

**INTEROFFICE CORRESPONDENCE**  
**LOS ANGELES UNIFIED SCHOOL DISTRICT**

**TO:** K-12 Principals

**DATE:** June 28, 2021

**FROM:** Tony Atienza, Director TA  
Budget Services and Financial Planning Division

Veronica Arreguin, Chief Strategy Officer  
Office of the Chief Strategy Officer

**SUBJECT: ADDITIONAL SENI FUNDS FOR 2021-22 – THIRD ALLOCATION**

Los Angeles Unified is committed to empowering local innovation for student outcomes by shifting responsibility and decision-making for funds closer to schools. As a result, schools have multiple allocations of discretionary funds through the Student Equity Needs Index (SENI):

1. The first allocation of TSP funds (a total of around \$285 million across the District) was distributed during budget development in February.
2. The Superintendent allocated an additional \$120 million in TSP funds in March.
3. In alignment with the Board resolution “Equity is Justice 2021”, an additional \$300 million in ESSER II funds (Elementary and Secondary School Emergency Relief Fund) will be allocated to schools in mid-July.

The allocation letter you will receive in July reflects the District's ongoing implementation of the Equity is Justice 2021 Resolution, which amounts to a minimum of \$700 million annually through the SENI. While the exact allocation and source of funding may vary year over year, schools should regard this as a stable source of discretionary funding and therefore should work to invest it thoughtfully and to spend down the carryover. Positions, services, and programs funded with SENI resources must be aligned to the following goals described in the District's Local Control Accountability Plan (LCAP): 100% Graduation, Proficiency for All, 100% Attendance, Parent, Community and Student Engagement, and School Safety and Climate and may include, but not be limited to:

- Providing evidence-based supports at every school in academics, social emotional learning, and positive behavior support.
- Re-engaging students back to school by funding staff time to conduct parent/student orientation, home visits, personal outreach, one-on-one appointments, meet and greet opportunities for teachers, families, and students.
- Purchasing class size reduction teachers to reduce the number of combination classes.
- Purchasing instructional coaches, paraprofessionals, retired teachers, substitute teachers, supplemental curriculum, or instructional materials to augment after school high-dosage tutoring and small group instruction to accelerate acquisition of key grade-level concepts.

- Providing additional days/time for summer bridge programs, relearning routines, reviewing of key concepts or study skills, support for matriculating students, or specialized support for student groups, such as accelerated bridge to reclassification, AVID, or AVID Excel courses both during the school day and/or after school and non-instructional days.
- Providing additional days/time for professional development that builds school culture and establishes a strong equity vision builds school culture such as the district's implicit bias training, or other professional growth, development or planning opportunities that focus on accelerating outcomes.
- Purchasing supplies to sanitize and clean school facilities.

Additional information about the Student Equity Needs Index funds is available here:

<https://achieve.lausd.net/Page/17238>.

The District's Central Office teams will provide additional guidance (to be posted at the link above), including a menu of potential investments for both ESSER SENI and TSP SENI funds. Note that as ESSER funds are one-time dollars, these should be prioritized for spending. However, schools should be mindful that if they invest ESSER II funds in ongoing positions or resources, these must be allowable under the TSP rules (as these positions will eventually fall under TSP funding). As a result, school leaders should think critically about how to leverage these flexible funds for one-time expenditures (in particular, considering how they can use these funds to support students outside of the LCFF target groups, such as students with disabilities and African American students).

As school leaders return in July, TSP Plans should be revisited to incorporate the second allocation (if you have not already done so) and to plan for the use of the third allocation. Note that schools should amend their TSP Plan (first five tabs, aligned to LCAP Goals) for the second SENI allocation, and only the ESSER funds should be included in the final ESSER tab.

Budget priorities should be based upon the school's analysis of disaggregated data for the targeted subgroups available in the Whole Child Dashboard. Although the decision about how to use SENI funds does not require a vote of existing councils and/or committees, principals should share the draft SENI budget with these groups to provide opportunities for input. Attestation of this input will be denoted on the Schools Front End Budget Signature page and detailed in the School-level Plan for use of SENI Funds. The template for the School-level Plan may be found at <http://achieve.lausd.net/mmed> or at <http://fsep.lausd.net>.

Please see the table on the subsequent page for a summary of the differences between the two kinds of funds allocated through SENI for 2021-22: *Targeted Student Population funds* and *ESSER II funds*.

For questions about funding, please contact the fiscal specialist assigned to your school.

	<b>TSP SENI</b>	<b>ESSER SENI</b>
<b>Allocation Timing</b>	1st and 2nd Allocations (February and March 2021)	3rd Allocation (July 2021)
<b>Funding Source</b>	LCFF - TSP	ESSER II
<b>Funding Type</b>	Ongoing	One-Time
<b>Allowable Uses - Targeted Student Groups</b>	Funds may be used on schoolwide supports but must <u>principally benefit</u> : <ul style="list-style-type: none"> <li>• English Learners</li> <li>• Students in Foster Care</li> <li>• Low-Income Students</li> </ul>	No student group restrictions (provided that it falls into the expenditure categories below)
<b>Allowable Uses - Expenditure Categories</b>	No expenditure category restrictions (provided that expenditures align to allowable uses for targeted student groups above)	ESSER Categories: <ul style="list-style-type: none"> <li>• To address learning acceleration among students</li> <li>• To provide mental health services and supports</li> <li>• To provide summer learning and supplemental afterschool programs</li> <li>• To purchase educational technology for students</li> <li>• To provide information and assistance to parents and families on how they can effectively support students</li> <li>• To support student attendance and to improve student connectedness</li> </ul>
<b>Time and Effort Documentation Required?</b>	No	Yes (see <a href="#">BUL-2643.10</a> for guidance)
<b>Purchase of Equipment</b>	N/A	For any purchase of a single equipment item costing over \$5,000, prior written approval from CDE is required under ESSER. The request for approval form is available <a href="#">here</a> .

		· For any purchase of single item costing over \$500, inventory log, tag, must be completed
<b>Funding Program Codes</b>	Funds are distributed in 10552, then schools reallocate to: 10983 10984 10985 10987 10988	Funds are distributed and remain in 15583
<b>Related TSP Plan Tabs in SPSA System</b>	5 tabs aligned to program codes above	Separate ESSER SENI tab

- c: Austin Beutner
- Megan Reilly
- Pedro Salcido
- Alison Yoshimoto-Towery
- Linda del Cueto
- Ileana Davalos
- David Baca
- David Hart
- Derrick Chau
- Local District Superintendents
- Administrators of Instruction
- Administrators of Operations
- Community of Schools Administrators
- Fiscal Services Managers (at the Local Districts)
- Fiscal Specialists