SPSA

SCHOOL PLAN FOR STUDENT ACHIEVEMENT

PROGRAM & BUDGET GUIDEBOOK

STOCKTON UNIFIED SCHOOL DISTRICT
STATE & FEDERAL PROGRAMS OFFICE

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Introduction

Introduction

The *School Plan for Student Achievement (SPSA) Program and Budget Playbook* has been designed to support school teams in developing high-quality school plans and to align the school's federal & state resources (i.e., Title I, LCFF) to strategies and actions for improving student academic achievement.

The Playbook includes access to tools designed to support the analysis of data and the identification of root causes and evidence-based interventions. In addition, sample SPSAs are provided to guide the development of site plans.

Also included is a section that includes budgeting guidelines, a helpful Budget-at-a-Glance section that lists frequently funded items that may be purchased, definitions and additional information on various budget items, and other useful resources.

In addition to the *Playbook*, we encourage schools to visit the SUSD State and Federal Programs website (https://www.stocktonusd.net/Page/438).

The district's Title I Coordinator and Program Technicians are available to provide assistance to schools on developing school plans that maximize resources to best support students not yet proficient on California content standards.

Finally, we welcome your comments and suggestions on how we can better support you in your efforts to ensure our students are well on their way to being college and career ready.

Local Control & Accountability Plan (LCAP)

Local Control Accountability Plan (LCAP)

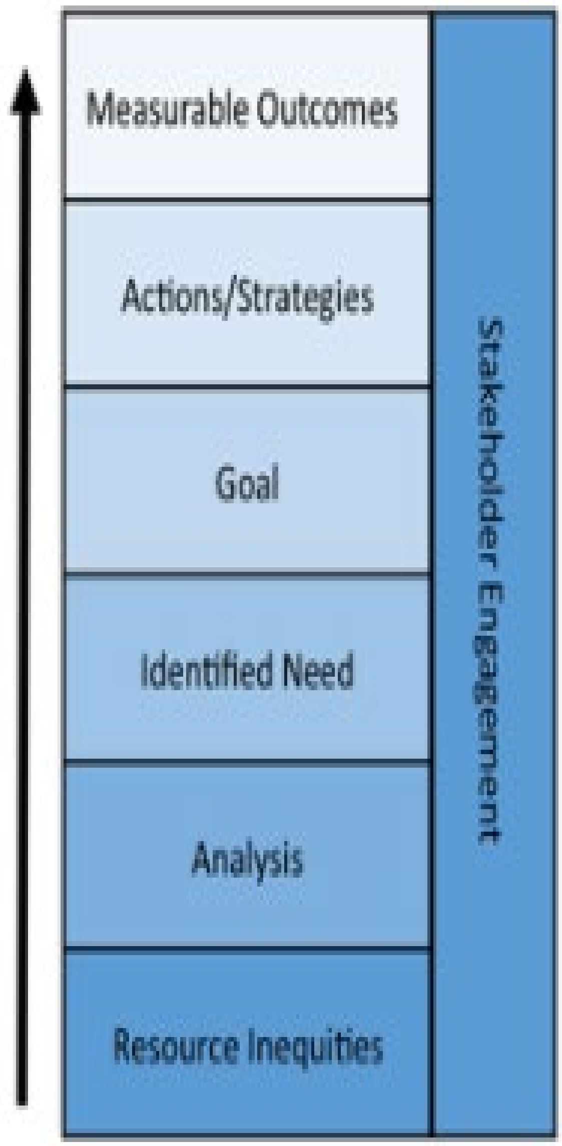
What is the LCAP?

The Local Control & Accountability Plan is a tool used by our District to set goals, plan actions, and leverage resources to meet those goals to improve student outcomes.

The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities.

The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs; principally describing how the LEA is meeting the needs of English learners, foster youth, and low-income students (information from CDE LCAP Page).

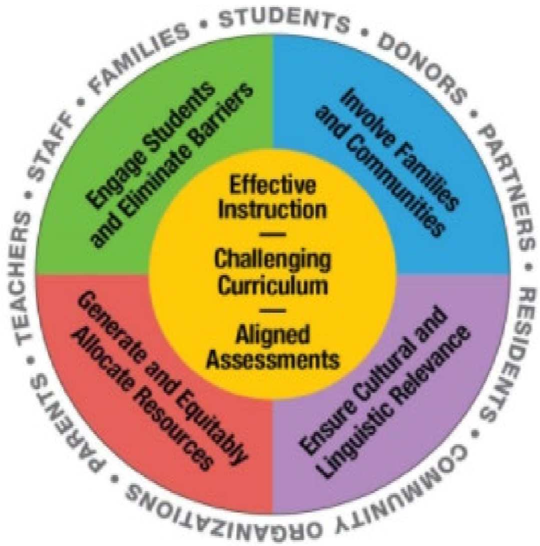
The LCAP reports on the Local Control Funding Formula (LCFF) funds allocated to the District. LCFF funds consist of grade span-specific base grants plus supplemental (each student identified as foster youth, English learner, or low-income) & concentration (district student population over 55% of foster youth, English learners, or low-income) grants that are calculated based on student demographic factors.



The complete LCAP, stakeholder engagement events, surveys and other information is available on the district's website at:
https://www.stocktonusd.net/Page/676#calendar18189/20190626/month

California Education Code (EC) Section 52062(a)(4)

California Education Code (EC) Section 52062(a)(4) states that a school district superintendent must review the LCAP and School Plans for Student Achievement (SPSA) to ensure that the two plans are consistent. The template for the LCAP and the SPSA are designed to work together; the LCAP is a District level planning document with a three-year timeline, while the SPSA is specific to a school site with a one-year focal timeline.



8 Local Control Funding Formula State Priorities

8 Local Control Funding Formula State Priorities:

(Conditions for Learning) (Student Outcomes) & (Engagement)

1: Basic Services	5: Student Engagement
2: Implementation of State Standards	6: School Climate
3: Family Involvement	7: Access to Courses
4: Student Achievement	8: Other Student Outcomes

Required Data for Each of Eight State Priority Areas

State Priority Area	Required Data
1. Basic Services	• Rate of teacher misassignment • Student access to standards-aligned instructional materials • Facilities in good repair
2. Implementation of State Standards	• Implementation of Common Core State Standards (CCSS) for all students, including English learners
3. Family Involvement	• Efforts to seek parent/guardian input • Promotion of parental participation • Parent Advisory Committees
4. Student Achievement	• Performance on standardized tests • Score on State assessments • Share of students that are college and career ready • Share of ELs that become English proficient • EL reclassification rate/language proficiency • Share of students that pass Advanced Placement exams with 3 or higher • Share of students determined prepared for college by the Early Assessment Program
5. Student Engagement	• School attendance rates • Chronic absenteeism rates • Middle school dropout rates • High School dropout rates • High school graduation rates
6. School Climate	• Student suspension rates • Student expulsion rates • Other local measures assessing safety & school connectedness
7. Course Access	• Student access and enrollment in a broad course of study that includes core subjects & other services

8. Other Student Outcomes	• Other indicators of student performance in required areas of study. May include performance on other exams

Stockton USD’s Three Focal LCAP Goals

Goal 1 Student Achievement (SA):

Increase student achievement by providing high quality first instruction supported by a Multi-Tiered System of Supports to graduate every single youth college, career, and community.

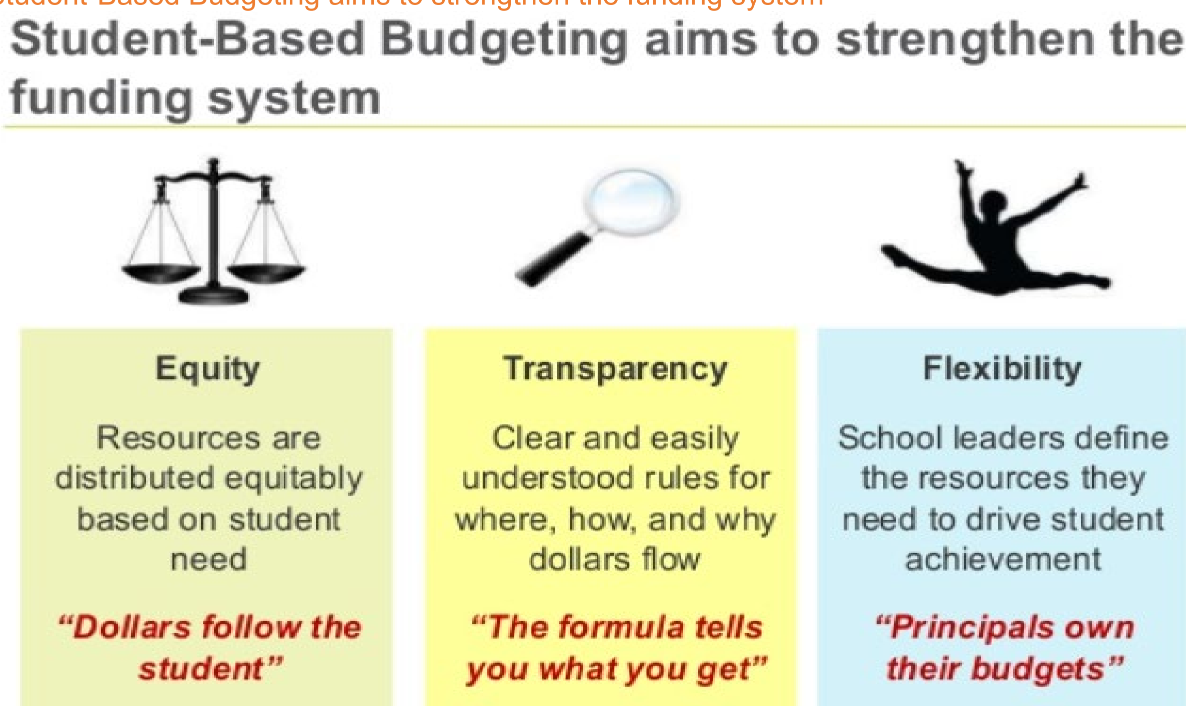
Goal 2 Equitable Learning Environments (ELE):

Provide equitable and healthy learning environments that enhance the social-emotional and academic learning for all students utilizing a Multi-Tiered System of Supports.

Goal 3 Meaningful Partnerships (MP):

Create a culture of inclusion and collaboration with families and community stakeholders that builds meaningful partnerships focused on increasing student engagement and family and community participation in support of developing leadership at all levels.

Student-Based Budgeting aims to strengthen the funding system



Student-Based Budgeting: Equity, Transparency, & Flexibility

What is the role of the school budget?

The school budget, and accompanying process, provides school districts, schools, and their leaders with an opportunity to justify the collection and expenditure of public funds; a school budget describes a district's plan for the upcoming year as related to anticipated revenues and expenditures.

The school budget is a continuing cycle of planning, updating, analyzing data, and reporting.

District & School Budgets Describe Program Plans:

- Student focused outcomes, objectives, & performance priorities
- Data driven process of identifying needs
- Stakeholder engagement and involvement in the development of the budget
- Fiscally sound budgeting
- Equity approach to budgetary spending (addressing high needs student groups)
- Specific goals to meet student needs aligned with expenditures

Who is involved in the school budget?

- Administrators
- School staff
- Parents & Guardians
- Students
- Community members
- State & Federal district staff
- School Site Council
- English Learner Advisory Committee (student population is 21 or more English learners)
- Superintendent & Board (approvers)

When are school budgets spent?

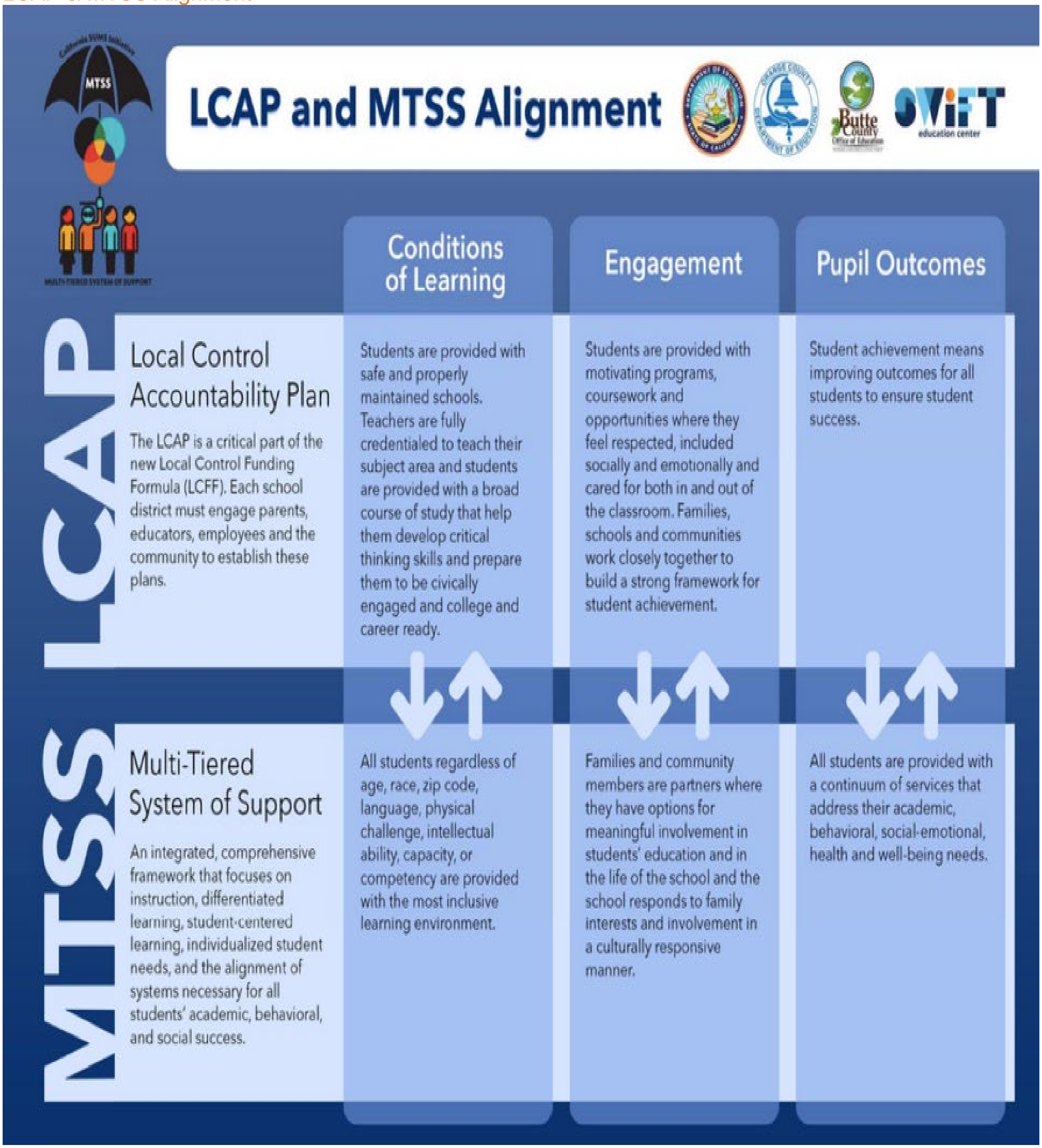
- Continuously throughout the year aligned with the School Plan for Student Achievement
- Funds allocated to school sites should be fully utilized within the instructional year

When reviewing your budget, ask yourself:

- Which accounts were typically overspent or underspent? What was the root cause?
- Which positions are changing in purpose based on strategy?
- How are discretionary and Title 1 spending truly helping staff and students?
- How do we rethink resource allocation decisions to adapt to changing student, school, and family needs aligned with a Multi-Tiered System of Supports approach to addressing needs?

Link to Ways to Equity Playbook
https://ccee-ca.org/wp-content/uploads/2020/10/Ways2Equity_Playbook_FINAL_August-2020-1.pdf

LCAP & MTSS Alignment



Local Control Funding Formula (LCFF) Funds Guidance for Supplemental & Concentration Grant (S&C) Funds (School Site LCFF Allocation Budget Funds)

Services, resources, and staff funded by LCFF school site allocations are intended to be principally directed towards, and effective in, meeting the academic achievement and social-emotional development needs of foster youth, English learners, and low-income students. The LCFF school site budget allocations are considered unrestricted, with the focus on increasing and/or improving services to our students with the highest needs beyond what is provided to all students. School sites need to ensure their School Plan for Student Achievement (SPSA) is aligned to the SUSD's LCAP goals clearly stating services aligned with measurable goals that demonstrate equitable ways in which we are meeting the needs of our students with the highest needs (foster youth, English learners, low-income).

Some essential questions that can be used as a guide when developing strategic budgets are:

- What role did students, staff, families, and community members play in the development of the School Plan for Student Achievement (SPSA)? How did feedback and input from stakeholders help develop the strategic spending of the site budget on services, resources, and staff?

- What are the data identified needs for the low-income, foster youth, and English learner students that are enrolled within my school? What school site data currently demonstrates success in identifying the diverse needs of these student groups? What are the root causes aligned with the success of positively addressing the diverse needs of students from these student groups as demonstrated by data?

- What are services and resources that are being implemented or need to be implemented to increase student daily attendance? What systems need to be put in place to address the needs of families whose children are considered chronically absent?

- What systems, services, and resources need to be put in place to increase student connectivity to school and decrease student suspension rates?

- What services and resources are needed to ensure students are meeting or exceeding the ELA and Math grade level standards as measured by curriculum-based and standardized assessments?

- How is the desired expenditure supporting our mission of graduating every student college, career, and community ready?

