum of 0.50 FTE. This combination will require a multi-funded time reporting document.***
 - a. ***If schools fund a TSP, Program Adviser, then the TSP, Program Adviser will be responsible for all activities, services, and mandates related to foster youth, English learners, and low income students.***
3. ***If schools close positions that are allocated to them in Program 13027, these positions cannot be re-purchased from the In-Lieu of EIA Program. This is to ensure that Targeted Student Population Program resources supplement, not supplant, the District's core program.***
4. ***The District will allocate positions with incumbents at the employees' actual salaries. Schools will budget vacant positions at the District's average cost (please contact your Fiscal Specialist to obtain the District's average cost of the position).***

Frequently Asked Questions – Affiliated Charter Schools

1. Q. What resources are Affiliated Charter Schools responsible for paying for out of our grant?
 - A. Schools are responsible for purchasing the cost of GATE testing, Peer Assistance Review, etc. The District is responsible for purchasing textbook for new adoptions and replacements. School budgets are updated positively or negatively based on norm day enrollment.
2. Q. How does an Affiliated Charter School fund its teachers?
 - A. The District funds class-size reduction from the General Fund's LCFF Base Grant, K-3 Grade Span Adjustment, and TIIBG. For Affiliated Charter Schools in existence prior to fiscal year 2013-2014, TIIBG resources are included in the Charter School Categorical Block Grant (CBG). Therefore, Affiliated Charter Schools must use their CBG resources to fund class size reduction.

During budget development, Budget Services allocates General Fund positions to Affiliated Charter schools based on projected enrollment. Using the projected enrollment, Budget Services identifies the number of teacher positions that are funded from the General Fund and TIIBG resources. After norm day, the enrollment may generate additional positions that are to be funded by TIIG resources.

Budget Services has created a Staffing / Position Simulator (Excel document) that calculates the number of General Fund and TIIBG teachers based on a given enrollment and the required funding source for those teachers. The document is available on the School Fiscal Services website at sfs.lausd.net.
3. Q. What is the budget adjustment protocol for Fiscal Specialists and principals?
 - A. Budget Services has reviewed the budget adjustment process with fiscal staff to ensure that proper procedures are followed. The principal's signature is required. Verbal approval is not adequate to take action.
4. Q. What is the fee structure for Gifted and Talented services provided at Affiliated Charter schools for FY 2016-2017?
 - A. For FY 2016-2017, affiliated charter schools are assessed a fee for the following Gifted and Talented services:

GATE Psychological Services

There are two fee-for-service payment structures for GATE psychological services for intellectual ability and general academic ability assessments only:

- Affiliated and Independent charters pay a per diem of \$500 per day for psychologist time, test materials, evaluation and processing.

The fee covers case review, identification of appropriate instrument, testing, test materials, evaluation of results and processing.

Visual and Performing Arts Assessments

The fee for a Visual Arts assessment or a Performing Arts assessment is \$200 per student. Assessment includes audition or demonstration, committee evaluation, maintenance of roster and notification.

Saturday Conservatory of Fine Arts (24 week program)

Fees are assessed cover the application and enrollment process. Also included are instruction, instructional materials/activities and administrative oversight/supervision. The fee is \$200 per student (new enrollment only).

OLSAT Testing

Affiliated charters are not assessed a fee for this test.

GATE Professional Development

Fees are assessed for the delivery of gifted/talented professional development, including materials. There are two fee structures:

- 1) Per group: \$150
- 2) Per person: \$50.

5. Q. Are all Fiscal Specialists trained on Affiliated Charter procedures and protocols?
 - A. All Fiscal Specialists will be trained on ACS issues and protocols. The protocol is for the assigned Fiscal Specialists to refer any questions regarding ACS to their Fiscal Services Manager (even if they know the answer); the Fiscal Services Manager will then forward questions to Budget Services, via Carmen Silva.
6. Q. New affiliated charter schools (became affiliated in fiscal year 2014), received the 20-Day Actual Advance Apportionment for new charter schools from LACOE. The new affiliated charter schools want to know if they will receive these funds directly.
 - A. The 20-Day Actual Attendance Advance Apportionment is received by the District. Each affiliated charter school's allocation provided in program 13027 is inclusive of all resources, regardless of when the full State funding is received by the District. Each affiliated charter school's State funding is received by the District incrementally each month throughout the fiscal year.

Affiliated Charter List

Affiliated Charter Schools That Began in FY 2012-13		
School Name	Cost Center	School Type
Alfred B. Nobel MS	1827201	M
Alfred B. Nobel Math/Sci Magnet	1827202	
Beckford Charter for Enriched Studies	1233501	E
Calabash Charter Academy	1270401	E
Canyon School	1279501	E
Carpenter Community Charter School	1282201	E
Castlebay Lane Elementary School	1288101	E
Colfax Charter Elementary School	1316401	E
Community Magnet Charter ES	1274101	E
Dearborn Elementary Charter Academy	1337701	E
Dixie Canyon Community Charter School	1343801	E
Dr. Theodore T. Alexander Science Center	1511101	E
El Oro Way Charter for Enriched Studies	1354501	E
Enadia Technology Enriched Charter	1361001	E
Encino Charter Elementary	1361601	E
George Ellery Hale Charter Academy	1816901	M
Germain Academy for Academic Achievement	1411701	E
Hamlin Charter Academy	1434901	E
Haynes Charter for Enriched Studies	1447301	E
Hesby Oaks Leadership Charter	1452101	SPAN
Justice Street Academy Charter	1469201	E
Kenter Canyon School	1469901	E
Knollwood Preparatory Academy	1476201	E
Lockhurst Drive Charter Elementary	1488701	E
Marquez Charter School	1516401	E
Nestle Avenue Charter	1545201	E
Open Charter Magnet School	1588901	E
Palisades Charter Elementary	1595901	E
Plainview Academic Charter Academy	1609601	E
Pomelo Community Charter School	1614001	E
Revere MS	1835601	M
Revere Math/Sci Magnet	1835602	M
Riverside Drive Charter School	1631501	E
Robert A. Millikan Middle School	1823801	M
Millikan Per Art Mag	1823802	M
Serrania Avenue Charter For Enriched Studies	1660601	E
Sherman Oaks Elementary Charter School	1669901	E

Superior Street Elementary	1700701	E
Topanga Learn-Charter Elementary	1719801	E
Topeka Charter School For Advanced Studies	1720101	E
Van Gogh Charter	1742201	E
Welby Way Elementary Charter	1763701	E
WELBY WAY G/HA MAG	1763702	E
Westwood Charter Elementary	1774001	E
Wilbur Charter For Enriched Academics	1777401	E
Woodlake Elementary Community Charter	1787701	E
Woodland Hills Elementary Charter For Enriched Studies	1789001	E

Affiliated Charter Schools That Began In FY 2013-14		
School Name	Cost Center	School Type
Calahan Community Charter	1270601	E
Calvert Charter for Enriched Studies	1271201	E
Chandler Learning Academy	1295901	E
Darby Avenue Charter	1334001	E
Emelita Academy Charter	1358901	E
Granada Community Charter	1423301	E
Chatsworth Charter High	1858301	S
Grover Cleveland Charter High	1859001	S
Cleveland Human Mag	1859002	S
Taft Charter High	1888001	S

Affiliated Charter Schools That Began in FY 2014-15		
School Name	Cost Center	School Type
Emerson Community Charter	1812301	M