



**LOS ANGELES UNIFIED SCHOOL DISTRICT
Federal and State Education Programs Branch**

**2020-2021 Federal Program Monitoring (FPM) Preparation Checklist for
Compensatory Education (CE) School Documents (Title I Program)**

ORGANIZATION OF CE DOCUMENTS:

The school is responsible for collecting, organizing, and filing the 2020-2021 documentation and maintaining it for up to five years.

Due Date	Program Item	Evidence Required Name your documents using this example: FantasticES.CE5.Ballots	Date Submitted /Filed
Friday, 9/11/20	CE 15 Categorical Equipment Inventory	<input type="checkbox"/> Historical inventory list of all Title I equipment purchased for \$500 or more and evidence that the physical check has occurred	On file with FSEP
Friday, 9/25/20 PCS PRINCIPAL'S PORTAL Upload all the items in the Principal Portal, except for the 2020-2021 ballots, which are uploaded into FPM Document Bin	CE 5 School Site Council Composition	<input type="checkbox"/> 2020-2021 SSC verification form which is completed in the Principal's Portal (BUL-6745.2) 2020-2021 documentation for the orientation and election of each SSC stakeholder group, which is <u>one set of the following listed documents for each group of parents, teachers, other staff, and students</u> (secondary): <ul style="list-style-type: none"> <input type="checkbox"/> Voting procedure for each stakeholder election described in first SSC meeting's <u>approved minutes</u>, with each tally and election result documented in the fall of 2020 (please highlight tally results) <input type="checkbox"/> <u>Announcement of 2020-2021 orientation/election</u> (i.e., SSC flyer for parent members, bulletin notice or letter to teachers, bulletin notice or letter for all "other staff", bulletin announcement for students) (1 item for each stakeholder group) (please highlight) <input type="checkbox"/> <u>Agenda</u> for each orientation/election (1 item for each stakeholder group, <i>if used</i>. Must have agenda for parent election) (please highlight) <input type="checkbox"/> <u>Ballots</u> for election (1 item for each stakeholder group) (please highlight) <input type="checkbox"/> <u>Sign-in</u> for orientation/election (1 item for each stakeholder group) (please highlight) 	
Friday, 10/16/20	CE 7 Notices in Parents' Primary Languages	<input type="checkbox"/> Two samples of parent communiqués in English and in any other primary language(s) (15% or more) for the 2020-2021 school year (i.e., newsletter, parent letters, etc.)	