Superintendent’s Goals

1. Improve Student Achievement: All students will receive a baseline assessment related to ELA/Math (Measured by: iReady, SBAC, Equitable Instruction, ELPAC/RFEP)

   All K-8 schools will focus on increasing the ELA/Math proficiency of 3rd & 6th grades, to align to the A-G requirements for 6th graders:
   - iReady
   - Formative assessments
   - Grades

   All 9th graders will enter 10th grade on track to graduate:
   - A-G completion
   - CTE completion
   - Reclassification by 9th grade

- Providing rigorous and engaging instruction at all levels
- Ensuring high-quality educational choices and settings for all youth

2. Align Academic Achievement with Fiscal Accountability: Create a playbook and policies regarding priority budgeting that aligns to improve student achievement (Measured by: Balanced Budget, Equity in Expenditure, Board Alignment, SPSA, TLF)

● Clarity of mission and integrity in service

3. Improve Student & Staff Safety, Health, & Affiliation: Positive results on student, parent, and staff surveys (Measured by: Targeted Quarterly Surveys, Qualtrics, Labor Relations, Board Relations)

● Implementing support for trauma-informed care and instruction ● Authentic parent/guardian & community engagement ● Wrap-around services for students and families

4. Develop A Leadership Accountability Framework: Guide the roles of principals, supervisors, and instructional leadership team by providing high-quality instructional leadership resulting in increasing student achievement and staff capacity to deliver high-quality instruction (Measured by: Talent Acquisition & Hiring, Principal Evaluations toll Aligned to District Goals, Longevity Criteria & Promotion within District)

● Investing deeply in the development of all employees ● Establishing high, unambiguous expectations for adults and youth ● Leadership standards and training throughout the organization

Supplemental Supports for LCAP Focused Groups

English Learners

- ☐ PD & Student Data Cycle Collaboration focused on implementing high quality designated and integrated ELD program objectives and research-based instructional activities
- ☐ Tutoring and literacy intervention before & afterschool sessions
- ☐ Supplemental resources that increase English learners opportunities to apply/demonstrate what they are learning through using realia, images, hands-on and speaking activities (visual and verbal supports)
- ☐ Parent/Guardian workshops and ongoing learning series to support increased involvement, participation, and capacity building of their ability to support their children and understand school structures and learning expectations
- ☐ Culturally and linguistically responsive teaching and learning PD, workshops, and resources to address the academic & social-emotional learning needs of students
- ☐ Collaboration time to create, analyze, and lesson plan around common formative assessments aligned with ELD objectives
- ☐ Writing resources for ELD students to support writer's workshop experiences and develop student writing portfolios focused on language and skill development
- ☐ Rosetta Stone sessions for ELs

Foster Youth

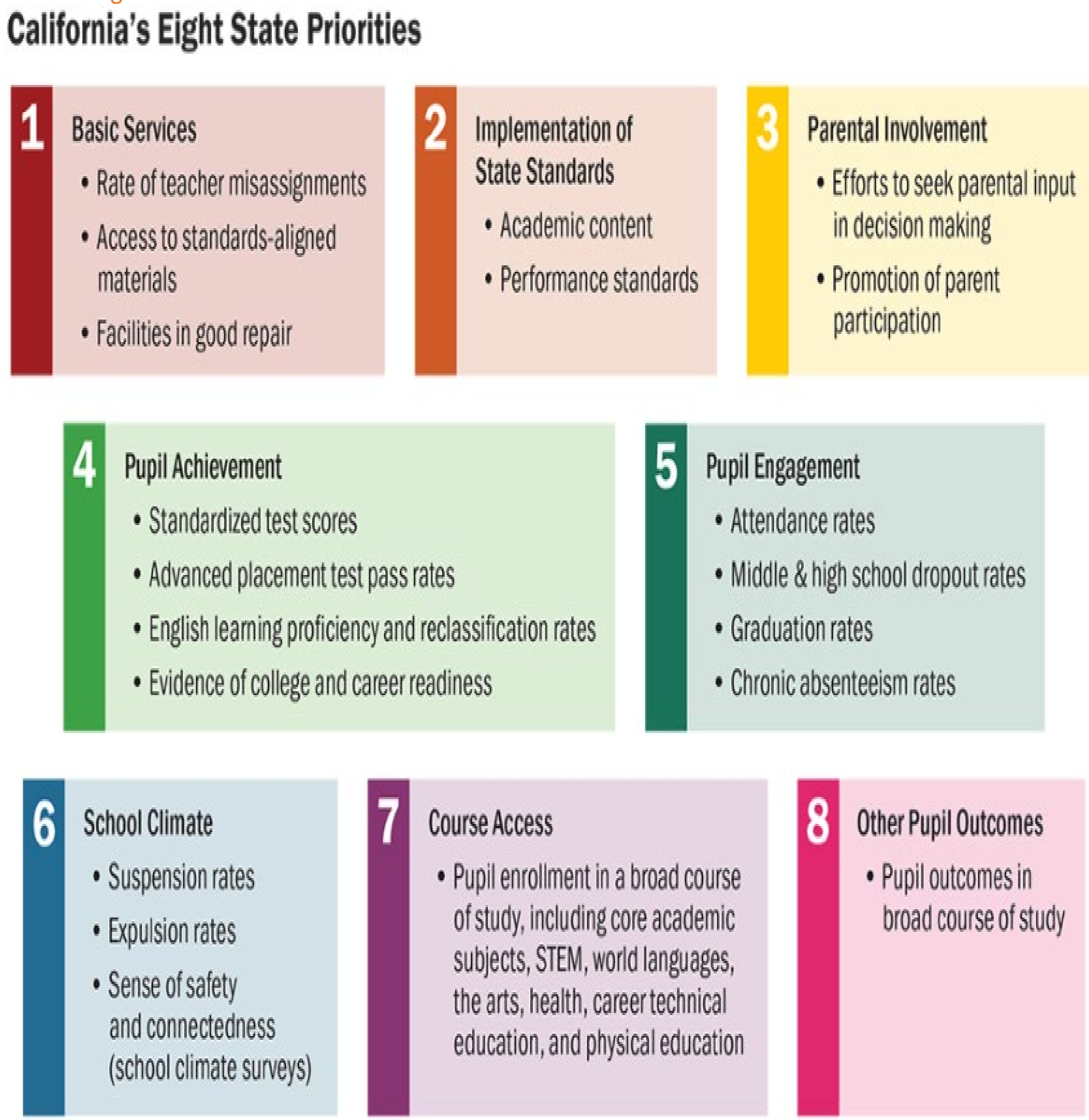
- ☐ Inclusion in life skill and student leadership opportunities
- ☐ Tutoring and literacy intervention before & afterschool sessions
- ☐ Creating SMART goal plans for Math, ELA, Attendance, and Social Behavior with weekly check-ins with the student and incentives for meeting their goals
- ☐ Trauma-informed/restorative practices training and support for the teachers and staff who directly support the foster youth students enrolled
- ☐ Mentors and student buddy systems implemented focused on supporting the daily attendance, inclusion, and well-being of the foster youth student
- ☐ Parent/Guardian workshops and ongoing learning series to support increased involvement, participation, and capacity building of their ability to support their foster youth and understand school structures and learning expectations
- ☐ Resources and staff training to support foster youth building their capacity for self-regulation and social-emotional competence
- ☐ Providing staff with training and guidance on state and federal policies and programs that are specific to children in foster care

- ☐ Hold regular CARE team meetings focused on current services, educational progress and needed resources aligned with foster youth

Low-Income

- ☐ Tutoring and literacy intervention before & afterschool sessions
- ☐ Trauma-informed/restorative practices training & support for teachers & staff
- ☐ CARE team meetings focused on connecting families with social service referral and coordination resources
- ☐ PD focused on increasing student participation, active engagement, and application/demonstration within learning activities of standards-based grade level content
- ☐ Adaptive learning environment resources that address the learning characteristics (cultural & linguistic) of students in the planning and delivery of instruction
- ☐ Literacy resources (Ereaders & physical books) for students to access and practice/engage in reading
- ☐ Project-based learning hands-on resources that allow for students to apply/demonstrate cross-curricular content skills they are learning
- ☐ Student focused and content-based school activities that have been shown to be effective at increasing family and community engagement in the school
- ☐ Homework help hours for families and students to attend
- ☐ Providing materials and workshops to families to help improve their child's academic achievement
- ☐ Each student is assigned an academic advisor that meets with them frequently (twice a month)

California’s Eight State Priorities



Source: California Department of Education, State Priority Related Resources: https://www.cde.ca.gov/fg/aa/lc/statepriorityresources.asp.

Federal Program Title I

Title I Program

The purpose of the Title I program is to meet the educational needs of children in low-income households. Participants include students who are at risk of failing, disabled, and English Learners. The Title I program supplements services needed to raise the academic achievement level of kindergarten through grade 12 participants in basic and advanced skills.

There are two models for serving students in a Title I school – **targeted assistance program** and **Schoolwide Program**. Only students identified as Title I-eligible may receive services funded by Title I in targeted assistance schools (TAS).

Schools that have been approved to operate a Schoolwide Program (SWP) may provide services to all students including students with disabilities (students with active IEPs, students with a Section 504 plan, or students suspected to have a disability) and English Learners. However, based on prioritized needs, a school must particularly address the needs of low-achieving students and those at-risk of not meeting the state student academic achievement standards.

Parents and family members of children being served should be included in the design and implementation of the program **through activities such as** developing a parent and family engagement involvement policy and school-parent compact; parent-teacher conferences; parent training and family literacy; serving as classroom volunteers, tutors, aides, etc.

The program receives **federal** funding from the Elementary and Secondary Education Act of 1965 (ESEA/Title I, *Every Student Succeeds Act 2015*).

Title I funds are allocated to schools based on poverty percentages on the annual Title I ranking. These percentages are determined by the number of low-income students, aged 5 to 17, enrolled on CBEDS day who qualify for free- or reduced-price meals. Schools that rank at or above the established threshold may receive Title I resources; schools that serve concentrations of poverty at or above 75% are guaranteed funding.

Supplemental Funds

Supplemental funds are those funds which are granted to districts and schools for **specific program purposes** and which are over and above the general revenue funds the districts and schools receive to support the core program. Supplemental funds must be used to support and enhance the District's core program. Supplemental funds may not be used to replace or supplant the funds and instructional program the District provides all schools, as **Supplement not Supplant (SNS)** fiscal requirements remain in place and have not been waived by the United States Department of Education (USDE). The use of supplemental funds must be clearly tied to the overarching goal of improving academic outcomes for participating students. Under the reauthorization of ESEA in December 2015, a district shall show compliance to SNS by demonstrating the methodology used to allocate state and local funds to each school receiving assistance under Title I ensures that such school receives all of the State and local funds it would otherwise receive if it were not receiving Title I funds.

Additionally, the following cost principles must be considered for all proposed expenditures of federal funds by schools and central office:

- Must be "necessary" (i.e., expenditure is necessary in order to address an identified need and achieve one or more of the goals in the school plan)
- Must be "reasonable" (i.e., the cost does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision was made to incur the cost)
- Must be "allocable" (i.e., the goods or services are chargeable to the program in accordance with relative benefits received)
- Authorized or not prohibited under state or local laws or regulations
- Must be adequately documented

Schoolwide Programs

Under Section 1114 of the *Every Student Succeeds Act (ESSA) legislation*, Title I schools can elect to operate a Schoolwide program (SWP). The development of the SWP plan is the responsibility of the SSC and includes input from the advisory committees. Together they must develop a comprehensive plan for reforming the academic program. The reform requires that evidence-based intervention strategies are implemented to ensure all students achieve at proficient or advanced levels on state assessments. SWP planned improvements are a framework for ensuring that **everything** in the school supports student achievement as measured by adequate yearly progress in the four core areas – Literacy, Mathematics, Science, and History/Social Sciences. Schools are accountable for the academic achievement of all students under these reform efforts, but especially for low-achieving students.

In a schoolwide program all students and staff may participate in Title I-funded activities, and the school may use Title I to support any reasonable activity designed to improve the school's educational program so long as it is consistent with the school's needs and plan.

Depending on its needs, a schoolwide program school could use Title I to support:

- High-quality preschool or full-day kindergarten and services to facilitate the transition from early learning to elementary education programs,
- Instructional coaches to provide high-quality, school-based professional development,
- Increased learning time,
- Evidence-based strategies to accelerate the acquisition of content knowledge for English learners,
- Activities designed to increase access and prepare students for success in high-quality advanced coursework to earn postsecondary credit while in high school (e.g., Advanced Placement, International Baccalaureate, early college high schools, and dual or concurrent enrollment programs),
- Career and technical education programs to prepare students for postsecondary education and the workforce,
- Counseling, school-based mental health programs, mentoring services, and other strategies to improve students' nonacademic skills,
- School climate interventions (e.g., anti-bullying strategies, positive behavior interventions and supports),
- Equipment, materials, and training needed to compile and analyze student achievement data to monitor progress, alert the school to struggling students, and drive decision making,

- Response-to-intervention strategies intended to allow for early identification of students with learning or behavioral needs and to provide a tiered response based on those needs,
- Activities that have been shown to be effective at increasing family and community engagement in the school, including family literacy programs,
- Devices and software for students to access digital learning materials and collaborate with peers, and related training for educators (including accessible devices and software needed by students with disabilities), and

Using the information from the comprehensive needs assessment, the schoolwide plan must describe the strategies the school will implement to address its needs, including a description of how the strategies will:

- Provide opportunities for all children, including each subgroup of students, to meet state standards,
- Use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education, and
- Address the needs of all children in the school, but particularly the needs of those at risk of not meeting state standards, through activities which may include:
    - Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas,
    - Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools),
    - Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act,
    - Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects, and
    - Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

Targeted Assistance School

Under Section 1115 of the *Every Student Succeeds Act (ESSA) legislation,* Title I Targeted Assistance Schools (TAS) use funds received **only** for programs that provide services to eligible students identified as having the greatest need for special assistance.

Eligible children are identified by the school as failing to meet the state's challenging academic achievement standards.

Targeted assistance schools use the program resources to implement effective methods and instructional strategies that are based on evidence- based interventions to help participating children meet the state's challenging academic standards. TAS should provide extended learning time, an accelerated, high-quality curriculum, and minimize removing children from the regular classroom for supplemental instruction. State certificated teachers in a TAS receive professional development on how to implement academic achievement standards in the classroom. TAS programs work collaboratively with parents and family members to increase parent and family engagement through services such as family literacy.

Parent and Family Engagement

The SPSA must contain strategies for parent and family engagement. Under the Every Student Succeeds Act, parent involvement shifted its emphasis to parent and family engagement. Parent and family engagement funds should be spent during the fiscal year on strategies for that year, as funds do not carry over.

- Identifying the program's activities and planning the budget expenditures to implement the program's activities, requires the involvement of the School Site Council (SSC) for the certification of the SPSA. The *California Education Code*, section 52853, requires the SSC to develop the plan and approve the budget.

- Schools will receive a separate allocation for Title I parent and family engagement. Schools may appropriate additional Title I resources to implement the school's parent and family engagement policy. **Link to Parent Resources**

State & Federal Mandates

State & Federal Mandates

Federal Program Monitoring

State and federal laws require the California Department of Education (CDE) to monitor the implementation of categorical programs operated by Local Educational Agencies (LEAs). CDE monitoring is accomplished in part through the Federal Program Monitoring process (FPM) and may be comprised of an onsite or an online review. A FPM onsite visit consists of data and document review, stakeholders' interviews, and classroom observations of categorical programs administered by LEAs. A FPM online review consists of data and document review only.

The purpose of FPM is to monitor LEAs for compliance with requirements for each categorical program, including fiscal requirements. LEAs are responsible to ensure that schools maintain compliant categorical programs. CDE monitoring is conducted every two years for half of the LEAs in California. This allows each LEA to be monitored twice every four years by state staff knowledgeable in one or more of these programs.

Title1Crate is the district's online data repository for the Title I, II, III, and IV programs to assist in maintaining accurate documentation supporting Federal Program Monitoring.

https://www.806technologies.com/title1crate

Federal Single Audit

Congress passed the Single Audit Act of 1984 (the Act) to improve state and local governments' financial management of federal categorical programs. The Act established requirements for audits of the District's financial statements and for testing and reporting on internal controls and compliance with laws and regulations by independent auditors.

The compliance requirements applicable to federal categorical programs can be found in the document published by the Federal Office of Management and Budget (OMB) called the OMB Uniform Grant Guidance (UGG).

For major programs, the auditor is required to plan and perform tests of controls to verify the operation of internal controls, policies and procedures, and compliance with federal requirements at the district and school-site levels. Additionally, the auditor must determine whether the District has complied with laws, regulations, and the provisions of contracts or grant assurances that have a direct and material effect on each of its major programs.

Schools and offices must maintain documentation for **five years** and provide them upon request from the independent auditors.

Personnel Time & Effort Reporting Documentation

All personnel who are compensated from more than one federal and/or state categorical resource must complete either a Periodic Certification form or a Multi-funded Time Reporting form. (Link **Personnel Activity Reporting/Time Accounting**).

Schools operating an approved Schoolwide Program (SWP) and using only these federal monies to fund positions do not need to complete a Multi-funded Personnel time-reporting record sheet.

For employees who are fully funded by a single federal categorical program during the fiscal year, **two certifications** (Periodic Certifications) are necessary—one covering the first half of the fiscal year and the other covering the second half of the fiscal year. Certification should indicate that the employee spent 100 percent of his or her time on the single federal program that funded the employee. The Supervising Official with first-hand knowledge of work performed by the employee(s) should prepare, sign, and date the certification.

Equipment

All expenditures for equipment should be planned so that categorical funds **clearly supplement** the District-funded program.

Inventory of Equipment

Schools must maintain a historical inventory record for each piece of categorically-funded equipment.

Any piece of equipment costing $500 or more *must be labeled and inventoried for the lifetime that the equipment is in use and records kept on file at the school.*

A physical check of the equipment inventory must be conducted yearly, and the results of the physical check must reconcile with the inventory records. All equipment will be scanned into the **Destiny** system at each school site.

Disposal of Equipment

Use the Disposal of Equipment Form for categorically funded equipment with a disposition status of salvaged or stolen. This form should be completed for equipment with a total cost of $500 or more.

- **Stolen Equipment -** A police report must be filed for all equipment stolen, including equipment with a unit cost of less than $500. The police report number with a date must be listed under Reason for Removal in the Disposal of Equipment Form. Once an item has been identified as stolen, complete a Disposal of Equipment form, with a school police report number, within 30 days and submit to Title1Crate.

- **Salvaged Equipment -** If the equipment is not being used because the project has changed, been moved, or because it is worn or obsolete, disposal is authorized. Declare those items as "Salvaged" with a date under the Disposition Column in the Categorical Equipment Inventory (CEI) and under Reason for Removal in the Disposal of Equipment Form. Complete a Disposal of Equipment form within 30 days of an item being salvaged and submit to FSEP.

District Monitoring

State and federal laws require a school district to have systems in place to monitor the implementation of categorical programs and the appropriate use of funds. This monitoring is accomplished through the following procedures:

- Additional Program Approver for using Title I funds (Other Books; General Supplies-Technology; Non-Cap Equipment; Travel/Conference Attendance; Other Non-Instructional Contracts; Admission Fees; Contracted Bus Services; Software Licenses; and Instructional Contracts)
- Periodic reviews of Title I purchases throughout the school year
- Periodic reviews of Title I payroll

If the expenditure (payroll/non-payroll) is found to be unallowable or overdrawn, the expenditure will be denied and/or schools will be required to pay back with general funds.

SPSA
and the
Budget Process

SPSA and the Budget Process

School Plan for Student Achievement

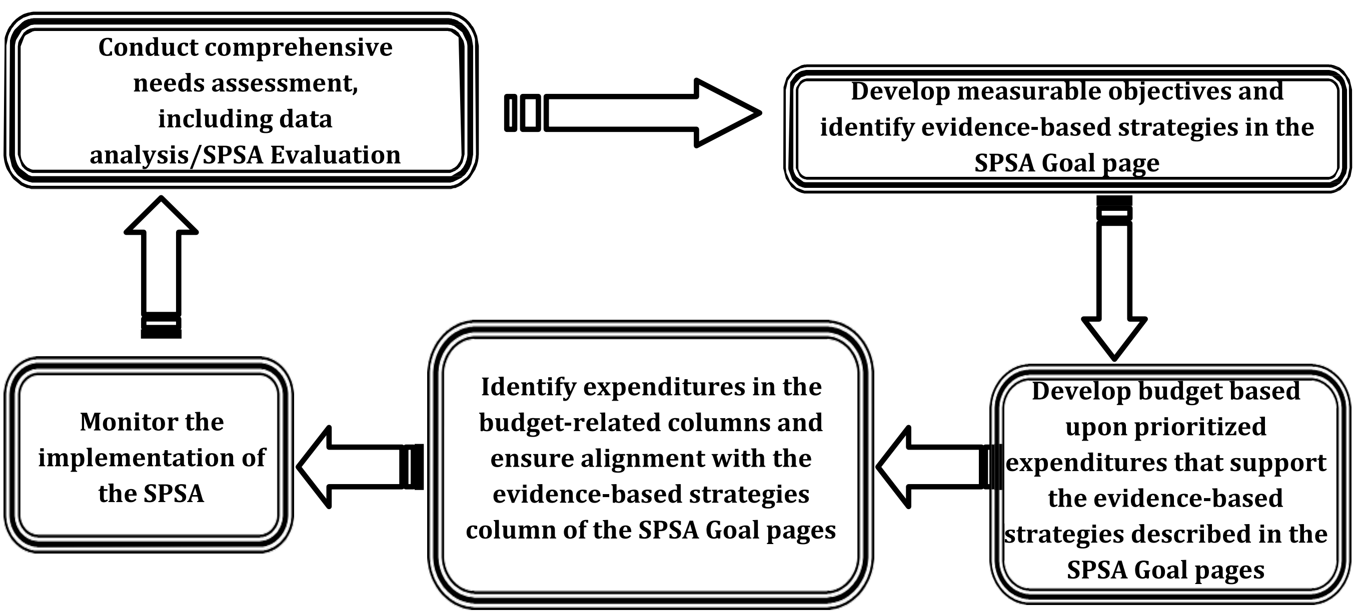
***School Plan for Student Achievement* (SPSA)** is a written plan developed by the School Site Council (SSC) describing the school's **supplemental** program and how resources will be used to meet the educational and related needs of participating students. California Education Code 9 (EC) Section 64001 requires that a School Site Council (SSC) develop the SPSA. The SSC must approve the plan, recommend it to the local governing board for approval, monitor its implementation, and evaluate the effectiveness of the planned activities at least annually. Based on the SPSA evaluation and the comprehensive needs assessment, the SPSA must be updated to include any major changes.

The purpose of the School Plan for Student Achievement (SPSA) is: (1) to create a cycle of continuous improvement of student performance, (2) to raise the academic performance of all students to the level of state achievement standards, and (3) to ensure that all students succeed in reaching academic standards set by the State Board of Education. The SPSA must integrate the purposes and requirements of all categorical programs in which the school participates.

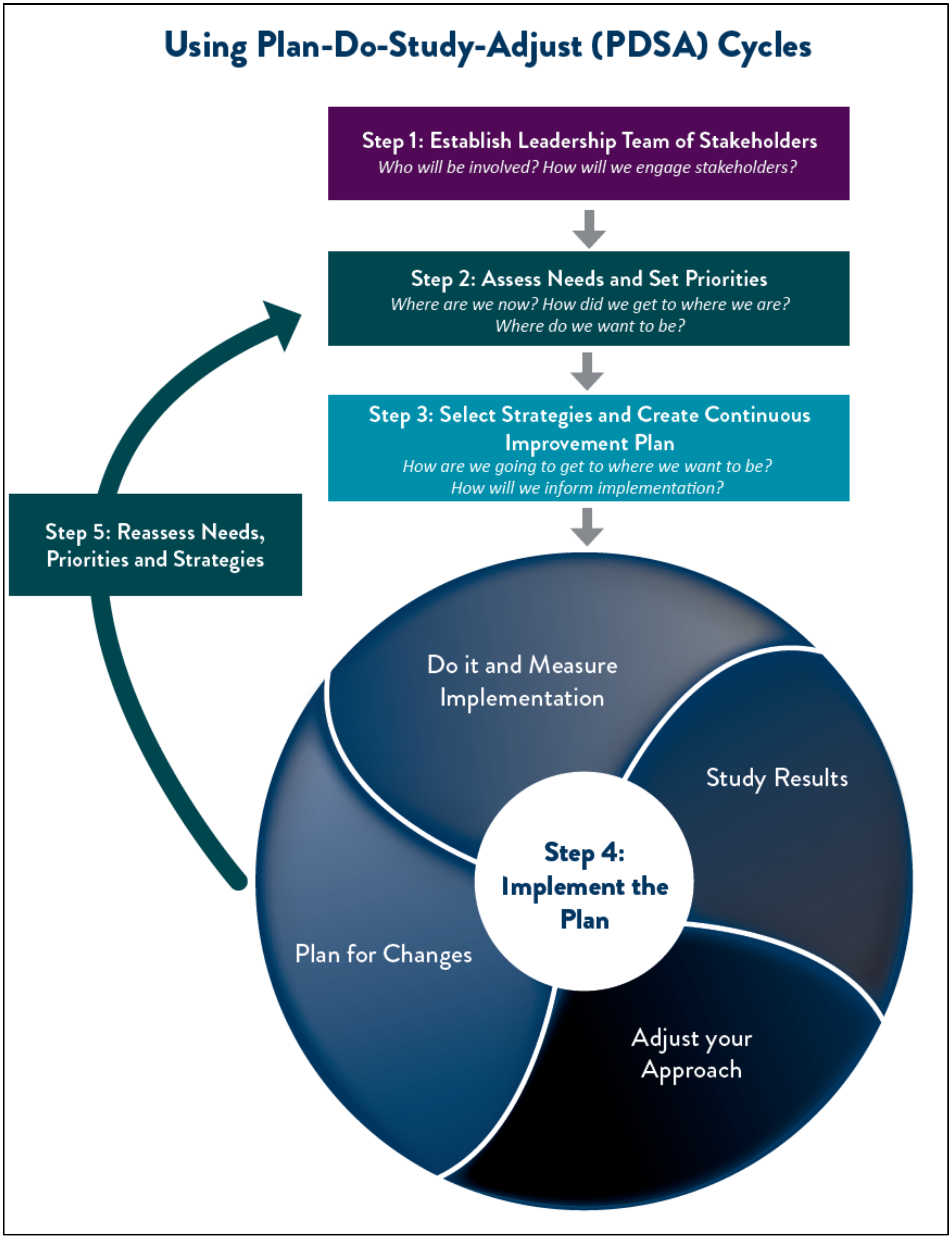
Accordingly, the strategies in the school plan must be consistent with the actions described in the Local Control Accountability Plan (LCAP) and LCAP Federal Addendum, and identify how state and federal requirements will be implemented. The SPSA also consolidates all plans required for programs funded through the Consolidated Application and Reporting System (CARS) in which the school participates.

Link to SPSA Development Toolkit

The flow chart below illustrates the cycle of continuous improvement in the development of the SPSA.



SPSA Development: Step by Step



Toolkit for the Development/Revision of the School Plan for Student Achievement

This **Toolkit** breaks down the complex process of a **comprehensive needs assessment** into **actionable** steps:

1. Establish a Schoolwide Planning Team
2. Analyze Data to Reach Conclusions Regarding Achievement
    a. Research/Collect Data
    b. Recall/Summarize Data
    c. Reflect/Analyze Data and Report Findings
    d. Respond/Prioritize Needs
3. Review the Existing Plan
4. Compare Findings from the Existing Plan to Current Data
5. Develop Specific Goals/Outcomes that Address Prioritized Needs
6. Set Measurable Goals
7. Write the School Plan for Student Achievement
8. Make the Commitment

Establish a Schoolwide Planning Team

This team should organize and oversee the needs assessment process; lead in developing the schoolwide plan; and conduct or oversee the program's annual evaluation.

Team Members = School Site Council –Link to SSC Composition and rules

Section 1114(b)(2)(B) of Title I requires that the planning team consists of:

- Principal
- Teachers
- Other Staff-counselors, program specialist, library media assist, custodian, office personnel, etc.
- Parents and other members of the community to be served; and
- If the plan relates to a secondary school, students.

The team should:

- Seek input and participation from the groups it represents as well as other community members
- Be knowledgeable about Title I programs and their regulatory requirements
- Tackle hard issues and outline the year-long planning process
- Reach an agreement on a draft plan of action and set timelines

Analyze Data to Reach Conclusions Regarding Achievement

—**Link to PLUS Survey,…**

Different Types of Data	Different Sources of Data
Student demographics	Surveys & Interviews of Students/Staff /Parents
Mobility rates/dropout rates	Focus groups
School culture and climate	State and local assessments
Academic achievement –multi-year trends	Lesson plans and student work

Graduation rates	Curriculum and assessment materials
Report card grades	Curriculum implementation
Attendance data—chronic absenteeism	Observations reports
Discipline referrals	
Expulsion/Suspension Records	
College and career readiness	
SAT/ACT Data	
Instructional data –methods, materials and resources	
Family and community engagement	
Teacher Retention	
Business/Community Feedback	
Teachers' knowledge & Skills—PD Needs	

Questions to Consider:

- How well are students achieving on state and local (formative and summative) assessments in general, in identified subgroups, and individually?
- What do we know about the needs of all of the subgroups we serve?
- What are the school's strengths and how can we build on them to improve the school?
- Are there measurable goals for achievement that are known by parents, teachers, and students?
- How does the school identify individual student academic and non-academic needs?
- What is the process for identifying and addressing chronic absenteeism?
- How are the discipline procedures meeting the needs of student behavior?
- What intervention process is in place to ensure that students' educational needs are met in a timely manner?
- Describe the process used to determine the professional development needs of teachers.
- What kinds of professional development are offered to teachers? To paraprofessionals? To other staff?
- What are the areas of concern? What can be done to improve these areas?
- What are the priorities according to the data?
- Does the team need to gather more information? If so, what are the next steps?
- Are resources being used to the best of our abilities?
- Are new resources needed?

What Do We Do with the Data?

Compile: Receive all data in ready to use form, disaggregate data as necessary

Sort: Group data accordingly: Academic achievement, School Safety, Climate, Parent Involvement, etc.

Report: Provide clear and concise narrative information, easy-to-understand charts and graphs, identify trends and possible red flags

Analyze: Most labor-intensive step and most important! The team should be agreed before drawing conclusions or writing the plan. Complete a Root Cause Analysis.

Identify Root Causes

–Link to Root Cause Toolkit

Root Cause—the deepest underlying cause, or causes, of positive or negative symptoms within any process that, if dissolved, would result in elimination, or substantial reduction, of the symptom.

> **Example:** A school district was faced with a very high number of out-of-school suspensions. Its solution to the problem was to implement an in-school suspension program. This resulted in space, staff and energy being assigned to what essentially was a patch on the system. They never looked at causes for the suspensions in order to substantially reduce or eliminate them.

> **Example**: A school district has a very high failure rate in ninth grade. Expectations are that most students will successfully transition from middle school to high school. The reality is that over 50 percent of all freshmen fail at least one course during the year. The failure rate is the ―red flag‖ as well as a symptom of deeper underlying causes. In order to eliminate the symptom, the deeper underlying root causes have to be dissolved.

Identification and analysis of root causes is not a simple task. It is possible to employ a number of techniques, such as the “5 Whys” to discover root causes. The idea behind the technique is to ask “why” several times, until the cause of a problem is identified. For example, consider the high school drop-out problem.

> ***Why are students dropping out?*** *Because they are not accumulating enough credits to graduate.*
>
> ***Why?*** *Because they are failing their classes.*
>
> ***Why?*** *Because they report that going to class is boring, so they do not attend class.*
>
> ***Why?*** *Because teachers lecture too much.*
>
> ***Why?*** *Because no one has shown teachers how to make their subject matter more interesting.*
>
> ***Why?*** *Because the district has not provided the supports necessary to help teachers develop new skills for working with adolescent learners.*

Review the Existing Plan

—LINK to Example (spsaevaltemp)

Consider both SPSA and WASC, focus on each goal action, and task; and:

- Identify the top priorities of the current plan
- Identify the expenditures supporting these priorities
- Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have or the direct or indirect impact of the strategies or activities on student achievement?
- Identify those strategies or activities that were ineffective or minimally effective in improving student achievement. Consider any HR implications n regards to changes in the plan.
- Review the alignment of the expenditures to the plan’s priorities.

Compare Findings from Existing Plan to Current Data

- Describe any changes that will be made to goals, the annual outcomes, metrics, or strategies/activities to achieve goals a result of this analysis.
- Determine if the existing goals and actions apply to the finding from the current data.

- Identify goals/actions/tasks to keep, modify, or drop.
- Identify any goals in the current SPSA that were not met; does the data support keeping them?
- List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.
- What might be some recommendations for future steps to meet this goal?
- Prioritize needs based on this comparison analysis.

Develop Specific Goals/Outcomes that Address Prioritized Needs

—**Link to SPSA Goal/Strategy Worksheet**

- Design strategies that provide opportunities for all children to meet challenging State academic standards.
- Design strategies that use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
- Design strategies that address the needs of all students but particularly those at risk of not meeting the challenging state academic standards.
- Determine funds for any activity that supports the needs of the students in the school as identified through the comprehensive needs assessment.
- Articulate the goals, actions, and strategies in the School Plan for Student Achievement.

Determining What Works the Best

-**Link to Evidence-based Strategies**

In order to best design strategies that best fit student needs, the team should research evidence-based strategies to remedy the gap.

Some questions to consider:

- Are there interventions supported by strong- or moderate-evidence?
- What do the majority of studies on this intervention find? Does the intervention have significant effects on important student or other relevant (e.g. teacher leadership) outcomes?
- Were studies conducted in settings and with groups of students who have characteristics that are relevant to the local setting (i.e. students with disabilities, English Learners, students who reside in low-income situations, and specific racial and or ethnic groups)?
- If strong- or moderate-evidence is not available, is there promising evidence?
- What resources are required to implement this intervention?
- Will the potential impact of this intervention justify the costs, or are their more cost-effective interventions that will accomplish the same outcomes?
- What is the local capacity to implement, including available funds, staff skills, and other supports for intervention?
- How does this intervention fit into the larger strategic goals and other existing efforts?
- How will this intervention be sustained over time?

Use of Funds Examples Based on Needs Assessment

- ✓ Increased learning time
- ✓ High-quality preschool or full-day kindergarten
- ✓ Evidence-based strategies to accelerate the acquisition of content knowledge for English Language Learners
- ✓ Equipment, materials, and training needed to compile and analyze data to monitor progress, alert the school to struggling students, and drive decision making
- ✓ Devices and software for students to access digital learning materials and collaborate with peers, and related training for educators
- ✓ School climate interventions

Set Measurable Goals

Once priorities and potential solutions have been identified, draft goals that set the course for student achievement and address the needs of all students, but particularly those at risk of not meeting the challenging State academic standards.

- Set student achievement goals/assessment targets
- Set goals that address how the school will operate (e.g. goals that address shared leadership or teacher collaboration)

Because goal statement are broad indicators of intention, they must be connected to specific objectives, strategies, and action steps to become effective targets that truly guide schoolwide activities

A well-written schoolwide plan goal is specific, measurable, attainable, time-bound and, most importantly focused on increasing achievement for all students in the school.