<p>Friday, 10/16/20</p>	<p>CE 8 Parental Notification of Teacher Qualifications</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Sample of a Parent Notification Letter sent to parents of students who have been served by a teacher who does not meet applicable state certification or licensure requirements for four or more consecutive weeks (REF-097901) <input type="checkbox"/> Notification (2020-21 Parent Student Handbook) to parents regarding their right to request information on teacher qualifications. 										
<p>Friday, 10/16/20</p>	<p>CE 20 Paraprofessional Requirements</p>	<ul style="list-style-type: none"> <input type="checkbox"/> A 3-column table with the 2020-2021 Title I-funded paraprofessionals, indicating their names, assignment, and the names of the credentialed teachers to whom paraprofessionals are assigned to <table border="1" data-bbox="537 611 1391 695"> <thead> <tr> <th colspan="3">2020-2021 Title I Funded Paraprofessionals</th> </tr> <tr> <th>Full Name</th> <th>Assignment(s)</th> <th>Supervising Teacher(s)</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	2020-2021 Title I Funded Paraprofessionals			Full Name	Assignment(s)	Supervising Teacher(s)				
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<p>Friday, 10/16/20</p>	<p>CE 9 Parent Notification of English Learner Status</p>	<ul style="list-style-type: none"> <input type="checkbox"/> One completed sample of an annual parent notification letter of an EL student status as determined by Title III <input type="checkbox"/> One completed sample of an initial parent notification letter of an EL student status as determined by Title III 										
<p>Friday, 11/6/20</p>	<p>CE 18 Posting of SARC</p>	<ul style="list-style-type: none"> <input type="checkbox"/> <u>Some form of notification</u> (2020-21 Parent Student Handbook) sent home to parents, that a hard copy of the School Accountability Report Card (SARC) is available upon request. (REF-6438.3) 										
<p>Friday, 11/6/20</p>	<p>CE 1 LAUSD Parent and Family Engagement Policy (distribute)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> <u>Screen shot</u> of school’s website notifying parents of distribution of LAUSD Title I Parent and Family Engagement Policy or <u>copy of message in a dated parent newsletter</u> showing LAUSD policy was distributed on a specific date. (please highlight) (Attachment C1 and C2 of MEM.6750.3) 										
<p>Friday, 11/6/20</p> <p>PCS PRINCIPAL’S PORTAL</p> <p>Upload these two items only:</p> <p>➤ 2020-2021 School Parent Policy</p>	<p>CE 2 School Parent and Family Engagement Policy (development, approval, distribution)</p>	<p>2020-2021 School Title I Parent and Family Engagement Policy</p> <ul style="list-style-type: none"> <input type="checkbox"/> 2020-2021 School Parent and Family Engagement Policy with the school’s name and the current year included. Policy must follow the new template located in MEM.6750.3 <input type="checkbox"/> Include the meeting <u>agenda, sign-ins,</u> (and detailed <u>minutes</u> if developed with SSC) indicating that the policy was discussed/developed with Title I parents between August and November of 2020 (minimum 2-3 documents) (please highlight) <input type="checkbox"/> Include the SSC <u>agenda, sign-ins and minutes</u> indicating that a <u>motion was made</u> and the <u>motion passed to approve</u> the policy developed with Title I parents between August and November of 2020 (please highlight) 										

➤ **2020-2021 School Parent Compact**

All other documents will be uploaded into the FPM Document Bin

- ❑ Screen shot of school's website notifying parents of **distribution** of school Title I Parent and Family Engagement Policy, or copy of message in a dated parent newsletter showing school policy was distributed on a specific date. (please highlight) (Attachment C1 and C2 of MEM.6750.3)

2020-2021 School-Parent Compact

- ❑ 2020-2021 School-Parent Compact with the school's name and the current year included. Compact must follow the template located in MEM.6750.3
- ❑ Include the meeting agenda and sign-ins (and explicit minutes if developed with SSC) indicating that the compact was discussed/developed with Title I parents between August and November of 2020 (minimum 2-3 documents) (please highlight)
- ❑ Include the SSC agenda, sign-ins and minutes indicating that a motion was made and the motion passed to approve the compact developed with Title I parents between August and November of 2020 (please highlight)
- ❑ Screen shot of school's website notifying parents of **distribution** of School Parent Compact or copy of message in a dated parent newsletter showing School Parent Compact was distributed on a specific date. (please highlight) (Attachment C1 and C2 of MEM.6750.3)

2020-2021 Staff Training Sessions

- ❑ Agendas/flyers and sign-ins for a minimum of two workshops indicating that teachers, specialized instructional support personnel, assistant principals and other school leaders, and other staff were educated, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners.

2020-2021 Parent Workshops

- ❑ Agendas/flyers and sign-ins for two different parent workshops on any of the following topics: how to help children with the state academic standards, providing parents with a description and explanation of the