Each effective goal also implicitly contains an evaluation question, indicating how the school will know if the goal has been achieved. **How will we know if our strategies are successful? What evidence will we have to show the success of our action?**

Here is an example of a SMART goal:
During the 2020-2021 school year, students at Fat City School will improve their math computation skills as measured by an increase in the percentage of students scoring in the "proficient" and "advanced" levels on the I-Ready math computation assessment.

This goal is specific because it addresses math computation skills. It is measurable because it uses the percentage of students scoring proficient and advanced. It is likely attainable because there is room for improvement. It is realistic because if the school focuses on it and helps students improve their computation skills, it is likely that achievement scores will improve. It is timely because it will happen during one school year.

To examine goal attainment, compare the percentage of “proficient” and “advanced” students in 2019-2020 to the percentage of “proficient” and “advanced” students in 2020-2021. If there is an increase, this goal has been met.

What strategies can be used to meet this goal? The school could provide instruction and practice through an after-school program. Students who did not score proficient along with those who just barely scored proficient might be asked to participate in these after-school activities. After a beginning of the course “pre-test” the instructors might discover that some of these students know their math facts, but do not know how to apply them to a variety of contexts, and they have particular difficulty with story problems.

During this after-school program, students who are having difficulty might be asked to use their computation skills in a number of diverse settings. Hands-on games where teams of students compete with one another might be used. The use of manipulatives such as unifix cubes might be employed. Students could be asked to solve story problems, and then enact the answers through role-playing activities. Throughout the program, frequent formative assessments would help instructors determine whether students are making progress as a result of the strategies being used.

Write (or update) the School Plan for Student Achievement
—Link to Sample K-8 SPSA Link to Sample 9-12 SPSA

Write the plan (after completed needs assessment, results analyzed, priorities identified, goals are created, and selected actions and strategies are selected to activate those goals).

Writing the plan is an extremely important step in this process, since a well-constructed plan provides a blueprint for all core operations in the schoolwide program. Done well, the plan brings focus and coherence to activities and helps ensure unity of purpose, alignment, and clear accountability.

The comprehensive plan is designed to capture in writing a focused and coherent design to reform the entire school. Typically, the plan will contain

- The school’s vision and mission statement
- A concise version of the school profile, and
- A summary of the needs assessment

It will describe how the components will be addressed through the established goals and the implementation of evidence-based strategies, and contain targets for when the goals will be achieved. Well-written plans also identify the person or persons responsible for the strategies and describe how available resources will be used.

Make the Commitment
The final step is ensuring a commitment to the school improvement plan. Team members and responsible parties (leadership team, teachers, staff) should agree to support and implement the plan. To help solidify their commitment, routinely recap the SPSA goals, monitor the implementation of strategies and review data.

At staff meetings, allocate time to:

- ***Inform teachers*** about the data so they are aware of their school's challenges and celebrations.

- ***Cue teachers in on the patterns*** that exist in the data and share the list of observed problem areas in their ranked order.
- ***Share the full improvement plan.*** Have teachers in meeting sessions add their own brainstorm ideas. This process helps to build teacher ownership of the plan of strategies.

- ***Assign roles.*** Include all in sharing tasks to implement, monitor and review the plan.

- ***Communicate the plan.*** Prepare something that describes the improvement plan clearly in a simplified form to all staff in writing (a special bulletin, newsletter, or other communication means).

Comprehensive Needs Assessment Templates and Example

Title I Schoolwide Comprehensive Needs Assessment Template

What is it the schoolwide comprehensive needs assessment?

A comprehensive needs assessment is a process that is used to identify needs and performance challenges in a school or district, determine their root causes, and set priorities for future action. Schools and districts should use the comprehensive needs assessment to inform improvement planning and budgeting.

Step 1: Establish a Schoolwide Planning Team

Section 1114(b)(2)(B) of Title I law requires that the plan be developed with the involvement of parents and other members of the community to be served as well as teachers, principals and administrators. This formal planning team should meet regularly to organize and oversee the needs assessment process, guide in the development of the written plan, and conduct the annual review.

Step 2: Clarify the Vision for Reform

Prior to collecting and analyzing data, the planning team in conjunction with the school staff should meet and discuss the vision for reform. This collective vision defines what the school will look like in terms of student success. The goals and programs identified in the schoolwide plan should align with this vision.

Step 3: Create the School Profile

The school profile is a data-driven description of the school's current status. At a minimum, schools should assess the current status in the focus areas which significantly affect student achievement: student needs, curriculum and instruction, professional development, family and community involvement, and school context and organization.

Step 4: Identify Data Sources

The planning team is responsible for gathering and organizing data related to the focus areas in the school profile. Quantitative and qualitative data may be used (i.e., student achievement results, parent surveys).

Step 5: Analyze the Data and Current Performance Level *(SEE COLUMNS 1 & 2 on DMM)*

As the planning team analyzes the data, the gaps between the current state of the school and the established vision for reform will become more apparent. The strengths, weaknesses, and areas of critical need will emerge and become the basis for the goals and strategies that will be developed in the written schoolwide plan. Results of the data analysis should be summarized and presented to all stakeholders.

Step 6: Determine the Root Cause(s) *(SEE COLUMN 3 on DMM)*

Utilizing the data and a root cause analysis tool (such as a fishbone tool), identify what is causing the gaps identified through data analysis. In identifying results or symptoms that may lead to these gaps, push to identify the specific cause and driver of what leads to these results.

Step 7: Identify Recommendations to Close the Gap(s) *(SEE COLUMN 4 on DMM)*

The planning team should develop strategies, systems, and timelines for implementing changes that will address root causes of identified gaps. The team should work to prioritize the most critical changes necessary to elicit maximum impact. While there may be more strategies and systems to try at a later date, only those recommendations that are most critical to addressing identified gaps should be put forward for implementation.

Step 8: Identify Success Assurances ***(SEE COLUMN 5 on DMM)***
In putting forth recommendations, the planning team should develop clear timelines for implementation, and be clear about who from site will be a part of the team working to put in place changes at the school site. Leaders for each recommendation should be identified and the planning team should be clear about the resources, tools, and systemic changes needed to ensure recommendations are implemented with fidelity.

Step 9: Identify the progress monitoring strategy ***(SEE COLUMN 6 on DMM)***
The planning team should identify the short, medium or long term outcome data that will be used to monitor the implementation of the programs and services identified to improve outcomes.

Step 10: Describe the Evaluation Strategy ***(SEE COLUMN 6 on DMM)***
The planning team should be clear about the metrics that will be used to evaluate the effectiveness of the implemented recommendations. This evaluation should include a plan to ensure that recommendations were carried out as intended, and should provide clear alignment with the gaps in the data and performance levels identified in Step 5.

What evidence should be collected as sites complete the continuous improvement process?
Schoolwide sites should retain the following documentation for monitoring and sustainability purposes:
□ Minutes, agendas and attendance records for planning team meetings
□ Written vision for reform
□ School Profile
□ Sample data used to conduct the needs assessment
□ Summary of data analysis presented to stakeholders

Guiding Questions

1) Establish a Schoolwide Planning Team

A) How were the planning team members selected and recruited?
B) How has the planning team decided to organize its work?
C) How will the planning team communicate with the staff, parents and community?

2) Clarify the Vision for Reform

A) What is the school's purpose and mission? How was this shared with the planning team?
B) What are the expectations for students? How was this shared with the planning team?

3) Create the School Profile

Each of these questions should be addressed by the entire planning committee. After sharing school programs and data, how did the members of the planning committee answer the following questions?

A) How well are the students achieving on State assessments? On other formative and summative assessments? How was this shared with the planning team?
B) How does the school identify individual student needs?
C) What are the student attendance rates?
D) What instructional materials and strategies are used at the school? Are they aligned with the Common Core State Standards?
E) What assessment instruments are used by teachers to measure student achievement?
F) How are assessment results used?
G) Is there a process to determine professional development needs of teachers?
H) How the teachers have the opportunity to collaborate horizontally and vertically?
I) How teachers communicate regularly with parents? What communication methods are used?
J) How do parents and the community support student learning?
K) How does the school involve parents and the community in decision making?
L) How does the community view the school?
M) Is the entire staff involved in decisions about school operations?
N) How the policies and procedures of the school support improved student achievement?
O) Overall, how much progress was made last year? In the last two years?

4) Identify Data Sources

A) What outcome data are needed to gain an accurate understanding of the current level of performance?
B) What types of data were used in the needs assessment? (Attach to this document)
C) How was data from various sources collected and analyzed by the planning team?
D) Have parent/teacher/student surveys been conducted? How were the results shared with the planning team?
E) What areas of strength, weakness, and critical need were identified by the data by the members of the planning team?

5) **Analyze the Data and Current Performance Level**
   A) What are the gaps identified by the planning team between the current state of the school and the desired level of performance/vision for reform?
   B) How does the planning team suggest that the data be shared with students, parents, teachers, and the community at large?
   C) What additional sources of data does the planning team recommend to be collected to inform the evaluation of the planned services? Who will be responsible and how will they be collected?

6) **Determine the Root Cause(s)**
   A) What are the causes of the gap(s)?
   B) What contributing factors are present that are responsible for the current results of students and overall school performance?

7) **Identify Recommendations to Close the Gap(s)**
   A) What goals and strategies aligned to the Title I Required components, does the planning team recommend for inclusion in the written schoolwide plan to close the gaps?

At a minimum, the committee should recommend strategies in the following areas to inform the comprehensive school plan:

- Identify research-based school reform strategies
- Ensure teachers and paraprofessional are highly qualified
- Provide academic support to meet the state standards for the targeted subgroups (economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, limited English proficient students, and migrant students)
- Support professional development needs for teachers and support staff
- Increase parental involvement
- Assist in the transition to kindergarten
- Identify ways for teachers to be involved in decision making
- Ensure students are receiving timely, effective services
- Coordinate Title I with other federal programs, and state and local services

   B) What actions taken will mitigate the cause(s) identified in the analysis above?
   C) What program/s or service/s will be implemented to mitigate or eliminate the primary cause/s for current performance levels?
   D) What current research supports your proposed action?
   E) A theory of action may be developed:
      i) If we do (corrective action):
      ii) It will eliminate/mitigate (cause/s):
      iii) Resulting in (define improved performance level/s).
   F) Have all interdependencies and connections between the proposed program and other existing programs been identified?
   G) Do you need approval or buy in for your proposed corrective action?

8) **Identify Success Assurances**
   A) What indicators have the planning team identified will confirm that the intervention will be successful?
   B) What is the governance structure for those leading and responsible for the implementation and evaluation of the new program/service?
   C) Have all major tasks been identified with accompanying deliverables, timelines, and person/s responsible?

9) **Identify the progress monitoring strategy**
   A) What short-, medium- or long-term outcome data will be used to progress monitor the implementation of the program/service or reform strategy?

10) **Describe the evaluation strategy**
   A) What Key Performance Indicators will provide sustained successful implementation?

Needs Assessment – Example
Need: Low achievement in reading

Sunshine Elementary School continues to not make much if any positive growth in ELA on the SBAC.

Goal: The percentage of students in 3rd-8th grades meeting/exceeding standards in reading will increase from 20% to 30% by the end of the year as measured by SBAC.

School Site Council consisting of elementary school teachers, other school staff, the administration, parents and community members conducted a Comprehensive Needs Assessment (CNA). The reading issue was explored at length. The CNA identified the possible reasons for the gap in reading performance in the school. Through several brainstorming activities, interviews, focus groups, examination of documents, curriculum guides, district policies, professional development agendas, surveys of teachers and parents, visits to successful elementary schools serving the same kinds of students, and classroom visits, the CNA identified the following reasons for the gap in reading performance:

- Reading curriculum was not coordinated across grade levels;
- Instructional quality varied considerably between classrooms;
- Parents did not read to children at home.

Possible solutions to the problem and to address the gap:

- **Consistency.** Instructional quality will be consistently monitored across classrooms, grade levels to ensure that research-based practices are being implemented. **See research on HIGH QUALITY FIRST INSTRUCTION**

- **Curriculum guidelines.** Benchmarks will be established at each grade level, and progress will be monitored.

- **Professional development.** All of the teachers in the school will be trained in the implementation of the new curriculum and the use of the new reading series. The impact of this professional development will be carefully monitored, and follow up will be provided as necessary to ensure that teachers have developed the necessary skills to become successful. **See research on PROFESSIONAL LEARNING AND COLLABORATION**

- **Take home a book program.** The school will take steps to ensure that appropriate reading materials are made available to all families. At the beginning of each quarter, every student will be provided with leveled reading selections to keep. Information about how to read with children will be provided to parents and guardians. Parents and guardians will be surveyed to determine how reading materials are used in the home.

The number of books in a family's home is strongly and positively related to children's reading ability. Books don't need to be new or purchased—they can be borrowed from the library or obtained for free through book rotation and lending programs.
Evans, M., Kelley, J., & Sikora, J. (2014). Scholarly culture and academic performance in 42 nations. Social Forces, 92(4), 1524–1605.

- **Family reading nights.** Family reading nights will be conducted once every month while school is in session. Parents and guardians will be instructed in how to effectively read to their children, and will also be given hints and tips for providing feedback to their children when they read to the adults. These practices will be modeled, and coaches will be available to help participants understand the process. Logs will be kept to track the number of minutes per week that children are read to, and the number of minutes per week that children read to their parents or guardians. Silent reading by children will also be logged, and parents and guardians will be surveyed about their participation in the program. **See research on FAMILY ENGAGEMENT**

Continuous Improvement: Decision Making Model -- Essential Questions

Template

Continuous Improvement: Decision Making Model -- Essential Questions

--- CONFIRMS WHY ---			CONFIRMS HOW	--- CONFIRMS WHAT ---	
Current Performance Level	**Gap Analysis Results**	**Cause Analysis Results**	**Design & Improvement**	**Success Assurances**	**Implementation & Evaluation**
Do I know where I am?	*Do I know the gap between where I am and where I want to be?*	*Do I know what's causing me to be where I am?*	*Do I know what I need to do to get where I want to be?*	*Do I know what I need to do to assure that what I do works?*	*Do I know what I need to do to confirm what I do works?*

Sample

Continuous Improvement: Decision Making Model -- Essential Questions

--- CONFIRMS WHY ---			CONFIRMS HOW	--- CONFIRMS WHAT ---	
Current Performance Level	**Gap Analysis Results**	**Cause Analysis Results**	**Design & Improvement**	**Success Assurances**	**Implementation & Evaluation**
Do I know where I am?	*Do I know the gap between where I am and where I want to be?*	*Do I know what's causing me to be where I am?*	*Do I know what I need to do to get where I want to be?*	*Do I know what I need to do to assure that what I do works?*	*Do I know what I need to do to confirm what I do works?*
18.1% chronic absenteeism (ORANGE)	Target: <4% Gap: 14.1%	1. Lack of home routines/practices that lead to strong attendance (especially with foster/homeless populations) 2. Lack of trust with school staff (results in lack of reporting issues that lead to attendance issues) 3. General Health - students stay home sick frequently 4. Transportation difficulties 5. Concerns over safety (including due to threats made or bullying on social media)	Position: Parent liaison - Parent liaison can help track data and address issues within the school's locus of control - Ideally would find someone from the community, who is bilingual and who either brings cultural competency or will engage in training - Liaison will work to reach out to families and provide on-site trainings/workshops - Liaison will also use outreach to connect families with services	Liaison should be embedded in various site leadership teams 1) CARE teams 2) SSC 3) Operational leadership team 4) Site leadership team Site will work to introduce the liaison via communications and at various events to ensure families are aware of new resource Will also build in weekly data review reports/meetings to ensure data is tracked and results in follow-up with families	Data that will be followed up on includes: - Student grades - Daily/Weekly/Monthly attendance - Family turnout at events - Number of referrals and services provided to families - ELAC and SSC attendance

Evidence-Based Strategies

Evidence-Based Interventions Under the ESSA

Information regarding evidence-based interventions as defined in the Every Student Succeeds Act (ESSA).

The Elementary and Secondary Education Act (ESEA) has consistently directed educators to implement interventions grounded in research. Under No Child Left Behind (NCLB), districts and schools were called to use “scientifically-based research” as the foundation for education programs and interventions. This has been replaced by “evidence-based interventions” under the Every Student Succeeds Act (ESSA). This shift was designed to help increase the impact of educational investments by ensuring that interventions being implemented have proven to be effective in leading to desired outcomes, namely improving student achievement. Many ESSA programs encourage state educational agencies (SEAs), local educational agencies (LEAs), and schools to prioritize and include evidence-based interventions, strategies, or approaches.

Evidence-based interventions are practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. The kind of evidence described in ESSA has generally been produced through formal studies and research. Under ESSA, there are four tiers, or levels, of evidence:

Tier 1 – Strong Evidence: supported by one or more well-designed and well-implemented randomized control experimental studies.

Tier 2 – Moderate Evidence: supported by one or more well-designed and well-implemented quasi-experimental studies.

Tier 3 – Promising Evidence: supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).

Tier 4 – Demonstrates a Rationale: practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by an SEA, LEA, or outside research organization to determine their effectiveness.

Interventions applied under Title I, Section 1003 (School Improvement) are required to have strong, moderate, or promising evidence (Tiers 1–3) to support them. All other programs under Titles I–IV can rely on Tiers 1–4.

Academic Interventions for Instructional Strategies

Determining What Works the Best

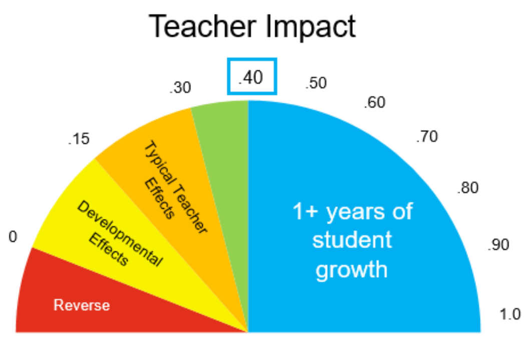
“How well teachers teach is the strongest influence on how well students learn.”
-- John Hattie

Now, more than any time in history, professional educators have access to clear and accurate information about teaching strategies that work. By consistently implementing highly effective instructional strategies, teachers are more likely to increase students’ abilities to be college and career ready. In fact, a synthesis of over 913 meta-analyses, including 60,167 studies and 88,652,074 students, reported that the greatest influence on student learning is instruction (Hattie, 2013, p. 14).

Many instructional techniques have <u>some</u> impact on student performance, therefore, the question for today's educator is not, "What works?" rather, "What combination of things works best?"

To find the answer to this question of what works best, educators can access meta-analysis research. The work of John Hattie, Robert Marzano, Viviane Robinson, Keith and Paula Stanovich, Robert Slavin, and Barack Rosenshine summarizes the effect size of a variety of instructional strategies. For this information to be useful, it's important to understand what we can learn from Hattie's analysis.

What is an Effect Size? (And how do we know if it fits with the needs of our students?)



Typical effect sizes for instructional strategies range from .0 to .30, and those with an effect size of .40 or greater are associated with more than 1 year of growth in student performance. Simply put, if an instructional strategy has an effect size of .40, student growth in one year will be equal to, or greater than, one grade-level increase. With this logic, any instructional strategy with an effect size of .40 or higher *that is implemented with fidelity* will give students a better chance of catching up and narrowing gaps in achievement.

The effect sizes reported express the <u>average</u> change in student performance that is attributable to a specific instructional strategy. One can infer that no instructional strategy works equally well in all situations.

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- Instructional Strategies List for Teachers**--**This site contains a collection of links to resources, informative videos, and basic pedagogical definitions. https://instructionalstrategies.org/instructional-strategies-list-teachers/

- Institute of Education Services --Resources from the Results for America Lab including "Leveraging ESSA's Evidence Provisions to Help Every Student Succeed" (July 2016) which

outline the potential and promise of ESSA's evidence provisions to help state and local leaders improve K–12 education are located at http://results4america.org/ed-lab-resources/.

- The What Works Clearinghouse (WWC) reviews the existing research on different programs, products, practices, and policies in education…to provide educators with the information they need to make evidence-based decisions. The WWC focuses on the results from high-quality research to answer the question "What works in education?" and is located at https://ies.ed.gov/ncee/wwc/.

- The goal of Evidence for ESSA is to provide clear and authoritative information on programs that meet the ESSA evidence standards and enable educators and communities to select effective educational tools to improve student success. The website is located at https://www.evidenceforessa.org/.

- The Center on Innovations in Learning (CIL) is a national content center established to work with regional comprehensive centers and state education agencies (SEA) to build SEAs' capacity to stimulate, select, implement, and scale up innovation in learning. Learning innovations replace currently accepted standards of curricular and instructional practice with new practices demonstrated to be more effective or more efficient in the context in which they are applied. The Center is funded by the U.S. Department of Education, Office of Elementary and Secondary Education. https://files.eric.ed.gov/fulltext/ED593306.pdf

- Ask A REL is a free service provided by the ten Regional Educational Laboratories (RELs) that functions like a virtual reference desk. REL researchers provide references and referrals to education research, briefs, articles, and organizations in response to submitted education questions.
  https://ies.ed.gov/ncee/edlabs/askarel/

- Integrating the Arts:
  - www.artsedsearch.org - national hub for research on the impact of the arts in education
  - www.createca.dreamhosters.com/artsed-dataproject - The California Arts Education Data Project
  - www.title1arts.org - provides resources for school leaders who wish to embrace arts programming among their strategies for achieving Title I goals. It is intended, in particular, for schools with schoolwide Title I programs, and includes tools for planning, implementing, and evaluating arts-based strategies in alignment with state and federal Title I regulations

- The Center for Research and Reform in Education (CRRE) is a research center in the Johns Hopkins School of Education. Our goal is to improve the quality of education for children through high-quality research and evaluation studies that merge traditional program evaluation methodology with the trends and demands of the current education industry.
  https://education.jhu.edu/crre/

- IDEAs that Work: Preparing Children and Youth with Disabilities for Success--The Office of Special Education and Rehabilitative Services (OSERS) promotes inclusion, ensures equity and creates opportunity to improve results and outcomes for infants, toddlers, children, youth and adults with disabilities to actively participate in all aspects of life.
  OSERS' mission is to provide leadership to achieve full integration and participation in society of people with disabilities by ensuring equal access to, and excellence in, education, employment and community living.

https://ccrs.osepideasthatwork.org/teachers-academic/evidence-based-practices-instruction

- Top Tier Evidence--This site seeks to identify those social programs shown in rigorous studies to produce sizable, sustained benefits to participants and/or society, so that they can be deployed to help solve social problems. Although many types of research have value in the evidence-building process, this site focuses on the results of well-conducted randomized controlled trials (RCTs), which are widely regarded as the strongest method of evaluating program effectiveness. The site also focuses on whether such studies show sizable, sustained effects on outcomes of clear policy importance (e.g., high school graduation, workforce earnings, teen pregnancies) and not just intermediate outcomes (e.g., children's ability to recognize letters or numbers, positive parenting practices, take-up of services) that may or may not lead to important outcomes. https://evidencebasedprograms.org/programs/

- The Best Evidence Encyclopedia is a free web site created by the Johns Hopkins University School of Education's Center for Data-Driven Reform in Education (CDDRE) under funding from the Institute of Education Sciences, U.S. Department of Education. It is intended to give educators and researchers fair and useful information about the strength of the evidence supporting a variety of programs available for students in grades K-12.
  The Best Evidence Encyclopedia provides summaries of scientific reviews produced by many authors and organizations, as well as links to the full texts of each review. The summaries are written by CDDRE staff members and sent to review authors for confirmation.
  http://www.bestevidence.org/index.cfm

  Aligning with ESSA Evidence Ratings:
  - Elementary Reading: a summary table is available on pages 50-77 of the report at the link below and provides information on studies, though no ratings are given.
    http://www.bestevidence.org/word/elem_read_Jan_22_2010.pdf
  - Reading for English Learners: a summary table is available on pages 34-39 at the link below and provides information on studies, though no ratings are given.
    http://www.bestevidence.org/word/ell_read_Mar_19_2012.pdf
  - Reading for Struggling Readers: page 132 at the link below shows the Best Evidence Encyclopedia rating summary. Strong, Moderate or Limited Evidence ratings may align to Strong, Moderate or Promising depending on sample size and statistical significance.
    http://www.bestevidence.org/word/strug_read_Jul_07_2011.pdf
  - Elementary Math: page 79 at the following link shows ESSA ratings
    http://www.bestevidence.org/word/elem_math_Oct_8_2018.pdf
  - Secondary English Language Arts: page 79 at the following link shows ESSA ratings
    http://www.bestevidence.org/word/Secondary-Reading- 01-31-18.pdf
  - Secondary Math: page 111 at the link below shows the Best Evidence Encyclopedia rating summary. Strong, Moderate and Limited Evidence may align to Strong, Moderate or Promising depending on the sample size and statistical significance.
    http://www.bestevidence.org/word/mhs_math_Oct_21_2008.pdf
  - Secondary Reading: page 79 at the following link shows ESSA ratings
    http://www.bestevidence.org/word/Secondary-Reading-01-31-18.pdf

Articles

13 Concrete Examples Of Better Feedback For Learning
by **Grant Wiggins**
https://www.teachthought.com/pedagogy/13-examples-of-better-feedback-for-learning/

32 Research-Based Instructional Strategies
by **Teach Thought Staff**
https://www.teachthought.com/pedagogy/32-research-based-instructional-strategies/
20 Questions To Guide Inquiry-Based Learning
by **Teach Thought Staff**
https://www.teachthought.com/critical-thinking/20-questions-guide-inquiry-based-learning/

10 Evidence-Based Teaching Strategies – The Core List
by Shaun Killian (MEd, MLead)
https://www.evidencebasedteaching.org.au/evidence-based-teaching-strategies/

Instructional Strategies List for Teachers
https://instructionalstrategies.org/instructional-strategies-list-teachers/

50 Questions To Help Student Think About What They Think
Contributed by Lisa Chesser
https://www.teachthought.com/critical-thinking/metacognition-50-questions-help-students-think-think/

26 Sentence Stems For Higher-Level Conversation In The Classroom
by **TeachThought Staff**
https://www.teachthought.com/critical-thinking/sentence-stems-higher-level-conversation-classroom/

- Well taught, systematic, differentiated instruction for all underperforming students improves student achievement. (Tomlinson, C. et. al., *"Differentiating instruction in response to student readiness, interest, and learning profile in academically diverse classrooms: A review of the literature".* Journal for the Education of the Gifted. Volume 27, 119-145.

- The use of Learning Centers where underperforming students have access to certificated teacher teams, support with a learning plan (IEP) and "scaffolded" Response to Intervention (Rtl) instruction, has been documented to provide effective diagnosis, treatment and improved student learning outcomes. (See Bryk, et. al, 2010, Organizing Schools for Improvement)

- The research on the effects of interventions during out of school time, (before and after school) is mixed. [See T. Kane, (2004) and Bodilly & Beckett, (2005) for evidence of negative impacts.] P. Lauer, et. al., (2004) in a meta-analysis of out of school interventions document some success with tutoring programs in *"The Effectiveness of Out of School Time Strategies in Assisting Low Achieving Students in Reading and Mathematics: A Research Synthesis.* In this 2004 McCREL publication, Lauer concludes that the most effective programs are tutoring programs to strengthen reading and writing. See https://www.mcrel.org/

- *The Complete Guide to Tutoring Struggling Readers: Mapping Interventions to Purpose and CCSS,* by P. Fisher, A Bates and D. Gurvitz (2014) provides detailed research-based guidance on tutoring, including : components of a lesson, print skills and the development of word knowledge, contextual reading and fluency, vocabulary development, oral language and literacy, comprehension of text, writing, and reading connections. A central findings that intervention needs to be specific, address the needs of the students and do so in the zone of proximal develop merit. The Complete Guide to Tutoring Struggling Readers: Mapping Interventions to Purpose and CCSS, is available from Teachers College Press at https://www.tcpress.com/

- Effective practices in reading and writing tutoring programs include a knowledgeable coordinator, training for volunteers and coordination between classroom instruction and volunteer (Lauer, 2004, https://www.mcrel.org/)

- Intervene early. Re-teaching through before and after school tutorials, focused on particular standards, has led to improved learning outcomes as measured on state assessments. See Deborah Brennan in "Improving Schools: What Works?" in Educational Leadership *February 2015.*

- Caution needs to be taken in how interventions are designed. Under pressure to raise outcomes, some schools and districts have adopted limited strategies and random interventions, not connected to regular classroom instruction, with limited academic results. See A. Bryk, et. al., *Organizing Schools for Improvement. Lessons from Chicago* (2010) and W. Norton Grubb, The Money Myth: School Resources, Outcomes and Equity (2009) on improving the quality of interventions and avoiding pitfalls of adopting drill and practice and repetitive English and math skills courses.

Academic Interventions for English Learners

- As a result, ELD instruction needs to continue at least until students reach early advanced and, if possible, advanced levels of fluency. See Genesee, F., Lindholm-Leary, K., & Christian, D., (2006) *Educating English Language Learners: A Synthesis of Research Evidence.* New York. Cambridge University Press.
- For specific strategies and approaches to evaluating and teaching LTELS, see Dutro, S., and Kinsella, K. "English Language Development: Issues and Implementation at Grades Six Through Twelve" in *Improving Education for English Learners: Research Based Approaches,* California Department of Education, 2010.
- A recent research-based Kinsella publication on strategies and approaches for LTELs, *English 3D, Academic Language for College and Career (Grades 6- 12)* is available from Scholastic, Inc.
- Research-based strategies for English Learners and Long-Term English Learners https://www.californianstogether.org/long-term-english-learners/
- Effective Interventions for Long-Term English Learners https://portal.ct.gov/-/media/SDE/ESSA%20Evidence%20Guides/Effective_Interventions_for_Long-Term_English_Learners
- Understanding Language, Stanford University http://ell.stanford.edu/
- National Clearinghouse for English Language Acquisition http://www.cal.org/what-we-do/projects/ncela
- US Department of Education

http://www2.ed.gov/about/offices/list/ocr/ellresources.html

- Early Assessment Program
  http://www.calstate.edu/EAP/

Student Engagement

Student engagement, when a student's attention is attracted to an idea or task and held there because the student sees the idea/task as worthwhile, has been extensively studied. (Tomlinson, C.A. (2003) *Fulfilling the promise of the differentiated classroom; Strategies and tools for responsive teaching,* available at www.ASCD.org

"Student motivation and engagement are not inherent. Rather, student engagement is malleable and dynamic (Malloy, Parsons and Parsons, 2013). "Student engagement cannot be separated from the environment", report Fredricks and McColskey (2012).

Research documents that teachers can create engaging environments through personal care, maintaining positive social environments, and creating academic tasks that are authentic, collaborative and give students choices where they can experience some control over their learning. [Fredricks and McColskey (2012; Perry, Turner and Meyer, 2006;] Research-based strategies on engagement include:

- Azzam, A.M., (2014). "Motivated to Learn, A Conversation with Daniel Pink", which appears in *Motivation Matters* in the September 2014 issue of *Educational Leadership.* Alexandria, VA: ASCD

- Fredricks, J.A. & McColskey, W. (2012). "The Measurement of Student Engagement: A Comparative Analysis of Various Methods and Student Self- report Instructions", which appears in Christenson, S.L., Reschly, A.L., & Wylie, C. (Eds.) *Handbook of Research on Student Engagement.* New York, NY: Springer

- Perry, N.E., Turner, J.C., & Meyer, D.K. (2006),"Classrooms as Contexts for Motivating Learning", which appears in *Student Learning: Engagement and Motivation,* the May 2014 issue of Phil Delta KAPPAN. Bloomington, IN: POK International

- LINKS (Learning, Individualized Needs, Knowledge and Skills) is a student advisement initiative which provides planning and implementation tools, including curriculum maps and standards-based lesson plans designed to strengthen academic, career and personal-social. See http://wvde.state.wv.us/counselors/links/about.html

- Provide a wrap-around truancy prevention program including student assessments, home visits, weekly school contacts, counseling with the student and family, referrals to community resources, mentoring and evaluation.

- Attendance Works is a national and state initiative that promotes better policy and practice around school attendance. http://www.attendanceworks.org/

  - US Department of Education drop-out prevention and intervention strategies
    http://ies.ed.gov/ncee/wwc/Topic.aspx?sid=3

  - For calculating chronic absence

http://www.attendanceworks.org/tools/tools-for-calculating-chronic-absence/

- Attendance Playbook-- Smart Solutions for Reducing Chronic Absenteeism, addresses absenteeism at the ground level, providing educators with nearly two dozen practical strategies for improving attendance that have strong track records and are in many instances easy to introduce and simple to scale. This guide explains each intervention, identifies the problem it solves, summarizes supporting research, and highlights schools or school districts that have used the strategy successfully.

  https://www.future-ed.org/wp-content/uploads/2019/07/Attendance-Playbook.pdf

- Provide health services coordinated at the school site (i.e. immunizations, health screenings, following up on chronically absent or truant students.)
  - School Coordinated Health-Coordinated School Health (CSH) is recommended by CDC as a strategy for improving students' health and learning in our nation's schools. These pages outline the rationale and goals for CSH, provide a model framework for planning and implementing CSH, and offer resources to help schools, districts, and states improve their school health programs.

    http://www.cdc.gov/HealthyYouth/cshp

Formative Assessment

Assessment is formative when teachers gather interpret and use evidence about student performance to make decisions about next steps in instruction. (Tomlinson, C.A. & Moon, T.R. (2013) *Assessment and Student Success in a Differentiated Classroom.* Formative assessment is a process which comes in many forms and builds both teacher and student knowledge. Black and William (2009) have documented how formative assessment can improve student achievement. (See Black, P. & William, D., "Developing a Theory of Formative Assessment" in Educational Assessment, Evaluation and Accountability, 21 (1), 5-31.

- See Tomlinson and Moon for advice on teacher-developed formative, ongoing and summative assessments. Available at www.ascd.org
- See Mandinach, E. and Jackson, S. (2014) *Transforming Teaching and Learning through Data-Driven Decision-Making for* cost-effective approaches to data-driven decision-making, including design, communication, systematic processes for data inquiry and ongoing cycles of instructional improvement. Available at www.corwin.com
- See Boudett, City and Murnane, R. (2005) in *Data Wise,* for a description of a professional development program to help school foster teacher collaboration and formative assessment for differentiating and improving instruction. Available at https://www.hepg.org/hep-home/home
- Computer-based systems, with research-based underpinnings, are increasingly used to both assess student learning (see Northwest Evaluation Association (NWEA) Measures of Academic Performance (MAP) and REN- LEARN from Renaissance Learning, as well as programs which both assess student knowledge and skill and then differentiate computer based learning to address learning gaps, e.g., Odysseyware.

High Quality First Instruction
Quality classrooms and schools evolve around powerful teaching and learning for each student. Three sources from the extensive research literature on high quality instruction are briefly described below. J. McTighe's widely researched and used *Understanding by Design* (2004) focuses primarily on delineating and guiding sound curriculum design. C. Tomlinson's equally widely researched and used *How to Differentiate Instruction in Mixed Ability Classrooms* (2001) focuses primarily on an instructional delivery model - processes and procedures to ensure that all students learn. The integration of these models - *Integrating Differentiated Instruction and Understanding by Design* (Tomlinson & McTighe, 2006) provides compelling evidence and tools to connect content with students' learning needs- an imperative for students to learn CCSS.