		<p>curriculum used at the school, state and local academic assessments and the forms of academic assessment used to measure student progress and how to monitor a child's progress and work with educators to improve the achievement of their children, tips and strategies to help children with learning, and any additional training as appropriate to foster parental involvement</p> <p>2020-2021 Annual Title I Meeting</p> <ul style="list-style-type: none"> <input type="checkbox"/> <u>Agenda/announcement and sign-in</u> showing that the meeting was held by November 5, 2020 													
Friday, 11/20/20	CE 6 SSC Activities	<ul style="list-style-type: none"> <input type="checkbox"/> 2019-2020 SSC <u>agenda, sign-ins and minutes</u> indicating that the SSC developed/reviewed/approved the 2020-21 SPSA (please highlight) 													
Friday, 11/20/20	CE 19 SSC Evaluation of Program Effectiveness	<ul style="list-style-type: none"> <input type="checkbox"/> <u>Agenda, sign-ins and minutes that demonstrate SSC participation in evaluating the effectiveness of the SPSA services.</u> Have any evidence used to determine which Title I program actions and strategies are improving student achievement readily available in case we need it (please highlight) 													
Friday, 1/29/21	CE 14 LEA: Time Accounting; Admin. Charges	<ul style="list-style-type: none"> <input type="checkbox"/> A 4-column table with the 2020-2021 personnel funded from 7S046, 7T124, 7T691 & 7T961 (CSI), 7T505 (ATSI), 7T796 (Options Schools Support) & 7E046, e.g., nurse, psychologist, psychiatric social worker, class size reduction teachers, paraprofessionals, coordinators, coaches, PSA Counselor <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="4">2020-2021 Title I Funded Personnel</th> </tr> <tr> <th style="width: 25%;">Full Name</th> <th style="width: 25%;">Position Title</th> <th style="width: 25%;">Funding Code(s)</th> <th style="width: 25%;">Funding Percentage</th> </tr> </thead> <tbody> <tr> <td colspan="4"> <ul style="list-style-type: none"> <input type="checkbox"/> Job Duty Statement for each position listed on the 4-column table. A Job Duty Statement is site-specific. General Job Descriptions are in the <i>Budget Handbook</i>. <i>Employees who complete a Multi-Funded Time Report (MFTR) do not need a Job Duty Statement because the MFTR has the categorical funded activities listed already.</i> <input type="checkbox"/> Periodic Certifications or Multi-Funded Time Reports for each person listed on the 4-column table. FSEP will request time and effort documents for your Title I-funded itinerants from the LDs and/or central offices (BUL-2643.10) <input type="checkbox"/> Periodic Certifications for all X & relief time paid with Title I funds </td> </tr> </tbody> </table>	2020-2021 Title I Funded Personnel				Full Name	Position Title	Funding Code(s)	Funding Percentage	<ul style="list-style-type: none"> <input type="checkbox"/> Job Duty Statement for each position listed on the 4-column table. A Job Duty Statement is site-specific. General Job Descriptions are in the <i>Budget Handbook</i>. <i>Employees who complete a Multi-Funded Time Report (MFTR) do not need a Job Duty Statement because the MFTR has the categorical funded activities listed already.</i> <input type="checkbox"/> Periodic Certifications or Multi-Funded Time Reports for each person listed on the 4-column table. FSEP will request time and effort documents for your Title I-funded itinerants from the LDs and/or central offices (BUL-2643.10) <input type="checkbox"/> Periodic Certifications for all X & relief time paid with Title I funds 				
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If you have questions about the documents or questions about organizing the materials, please contact your Local District Title I Coordinator, PACE Administrator, or José A. Jarquín, FPM Specialist at 213-241-7045 for additional information.



Fantastic Elementary

Duty Statement

Alejandra Guzman, Categorical Program Advisor

- Supports the instructional and program needs of the Title I participants
- Provides at risk students with additional opportunities for intervention through after school and Saturday ELA and Math Learning Academies
- Provides teachers with and present data relevant to at risk students
- Holds Title I meetings to have parent workshops that focus on the importance of parents as partners with the school
- Reviews School and Parent Compact, School Parent Involvement Policy, LAUSD's Parent Involvement Policy, Volunteer procedures, and parent involvement
- Attends PD's provided for the purpose of this position

Fantastic Middle School

Duty Statement

Name, Title	Duties
Vicente Fernandez, Class Size Reduction (CSR) Teacher ELA	<ul style="list-style-type: none"> • Reduce class-size in Social Studies • Improve student academic achievement; explicitly students who are traditionally at-risk • Provide direct instruction to targeted student population • Provide differentiated instruction to meet the needs of diverse learners • Participate and engage in professional development to support educational practices • Use data driven instructional strategies • Collaborate with parents and families to communicate needs and increase academic achievement • Collaborate with staff and CPA on data analysis for intervention support