- See www.ascd.org for all three publications.

Karen Hawley Miles and Stephen Frank in *The Strategic School: Making the Most of People, Time and Money* (Corwin Press, 2008) explore the relationship between school spending, organization and student achievement and identify schoolwide -research-based strategies for maximizing the likelihood that schools make best use of the resources they have in order to promote high quality teaching and learning. Some of these include: managing a long-range plan to allocate resources to the school's most important priority to improve student achievement through strategic hiring, support for collaborative teams, attention to master schedule, student assignment, and reduction in class size at the early grades.

- See www.corwin.com for Miles and Frank publication.

Ideally, a robust curriculum, differentiated instruction, and effective use of resources will address a majority of student learning needs. When they are insufficient, targeted interventions may be effective under specific conditions.

College and Career Readiness
David Conley's seminal 2013 book, *Getting Ready for allege, Careers and Common Core: What Every Educator Needs to Know*. J. Wiley, San Francisco, provides a research-based definition to define and measure college and career readiness and then define four areas ("keys") and multiple forms of assessing each, to help students be better engaged with the connection between what they are learning and how they are going to use the knowledge they are learning.

- A college and career ready student possesses the content knowledge, strategies, skills and techniques necessary to be successful in a post- secondary setting.
- The four keys to college and career readiness include:
    - The ability to think, problem solve, research, interpret data with precision and accuracy
    - Knowledge; key content knowledge, understand the structure of thinking, how to value, make attribution and apply effort
    - Key learning skills and techniques so that students can act on knowledge
    - Key transition skills; the ability to apply knowledge, skills, procedures, and techniques in unfamiliar contexts.
- Conley outlines key student tasks to realize each of these areas and how each can be assessed through multiple forms of assessment.

Before adopting a program or strategy to build college and career readiness, educators would be well-advised to assess its feature in light of Conley's framework of knowledge, skills, and attributes necessary for college and career readiness. A program need not have them all, but schools would benefit by making explicit what their college and career programs are teaching.

(Quoted from 2013 ASCD Leadership Conference remarks by the National Alliance of Business Leaders, 2014)

Technology and its Use in the Classroom to Improve Student Learning

- Positive effects of technology on cognition, affect and behavior- Waxman, H.C., Lin, M., & Michko, G.M. (2003) report on evidence from 42 primary studies. See "A meta-analysis of the effectiveness of teaching and learning with technology on student outcomes" accessed at http://treeves.coe.uga.edu/edit6900/metaanalysisNCREL.pdf
- Positive effect of technology on student achievement-Tamin,R., Bernard, R,. Borokhovski, E., Abrami, P., & Schmid, R (2011) report on positive effects of technology on student achievement from 25 meta-analyses of 1,055 primary studies. See "What forty years of research says about the impact of technology on learning: A second-order meta-analysis and validation study". *Review of Educational Research,* (81 (4), 4-28.
- Cohen and Dacanay (1992) document greater student achievement percentile gains with teacher using technology as a supplement to instruction (gain of 21 percentile points) vs. using technology to replace the teacher (gain of 14 points.) See "Computer-based instruction and health professions education: a meta-analysis of outcomes." *Evaluation and the Health Professions*. 15 (3) 250-281.
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For effective use of technology in instruction, communicating goals, interacting with new knowledge, generating and testing hypotheses, and tracking progress, see *Enhancing the Arts and Science of Teaching with Technology,* by S. Magana and R. Marzano available from Marzano Research Laboratory (2014).

Social, Emotional & Behavioral Interventions

Interventions which integrate academic learning and positive behavior management may be appropriate in some schools. Research by Maurice Elias at Rutgers links the depth of social-emotional learning (SEL) skill development to student engagement with CCSS. "Students who do not have a nuanced understanding of emotions are unlikely to see deep meaning in much of the literature they read and are less likely to be engaged in it." He states:

"A comprehensive meta-analysis of over 2Qp studies of social-emotional learning skills implementation (Durlak, et.al, 2011) found that well-implemented SEL is linked to student gains in social-emotional skills, improved attitudes about self, others, and school, positive classroom behavior, and 10 percentile -point gains on standardized achievement tests. Also, negative behaviors that compromise academic and life success, such as conduct problems, aggressive behavior and emotional distress were significantly reduced." (See "Social-emotional Skills Can Boost Common Core Implementation", M. J. Elias, Phi Delta Kappan, November 2014, p. 60).

These programs explicitly teach expectations for student behavior and strategies for students to reflect on their own attitudes and behavior, thereby helping them to deal with the knowledge and skill demands of academic curricula. Some of the more widely used programs, which claim to be based on research findings, include:

- CHAMPS, *(Classroom Management:* Teach Students How to be Successful in Class) is the classroom management program which sets specific expectations for classroom behavior and fosters the development of self-management and relationship skills. See https://www.dailyteachingtools.com/champs-classroom-management.html

- PBIS (Positive Behavior Interventions & Support) See www.PBIS.org
- CASEL *(Success in School: Skills for Life)* See M.F. Greenberg, P. Weissberg, and M.U. O'Brian at http://www.naspcenter.org/resourcekit/
- Reconnecting Youth, reports on innovations in preventing drug abuse, school dropout, and suicidal behaviors among high risk youth. See www.reconnectingyouth.com

Provide social and emotional support services to those identified most at risk, referred to targeted services (i.e. mental health, social/emotional support etc.)

- Aggression Replacement Training (ART) is a ten week curriculum and intensive support for anger management, social skills and moral reasoning
  - http://aggressionreplacementtraining.com/
- Gang prevention strategies - Kern County Project 180 is a county wide collaborative to reduce gang involvement and participation http://kernproject180.org/
- The Boys Town Education Model® is a school-based intervention strategy that focuses on managing behavior, building relationships, and teaching social skills. http://www.boystowntraining.org/pd.html
- Brief intervention for Substance Using Adolescents research summary is linked here: https://www.healthypeople.gov/2020/tools-resources/evidence-based-resource/brief-school-based-interventions-and-behavioral-outcomes-for-substance-using-adolescents
- Restorative Justice: http://www.restorativejustice.org/
- Forward Thinking/Reflective Journaling -curriculum to address anger management, social and emotional issues through journaling and curriculum http://www.changecompanies.net/series.php?id=6
- The RAND Corporation reviewed recent evidence on U.S.-based SEL interventions for K–12 students to better inform the use of SEL interventions under ESSA. This report discusses the opportunities for supporting SEL under ESSA, the standards of evidence under ESSA, and SEL interventions that should be eligible for federal funds through ESSA.
  - https://www.wallacefoundation.org/knowledge-center/Documents/Social-and-Emotional-Learning-Interventions-Under-ESSA.pdf

- Social Programs that Work--This site seeks to identify those programs found in rigorous studies to produce sizable, sustained benefits to participants and society. The purpose is to enable policy officials and other readers to readily distinguish these programs from the many others that *claim* to have such evidence.
  - http://evidencebasedprograms.org/

- National Technical Assistance Center on Transition (NTACT) assists in implementing evidence-based and promising practices and predictors that promote positive post-school outcomes for all students with disabilities. Throughout the website and other resources from NTACT, effective practices and predictors have been evaluated regarding the amount, type, and quality of the research conducted, and are labeled as either (a) evidence-based, (b) research-based, or (c) promising. Currently NTACT is not identifying “unestablished” practices, but recognizes that there is a body of practices in the field for which there is not yet evidence of effectiveness. These designations indicate the confidence one can have in the likely effectiveness of the intervention, when implemented as defined and recommended. https://www.transitionta.org/effectivepractices

- Blueprints for Healthy Youth Development--This site provides a comprehensive registry of scientifically proven and scalable interventions that prevent or reduce the likelihood of antisocial behavior and promote a healthy course of youth development and adult maturity. Interventions certified by Blueprints are family, school, and community-based and target all levels of need—from broad prevention programs that promote positive behaviors while decreasing negative behaviors to highly-targeted programs for at-risk children, troubled teens or formerly incarcerated adults that get them back on track.

  - **Aligning with ESSA Evidence Ratings:**

- "Model+" Program is Strong or Promising depending on whether or not there is information on the sample size being large and multisite.
- "Model" is Strong or Promising depending on whether or not there is information on the sample size being large and multisite.
- "Promising Programs" is Strong if large multisite sample and randomized control trial, Moderate if large multisite sample and two quasi-experimental designs, Promising if no sample size is available.
- "Effective Outcomes" Strong if large multisite sample and randomized control trial, Moderate if large multisite sample and two quasi-experimental designs, Promising if no sample size is available.
    - https://www.blueprintsprograms.org/
- Cal Schools West Ed website provides information on how to administer surveys at school districts: http://cal-schls.wested.org/
  - The California Healthy Kids Survey (CHKS)
  - The California School Climate Survey (CSCS)
  - The California School Parent Survey

Class Size Reduction

- Reducing class size for all students in all subjects does not guarantee improved student achievement (Hanushek, 1997; Mosteller, 1995.)
- The Student Teacher Achievement Ratio study {STAR) documented that strategic reductions in the early grades (Pre-K, through third grade) can make a measurable and lasting different in student achievement, especially for students from low income families. (Word, Johnson & Bain, 1990.) However, small reductions in class size make little difference in student performance. Achievement increases predictably only when class sizes are reduced to 13-17 students.
- There is limited research on the effect of reducing class size on secondary school student performance (Miles, Shields & City, 2007).
- Access to effective teachers is critical. Even in smaller class sizes, teachers need strategies to take advantage of smaller class sizes to better meet individual student needs. (Miles and Frank, 2008).

The positive effects of reducing elementary class size (CSR) are mediated by the quality of instruction; unless students have access to effective teachers, CSR will have limited impact. See [B. Stecher, et. al., What We have Learned about CSR in California. AIR, 2002; Finn, Gerber, Achilles & Boyd-Zaharias, 2001.]

Professional Learning and Collaboration

The implementation of Common Core State Standards (CCSS) makes building teacher capacity, through professional learning and professional networks an imperative. Leadership and instructional specialists can help teachers develop this new subject-matter pedagogical knowledge and practice without re-inventing the wheel, particularly when teacher professional communities are part of practice and not an "add-on" to teacher responsibilities.

- See Darling-Hammond, L. (2005) Professional Development Schools: Schools for Developing a Profession, on making teacher professional learning an endemic part of every successful school. Available at available at https://www.hepg.org/hep-home/home
- Reeves, D. (2010) discusses why "one-shot" professional development doesn't work and reports on how his research findings on implementation of transformative professional development, through a focus on teaching, curriculum assessment and leadership for student results. See Transforming *Professional Development and Student Results*, available at www.ascd.org. McTighe, J. and Wiggins, G., in *Understanding By Design, A Professional Development Workbook*, (2004) present standards, templates, exercises, design tools and examples for implementing Understanding by Design (UbD), a curriculum design model, as professional development in schools. It is available at www.ascd.org.
- McLaughlin, M. & Talbert, J., (2001) report on research on professional development embedded in secondary school in *Professional Communities and the Work of High School Teaching;* University of Chicago Press, Chicago
- Panero, N. & Talbert, J. (2013) discuss how focused strategic inquiry on student learning can both improve student learning and serve as the basis for a professional learning school. See *Strategic Inquiry: Smarting Small for Big Results in Education*, available at https://www.hepg.org/hep-home/home
- Bryk, A. et.al,(2010) in *Building Networked Improvement Communities in Education* reports on research on how educational and other social service networks are joining forces to systematically research common public policy problems, a strategy which can serve as a useful professional development and professional networking opportunity for classroom teachers. It is available at: https://www.carnegiefoundation.org/resources/publications/getting-ideas-action-building-networked-improvement-communities-education/

Staffing & Professional Development to Increase English Learner Outcomes

- Adding certificated EL positions
  - Providing K-1 and early EL instruction accelerates ELD growth: *Tong,*

F. e.t al. American Educational Research Journal, December 2008

- Providing additional support for EL certificated staff, e.g., providing EL teachers with extra prep to schedule, monitor and track EL students, including LTELs and RFEPs
  - Making ELD a priority, e.g., providing additional support for EL program delivery, increases the likelihood of sustaining an effective ELD instructional program and promoting student outcomes. *(Parrish, Linquanti, et. al: Effects of implementation of Proposition 227: A Five Year evaluation: AIR & WestEd: 2006.}*
- Professional Development for EL Teachers

Effective EL teachers need language skills and knowledge and the ability to teach listening, speaking, reading and writing. Some of the research based skills for effective EL instruction include teacher ability to:

- Teach the mechanics of language - phonology, syntax, semantics and writing conventions (Schleppegrell (2004) *The Language of Schooling.* 2004 Lawrence Erlbaum, Mahwah, NJ)
- Understand first and second language acquisition, (August and Hakuta,(*1997) Improving Schooling for Language Minority Children.* National Academy Press, Washington, D.C.)
- Help students learn and understand different types of academic language (Fillmore and Snow, (2000) *What Teachers Need to Know About Language.* ERIC Clearinghouse.)

- Use engagement strategies to help build content area literacies. (Maxwell-Jolly and Gandara, (2012) "Teaching All our Children Well" in *Narrowing the Achievement Gap*, edited by T. Timar and J. Maxwell-Jolly, Harvard Education Press, Cambridge).
- Know how to activate and strengthen students' prior knowledge (ibid. Maxwell-Jolly and Gandara)

Project GLAD - Guided Language Acquisition Design is a professional development model for language acquisition, literacy, academic achievement and cross-cultural skills. The model has a research-base and evidence of positive outcomes. See https://begladtraining.com/

Gifted & Enrichment Programs

- Gifted programs (separate from advanced placement/high ability courses) provide specific curricula aimed at challenging students at the appropriate level. [See research on positive outcomes by Kulik, J. & Kulik, C.L. (1992) available at www.gifted.uconn.edu/nrcgt/rbdm9204.pdf and Goldring, E., (1990) "Classroom Organizational Frameworks for Gifted Education Students", in *Journal of Education Research*, volume 83, pages 313-336.
- AVID has been extensively researched, and where implemented with fidelity, is associated with improved student academic achievement and increased academic opportunities for traditionally underrepresented students. See the AVID Research Web-page, at www.AVID.org/research.ashx
- Ability Grouping: Research needs to be carefully examined on ability grouping' to ensure that-data are separated by type of grouping (comprehensive, between-class, within class, separate program and acceleration). As documented by Allan, S.D.'s review of the research:
  - Gifted and high ability children show positive academic effects from either acceleration or classes specifically designed for them with specially trained teachers. Like all other children, teachers need to be able to differentiate the curriculum for higher ability students.
  - Average and low ability elementary grade children benefit most from within-class regrouping for specific subject areas such as reading and math !
  - It is unclear whether grouping has any effect on the self-esteem of students in the general school population.
  - Meta-analysis of research studies on grouping available in March 1991 issue of Educational Leadership @ASCD.org.

Use of Instructional Assistants/Teacher Aide/ Aides/ Paraprofessionals

Empirical research on use of instructional assistants (paraprofessionals, teacher aides) is limited. The largest and most detailed recent study of use and impact of K- 2 teaching assistants found negative results on 16 of 21 measures of learning achievement, particularly for low income students. *(Making Best Use of Teaching Assistants,* (2015) Sharpies, J.,Webster, R., & Blatchford, P) See also Deployment and Impact of Support Staff, 2008, by the same author. Similarly, the Tennessee Student Teacher Achievement Ratio (STAR) project found no beneficial effect on pupil attainment of having a teacher aide in K-3 classrooms. https://www.classsizematters.org/wp-content/uploads/2016/09/STAR-Technical-Report-Part-I.pdf

Although the effects of teaching assistants on pupil achievement are discouraging, Sharpies, Webster, and Blatchford (MAST) found beneficial perceptions of reduced teacher stress and higher job satisfaction when teachers delegate routine and administrative functions to teacher assistants. This frees teachers to focus more on core functions of planning, assessment and instruction. The authors urge school leaders and teachers to strongly consider seven evidence-based recommendations:

- Teaching assistants should not be used as substitute teachers for low- attaining pupils
- Use teaching assistants to add value to what teachers do, not replace them
- Use teaching assistants to help pupils develop independent study skills and manage their own learning
- Ensure teaching assistants are fully prepared for their role in the classroom through out of class liaison with teachers
- Use teaching assistants to deliver high-quality one-to-one and small group support using structured interventions.

A copy of the study and guidance report are available at

- o https://educationendowmentfoundation.org.uk/public/files/Publications/Teaching_Assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable.pdf
- o https://educationendowmentfoundation.org.uk/public/files/Publications/Teaching_Assistants/TA_RecommendationsSummary.pdf

Similarly, bilingual teacher assistants will need training in key features of second language instruction (see below) in order to be effective. For advice, see *Teacher Tips for' Effective Collaboration with ELL Paraprofessionals* by Law and Eickes (2010). Portage and Main Press, Winnipeg, MB.CAN

Family Engagement

School level parent engagement practices. Activities such as including parents on governance committees, encouraging volunteerism, educating parents on how to be more active in their children's education, etc., have positive outcomes, including more informed decision-making, greater motivation to implement decisions, greater acceptance of collective decisions, enhanced sense of social justice, and increased civic skills, among others. (See Funk & Wright, 2003: Deepening Democracy: Institutional Innovations in Empowered Participator Governance. Verso Books. Volume 4. New York; Bryk, et. al., (2009) Charting Chicago School Reform: Democratic Localism as a Lever for Change. Westview Press, Boulder, CO., and Erbstein and Miller, (2012) "Partnering with Families and Communities to Address Academic Disparities", in Narrowing the Achievement Gap edited by Timar and Maxell-Jolly. Harvard Education Press, Cambridge.]

- Use of incentives as part of engaging deeply with parents. Think about what the district is currently doing to foster real family and community engagement in student learning. Consider exploring the Academic Parent and Teacher Team Initiative, sponsored by WestEd. It has been researched and developed by Maria Paredes, who is available at 480-823-9425. Incentives may be a part of this initiative, but only as part of a larger effort to deeply engage parents.

- Many low-performing students have non-educational, as well as educational, needs, which impact their academic performance. [Wilkinson, R. and Picket, K. (2009) The Spirit Level: Why Greater Equality Makes Societies Stronger: New York, Bloomsbury] Wrap-around services, including clothing, meals, mental health services, supplies and other supports for the most high need students are associated with improved personal well-being, greater student engagement, improved academic performance and fewer negative interactions with the law.

- To assist in the goal of understanding how family and community partnerships can promote school improvement efforts, this literature review strives to answer what are the key components (practices, challenges, conditions, goals, and outcomes) of promising family-school partnerships that support school- and district-level reform, and how do promising partnerships involve families and communities in education reform? https://www.nmefoundation.org/resources/how-family-school-and-community-engagement-can-improve-student-achievement-and-influence-school-reform/

- Parent Project – Parent-support groups for raising difficult or out-of-control children. We are committed to providing highly effective programs that are affordable for every parent. Curriculum 6-to 7 or 10 week program and Train the Trainer program. http://kernparentproject.org/

- Parent Institute for Quality Education (PIQE) creates partnerships between parents, students and educators to further students' academic success http://www.piqe.org/
- Other Research based strategies that support parent involvement:
    - Partnering with Families and Communities
    - School, Family, and Community Partnerships: Preparing Educators and Improving Schools
    - Successful Family Engagement in the Classroom: What teachers need to know and be able to do to engage families in raising student achievement
    - Academic Parent-Teacher Teams: Reorganizing Parent-Teacher Conferences Around Data
    - Payne, Ruby K. *A Framework For Understanding Poverty*. Aha! Process, Inc. Texas. 1996.
    - Partners in Education A Dual Capacity-Building Framework for Family-School Partnerships http://www2.ed.gov/documents/family-community/partners-education.pdf

    - California School Parent Survey https://www.cde.ca.gov/ls/he/at/documents/schparsureng17.pdf https://www.cde.ca.gov/ls/he/at/csps.asp

    - CDE Family and Community https://www.cde.ca.gov/qs/fc/

    - The Family Engagement for High School Success Toolkit: Planning and implementing an initiative to support the pathway to graduation for at-risk students http://www.hfrp.org/family-involvement/publications-resources/the-family-engagement-for-high-school-success-toolkit-planning-and-implementing-an-initiative-to-support-the-pathway-to-graduation-for-at-risk-students

    - A Toolkit for Title I Parental Involvement http://www.sedl.org/connections/toolkit/
    - San Diego State University, Center for Family, School, and Community Engagement http://go.sdsu.edu/education/parent/
    - California State PTA-Family Engagement

http://www.capta.org/

- CalSTAT Technical Assistance and Training
  http://www.calstat.org/familymessages.html

- Developing a Partnership Program
  https://www.calstat.org/PA-FCPs.html#DevelopPartnership

- National Network of Partnership Schools Johns Hopkins University
  https://www.fmucenterofexcellence.org/topic/partnerships/

- FINE- The Family Involvement Network Of Educators
  http://www.hfrp.org/family-involvement/fine-family-involvement-network-of-educators

- Strategies for Community Engagement in School Turnaround, March 2014
  https://www2.ed.gov/about/inits/ed/implementation-support-unit/tech-assist/strategies-for-community-engagement-in-school-turnaround.pdf

- Creating Communication: Exploring and expanding your fundamental communication skills (2nd ed.).
  https://abiiid.files.wordpress.com/2012/04/creating-communication-exploring-and-expanding-your-fundamental-communication-skills.pdf

- Home, school, and community collaboration: Culturally responsive family engagement (2nd ed.) Reaching out: A K-8 resource for connecting families and schools (2002)

- **Researched based strategies to engage caregivers of foster youth**.
  - Stuart Foundation – Youth Family Community Engagement
  - http://kcsos.kern.org/dreamcenter/

See the web site for the San Diego Monarch School for the Homeless and Ventura County Port Hueneme Support Initiative.

- Dryfoos, J. (1994) Full Service Schools: A Revolution in Health and Social Services for Children, Youth and Families. San Francisco: Jossey Bass

- Comer, J. (1996) Rallying the Whole Village: The Comer Process for Reforming Education, available at https://www.tcpress.com

Fishbone Generation Protocol

Purpose: To arrive at a deeper understanding of the problem (before jumping to solutions).

Norms:

- **Avoid "Solutionitis"…** the goal is to understand the issue, not solve it (yet).
- **"Yes and"...** the goal is to generate lots of ideas, and not fixate on one.
- **Embrace "definitely incomplete; possibly incorrect."**
- **Share the air.**

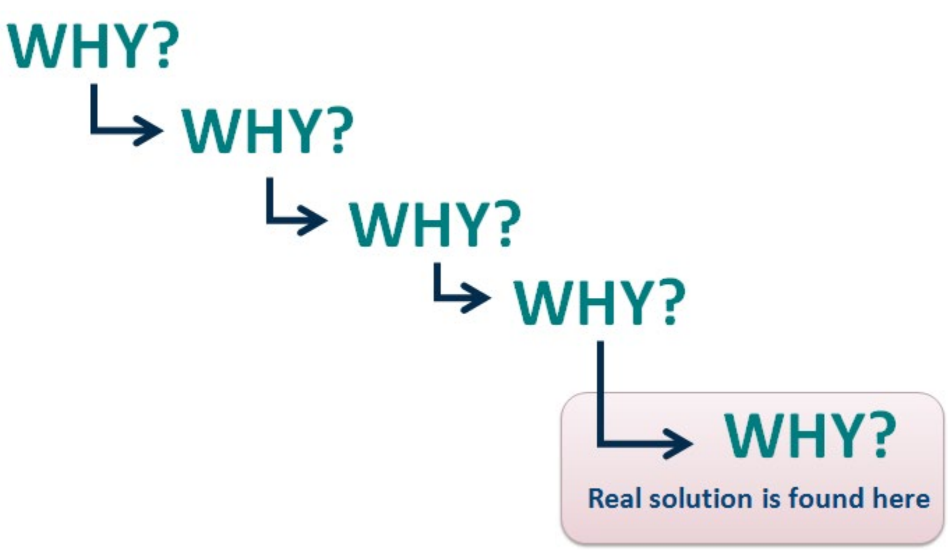
Protocol:

1. **Generating our Problem Statement** (5–7 min.)

   - Using the California School Dashboard as a reference, what is one problem we need to solve? Express the problem in one sentence.

2. **Initial Brainstorm of Causes** (5 min.)

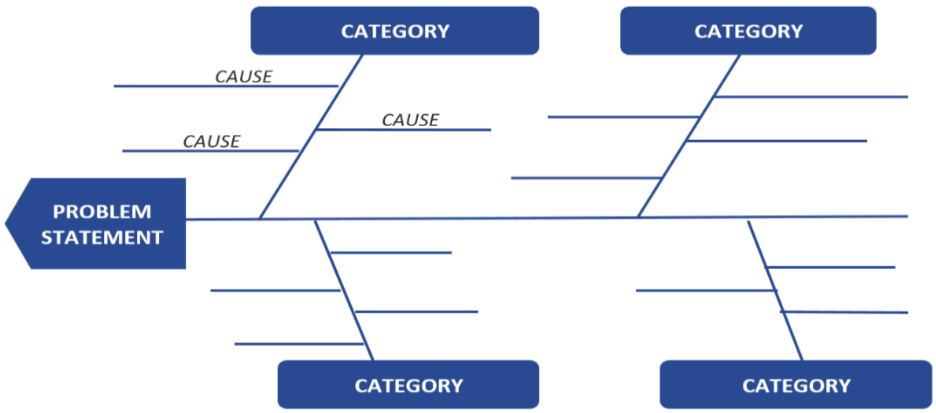
   Based on your work digging into the problem (e.g., empathy interviews, expert convening, relevant data, research, etc.) and your own ideas/experiences, *individually brainstorm* as many causes as you can that might contribute to the problem/issue. Write each cause on a different Post-it. *For meaty "big" topics, it can help to ask a chain of "why?"*



Share and Categorize (15–20 min.)

- *Share around:*
    - Each person shares one cause contributing to the problem. If others have a similar cause, you can start to group those Post-its together on your Fishbone Diagram.
    - Continue to share your initial brainstorm, building on each other's ideas and adding new causes that may contribute to the problem.
- *Cluster on your Poster:* Group related causes together, and give each category a title. The data on the Post-its are the details/bones on the Fishbone Diagram.

Fishbone Diagram Example



3. **Post and Reflect** (5 min.)

Hang your poster on the wall. Does your diagram capture the root causes you think are important? Anything missing? Then *each person* gets to vote with *one heart* and *one star*:

- *High Leverage*: Put a **heart** by the factor, that if addressed, you think would have a significant impact on the problem.
- *Practical*: Put a **star** by the factor that is within your control—the factor your team could address with little effort.

4. **Debrief** (5 min.)

- How did we do upholding the norms?
- How might we adjust this protocol in the future?

Interrelationship Digraph Protocol

Purpose: To use this protocol to determine which root causes from the Fishbone Diagram are the most impactful on which to focus.

Norms:

- **Avoid "Solutionitis"…** the goal is to understand the issue, not solve it (yet).
- **"Yes and"...** the goal is to generate lots of ideas, and not fixate on one.
- **Embrace "definitely incomplete; possibly incorrect."**
- **Share the air.**

Protocol:

1. **Arrange the main root causes from your fishbone in a circle.**

    - *Predict:* Which cause do you think is most important?

2. **Starting with one cause, and for each pair of causes ask yourself:**

    - Is there a relationship between these two?
    - If yes, which causes the other? Draw an arrow from one to the other to show directionality.
        - For example: "Does X cause Y or vice versa?"
    - You can decide there is not causal relationship, but you must pick a direction if you do see a relationship.

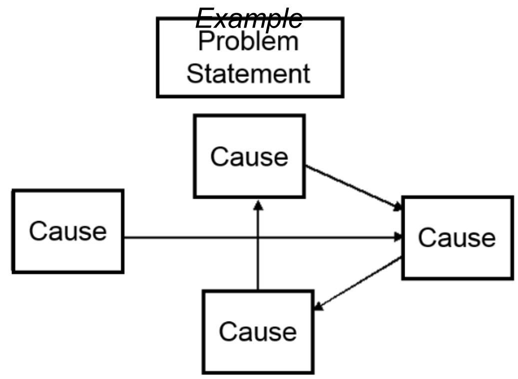
3. **Repeat until you have established a relationship (or not) between all the causes.**

4. **Tally arrows (out, in) for each cause.** The root causes with the most outgoing lines most impact the problem.

    Star the top 1–2 root causes!

    Predict which will
    be the highest priority: ____________

Interrelationship Digraph Example



Expert Convening Protocol

Purpose: To learn from people who have relevant expertise and **who provide multiple perspectives** on the issue a team wants to improve. Ideally, the presenting team should leave with a deeper understanding of the factors contributing to the issue and clear next steps for moving the work forward. The role of the presenting team members is to actively listen and take notes, with one team member facilitating the protocol.

Roles:

- **Facilitator** will guide the group through the protocol and help it uphold the norms, while keeping time.
- **Note taker** will capture the ideas of the experts as they emerge.
- **Experts** will share their perspectives on the issue being discussed.

Norms:

- **"Yes and"...**the goal is to explore many ideas, and not fixate on one.
- **Seek to understand…**ask clarifying and probing questions to dig deeper.
- **Share the air…**so that all experts are able to contribute their ideas.
- **Invite others in.**

Protocol:

- **Overview and Introductions** (5 min.)

  The facilitator reviews the purpose, protocol, and norms. Participants each take 30 seconds to share their name, role, where they work/study, and one reason this conversation is important to them.

- **Clarifying and Probing Questions** (5 min.)

  Experts ask the presenting team clarifying and probing questions to understand the team's goal (avoiding advice in disguise such as "Have you thought about…").

- **Reflecting on the Goal and Discussion Questions** (5 min.)

  Experts write/think about the questions in the Discussion Round (Step 4) and what they would like to contribute to the discussion.

- **Discussion Rounds** (35 min. total)

Each round begins with each expert **briefly** sharing their initial thoughts on the question. Experts may choose to pass. Then participants engage in a free-flowing conversation with the time left. **The presenting team members are silent and take notes; it may help to have a notetaker capture ideas on poster paper as they emerge.**

- **Round 1–Reflections** (10 min.)
  What do we need to think about if we want to achieve this goal?

- **Round 2–Resources** (10 min.)
  Who else is working on this goal and has experienced success? (Who should we talk to? Where should we go? What research should we seek out?)

  Or

  Who has helped you related to this goal? How?

- **Round 3–Change Ideas** (10 min.)
  What are 1–2 concrete actions you think we should take to achieve our goal? Which actions do you think would have the greatest impact?

- **Round 4–Final Word** (5 min.)
  Any last thoughts? Anything particularly resonating with you?

- **Team Reflection** (5 min.)

  The presenting team member and the note taker reflect on what struck them from the conversation, questions that emerged, and possible next steps. **The experts are silent.**

- **Debrief** (5 min.)

  All participants reflect on the process using the following questions as a guide:

  - Did this protocol help all involved develop a deeper understanding of how to achieve the goal?

  - How did this feel? How did we do upholding our norms?

  - What changes would we make to the protocol before trying it again?

- ***After the Protocol (if relevant):***

  The presenting team meets to revisit and revise their theory of action using the following as a guide:

- Based on the expert convening, what are we learning about the problem we want to address?
- Is there anything missing from our theory of action (i.e., Driver Diagram [see page 17])? Are our drivers necessary and sufficient for moving our goal?

- What new questions are emerging for us?

- What are our next steps?

Empathy Interview Protocol

Purpose: To gain a deeper understanding of a stakeholder's experience of the issue you are working on.

Norms:

- **Seek to understand**, not confirm.
- **Ask once**, clearly.
- **Ask questions** that elicit stories and feelings.
- **Probe:** "Tell me more…" "What was that like for you?"

Protocol:

1. **Prepare for Interviews** (15 min.)

   What questions could you ask a student/practitioner/other stakeholder to understand their experience related to your group's problem/issue, and the factors contributing to it?

   - **Question Selection/Brainstorm** (3 min.)
     Individually, review the questions below. Adapt these or generate a few questions of your own.

   - **Share and Organize** (5–10 min.)
     As a group, identify/organize your top 5–6 questions. Will they help you understand what makes X challenging, or when Y experiences success
     (i.e., the possible root causes you need to address)?

   - **Predict and Plan** (3 min.)
     Each person shares one thing they think they will hear. If you are doing the interview with a partner, decide who will interview and who will take notes.

   Consider these possible empathy interview questions:
   - Tell me about a time when you received feedback on a piece of work that allowed you to improve the quality of that work. Why do you think the feedback was helpful at that moment?

   - Tell me about a time when you received feedback on your work that wasn't helpful.

     - How did that feel?
     - What did you do?
     - Was that hard? Why or why not?
     - What do you wish would have happened?
     - What would have helped?

- What advice would you give another person about X?
- What advice would you give to me about X?
- What do you wish others knew about X?
- If you could describe how you feel about X in one word, what would it be?
- Draw me a picture of what you think about when you hear X…
  (Then: Tell me about what you drew.)

2. **Conduct Interviews** (20 min.)

   Your questions and notes: (add space, additional questions as needed)

   1. Q:
      N:
   2. Q:
      N:
   3. Q:
      N:
   4. Q:
      N:
   5. Q:
      N:

3. **Reflect** (5 min.)

   - **Content:** What did we hear? What are we learning about the root causes that contribute to the problem?
   - **Process:** Are there questions we wish we would have asked? Are there questions that were particularly helpful? Did we probe effectively?

Digging Into Data Protocol

Purpose: To help a group engage in productive dialogue about data and to build collective capacity to make sense of data relevant to local educational agency improvement. You can use this protocol with multiple small groups, each unpacking a different piece of data, and then sharing out to the group. Or you can use this protocol to have everyone unpack the same piece of data **(in this case, modify Phase 3).**

Roles:

- **Facilitator** guides the group through the process and ensures that the protocol and norms are upheld.

- **Note taker** captures notes from the discussion and is prepared to share with the group.

Norms:

Data conversations can make people feel vulnerable. A structured dialogue helps maintain safety and focus.

- **Share the air…**step up, step back, and invite others in.
- **Hard** on the content, **soft** on the people.
- **Focus on learning**, not judging.
- **Stick to the protocol**.

Protocol:

1. **Getting Oriented** (5 min.)

   Participants take 2–3 minutes to individually review the data. The facilitator then leads a quick check-in: Does everyone understand what is being presented?

2. **Discussion Rounds** (25 min.)

   - **Round 1: Observations and Celebrations** (people may pass or say "ditto")

     - Each person shares one thing they noticed that they want to celebrate and/or call attention to. During this round it is important to just describe what you see as objectively as possible. Resist the urge to interpret or pose questions.

     - Helpful sentence frame: **"I noticed..."**

   - **Round 2: Questions** (start with a different person, people may pass or say "ditto")

  - Each person shares a question that emerges for them from the data.
  - Helpful sentence frame: **I wonder...**

- **Round 3: Hypotheses** (facilitator facilitates a discussion)

  - Participants share possible hypotheses or explanations for what they see, trying to identify multiple alternative explanations.

  - Helpful sentence frames: **This could be because... Or it could be because...**

- **Round 4: Next Steps** (facilitator facilitates a discussion)

  - Participants share what they might do next given their understanding of the data.

  - Helpful sentence frames: **One thing we could do next is...**

3. **Share out** (optional, time varies)

   The note taker from each group has **1 minute** to share highlights from their group's discussion of the data. We recommend sharing the following:

   - One celebration/noticing
   - One question that emerged
   - One possible hypothesis
   - One next step

   (Skip/modify this step if all participants have looked at the same data or if you only have one group.)

4. **Debrief** (5–7 min.)

   The facilitator leads the group in reflecting on this process.

   Helpful Guiding Questions:

   - What was this process like for you?

   - What adjustments would you make?

   - How did looking at data influence your understanding of the issue?

   - What are we learning about how to package data so that we can engage in productive conversations?
   - How might you use this protocol in your work, with your team?

- What data are we craving?

Process Mapping Protocol

Purpose: To better understand the process leading a particular outcome, and identify potential breakdown points where we should focus our improvement efforts.

Roles:

- **Interviewee**: The person being interviewed who can provide a helpful perspective on the process.
- **Interviewer/Facilitator**: The person who interviews the interviewee, and who facilitates Step 3.
- **Process Mappers**: One to two people who map the process while listening to the interview.

Norms:

- **Resist "Solutionitis"…** get your map out first, then challenge and ask questions about it.
- **Share the Air…** step up, step back.
- **Seek to Understand, not Confirm.**

Step 1: Identify your Endpoint (5–7 min.)

Before mapping the process, you need to articulate your endpoint (i.e., goal).

- **Individually brainstorm** (2 min.) possible endpoints for the process you want to map. See if you can express it in one short sentence.
- **Share:** Each person shares one endpoint until all ideas have been shared.
- **Choose one or create a new one** (without getting hung up on the perfect wording).

Step 2: Create the Map (10–15 min.)

Using the roles above, the interviewer interviews the interviewee to understand the process (i.e., the reality) leading up to that goal, while others map the process on paper.

Helpful questions/sentence frames:

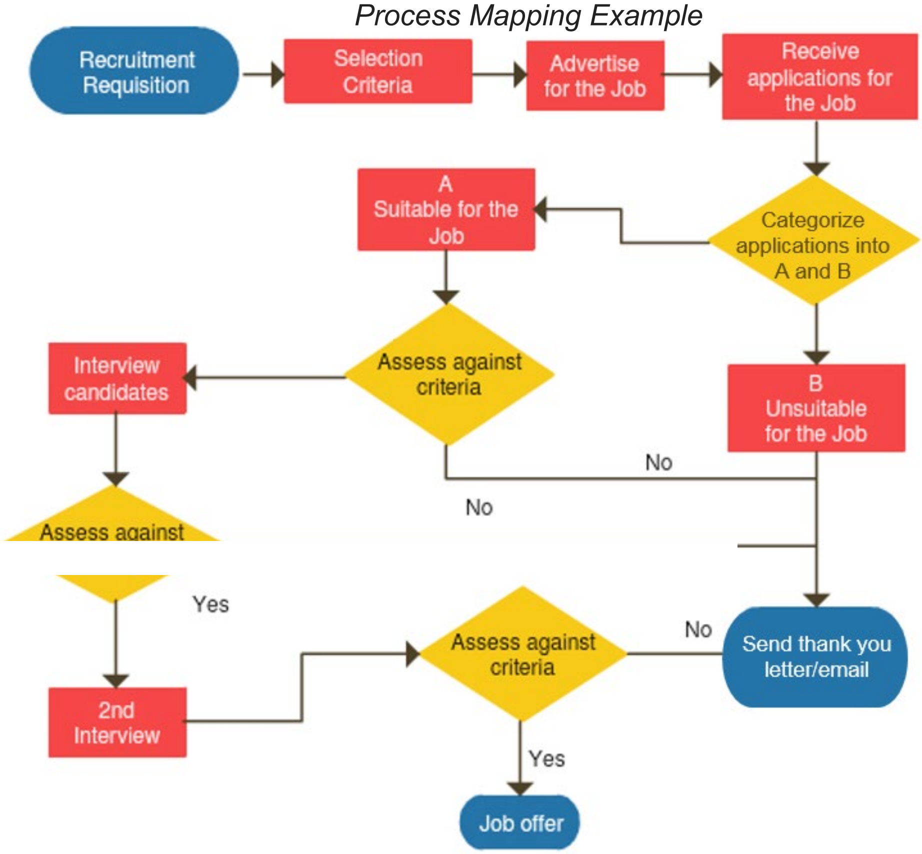
- **Start with,** “So if X is your goal, where do you begin?”

- **Then what?**

- **Listen for decision points.** Is this a decision point? What happens if… (yes)? What happens if… (no)?

- **End by asking,** “What was most challenging about the process you just described? What changes could we make to address that challenge?”

Process Mapping Example



Step 3: Interrogating your Map and Identifying Change Ideas (15–20 min.)

The interviewee may no longer be present.

- **Share:** The rest of the team engages in a discussion about what they heard *starting with a share, where each person shares one thing that struck them from the conversation*. Looking over the process maps, discuss the following as a group:

- What are we learning about this process?
- Was there anything important that we heard that is missing on the process map? (capture it)

- **Where/how might this process breakdown, especially for students who may feel disenfranchised or marginalized?**
  - **Put an X** over those places in your map where the process could breakdown.
- What might we do (i.e., change ideas) to improve this process?
  - **Write change ideas** on your map by the breakdown points.

Driver Diagram Generation Protocol

Purpose: To generate or refine a shared "theory of action" to drive a team's improvement efforts and achieve the goal.

Note: Driver Diagrams are not intended to be set in stone. Your team's theory of action should evolve as you learn more about the problem you want to address, the change ideas you are trying, and how best to achieve your goal. Your team is encouraged to revise your Driver Diagram to reflect your most current thinking/focus, and to keep track of versions 1.0, 2.0, etc. so they can reflect on the evolution of your learning.

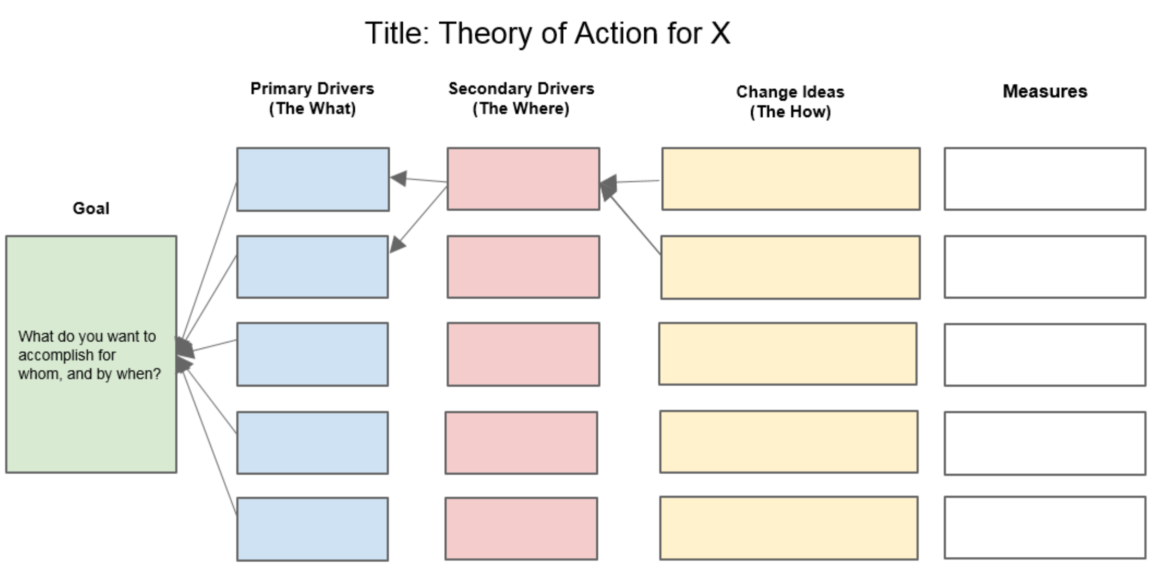
Norms:

- **"Yes, and"...** the goal is to generate lots of ideas, not fixate on one.
- **Embrace "definitely incomplete; possibly incorrect."**
- **Share the air.**

Some helpful definitions:

- **Goal:** What you want to accomplish, for whom, and by when.
- **Primary Drivers (the what):** What you need to focus on to achieve your goal.
- **Secondary Drivers (the where):** Where in your system (the existing structures/processes) you should focus your energies to effect the primary driver.
- **Change Ideas (the how):** What you can try and test/refine.

Driver Diagram Example



Protocol:

1. **Clarify/Refine our Goal** (10 min.)

    - **Craft/refine the goal statements: What do you want to accomplish, for whom, and by when?**

        - Have each person, individually or with a partner, craft a goal statement.

        - Follow this with a whip where each person/partnership shares their goal with the group. Then the group can adopt/adapt from these to create a goal statement everyone feels good about. **Write your group's goal statement on the left side of your poster.**

      Something to consider:

        - Is your goal **measurable?** To help ensure your goal is measurable, it can be helpful to ask yourselves this question: "If X was the best it could be, what would it look like?" It can also help to get baseline data related to the issue/gap your team is working on.

2. **Identify Primary Drivers** (20–30 min.)

    - **Individual** (no more than 5 min.): Each person identifies the top 4 drivers (i.e., *high leverage areas*) they think the team needs to focus on to impact the goal, and writes each driver on a separate index card.

        - **Facilitation Move**: It can help to think of drivers as X in the following statements: "If we figured out X, we could achieve our goal" or "If we don't figure out X, it is unlikely we would achieve our goal."

    - **Whip and Cluster:** Each person shares their favorite driver with the group. If others wrote down a similar driver, group these cards together on the table.

        - **Facilitation Move:** As your group shares and clusters, it can be helpful to organize the "stacks" with the most cards to the top of the table, and those with the least to the bottom. This gives the group a visual indicator of which drivers might be most important.

    - **As a group, select 3–5 drivers** that you agree are essential for impacting your goal. Write those drivers on your Driver Diagram poster. This is your "theory of action" (i.e., if you could move these drivers, you could achieve your goal).

- **Questions for the team to consider:**

    - Is this driver **specific** enough that we all understand on what to focus?

    - Is this driver **impactful** enough that it will move the work forward?

    - Is this driver within our **locus of control**, meaning we can do something about it? (i.e., Poverty is real, but may not be a helpful driver. However, Family Support could be an important driver and signals a way of working with families to reduce the effects of poverty.)

    - Are these drivers **necessary and sufficient** for achieving our goal?

    - Which driver do we think is our **greatest lever** for change? **(Star this one on your Driver Diagram.)**

3. **Identify Secondary Drivers (if time permits)**

   If your team has time, you can add secondary drivers to your diagram. Secondary drivers articulate "where" in the system (i.e., on what structures and processes) you can focus your efforts to impact the primary drivers. They can be helpful for focusing the team's efforts and coming up with more concrete change ideas.

4. **Generate Change Ideas** (15 min.)

   - **Individual Brainstorm** (3 min.): How might we impact the drivers we identified? What might we try? Where is this happening well already (bright spots), and what are they doing? *Write each idea on its own Post-it.*

   - **Share and Align** (10–12 min.): Individuals share their ideas with the group, and post each change idea by the driver they feel it most impacts.

     - **Question for the team to consider:** What do we notice about the **alignment** (or lack of) between our change ideas and drivers? (If you have lots of change ideas that don't align to your existing drivers, this could suggest a new driver is needed. If you have a driver without any change ideas, this driver may not be helpful to your current "theory of action").

   - **Identify high leverage change ideas:** As a group, identify 3–5 change ideas that you agree are most impactful, and that you could get moving on quickly. **Star these on your Driver Diagram.**

5. **Debrief the Process** (5 min.)

   Group members discuss the following questions:

- How well did we do with upholding the norms and sticking to the protocol?
- Was this protocol helpful for identifying high leverage drivers and change ideas?
- What worked well about this protocol? What could be improved?

DEPARTMENT OF EDUCATION

Regional Centers of EXCELLENCE

Protocol: 5 WHYs

The ‘5 Whys’ is an iterative method used to explore cause-and-effect relationships of a particular problem. The process involves a question-asking technique to identify potential root causes of a problem. The ‘5 Whys’ was originally developed by Sakichi Toyoda and used by Toyota Motor Corporation during the evolution of manufacturing methodologies. The ‘5’ in the name derives from the typical number of ‘Why?’ iterations needed to resolve the problem or to identify a potential root cause of a problem.

Root Cause Analysis (RCA) can be applied to almost any situation. Determining how far to go in your investigation requires good judgment and common sense. Theoretically, you could continue to trace root causes back to the Stone Age, but the effort would serve no useful purpose. Be careful to understand when you've found a significant cause that can, in fact, be changed.

RCA assumes that systems and events are interrelated. An action in one area triggers an action in another, and another, and so on. By tracing back these actions, you can discover where the problem started and how it grew into the symptom you're now facing.

The “Why” protocol can be used with staff members who are just starting to use data. By asking a series of associated “Why?” questions about a problem, a school will be able to drill down to find a potential root cause with limited data.

Steps to Complete 5 Whys Worksheet

1. Ask “Why” questions five times to identify potential cause.
    a. For the first cause, ensure the “Why” question is asked in terms of the identified problem.
    b. Keep connected to data in order to avoid bias.
    c. Focus on processes. Avoid blaming individuals or groups.
2. Identify each cause/factor as one of concern, influence or control:
    - Concern: The group has no ability to alter this factor.
    - Influence: The group can change related issues around the factor but not the factor itself
    - Control: The group can directly change this factor
3. If the fifth (or last) cause/factor is something you cannot control, return to previous cause/factor.
4. For advanced users, look for more than one cause. Branch off as needed by using a “tree

diagram”

5 WHYs Worksheet – Template

***5 WHYs Root Cause Analysis Worksheet –** *A Back to the Basics Improvement Template*

5 WHYs Worksheet

Define the Problem: *(Insert one of the top prioritized student needs)*

Why is it happening? *(Identify each as a concern, influence or control.)*

1. → Why is that? ↓

2. → Why is that? ↓

3. → Why is that? ↓

4. → Why is that? ↓

5. → Why is that? ↓

Caution: *If your last answer is something you cannot control go back up to previous answer.*

**(Provided as a free template by The IPL LLC)*

5 WHYs Worksheet - Sample

***5 WHYs Root Cause Analysis Worksheet –** *A Back to the Basics Improvement Template*

Example 5 WHYs Worksheet

Define the Problem: *Mathematics Free/Reduced Lunch achievement gap is growing larger especially in grade 8.*

Why is it happening? *(Identify each as a concern, influence or control.)*

1. *Linear algebra is successfully completed by fewer FRP students. (control)*

→ Why is that? ↓

2. More FRP students are tracked into mathematics classes designed to reteach skills from grade 7 and provide more drill and practice on basic concepts (over 90%). *(control)*

→ Why is that? ↓

3. Students tracked into these mathematics classes earned low scores on a state accountability tests or other standardized assessments in grade 7. *(control)*

→ Why is that? ↓

4. Students who earned low scores have low number sense subscores and weak problem-solving skills. *(influence)*

→ Why is that? ↓

5. Students are taught to apply algorithms, not apply mathematics concepts to real world problems . *(control)*

→ Why is that? ↓

6. Teachers find it easier for struggling students to do simple problems without context, rather than solve messy or real world problems. *(influence)*

Caution: *If your last answer is something you cannot control go back up to previous answer.*

**(Provided as a free template by The IPL LLC)*

Utah – 5 Whys Guide & Template

5-Whys Guide & Template[i]

The 5-Whys is a simple brainstorming tool that can help teams identify the root cause(s) of a problem. Once a general problem has been recognized (either using the Fishbone Diagram or Process Mapping), ask "why" questions to drill down to the root causes. Asking the 5-Whys allows teams to move beyond obvious answers and reflect on less obvious explanations or causes.

Step-by-Step Instructions

1. State the problem you have identified as a strategic problem to work on.
2. Start asking "why" related to the problem. Like an inquisitive toddler, keep asking why in response to each suggested cause.
3. Ask as many whys as you need in order to get insight at a level that can be addressed (asking five times is typical). You will know you have reached your final „why" because it does not make logical sense to ask why again.

It is said that only by asking "Why?" five times successively, can you delve into a problem deeply enough to understand the ultimate root cause. By the time you get to the 4th or 5th why, you will likely be looking squarely at management practices (more than five whys may be required for complex problems).

This methodology is closely related to the Cause & Effect (Fishbone) diagram, and can be used to complement the analysis necessary to complete a Cause & Effect diagram.

Example:

Problem: Parents don't feel that they receive timely and relevant communication from school.

1) Why? Parents don't regularly check our school website.

2) Why? They might not know that the information is there?

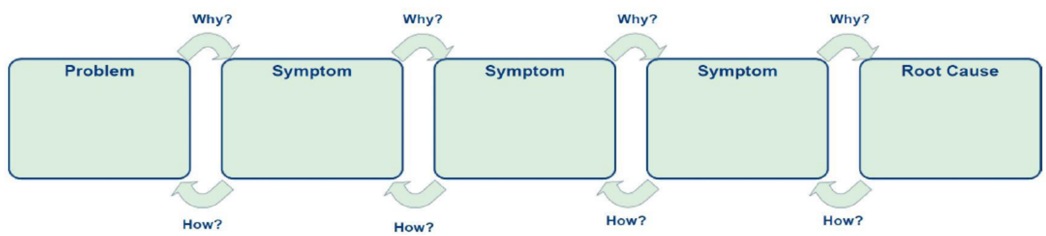
3) Why? We haven't told parents that the information is there.

4) Why? We haven't had time to meet with parents or prepare any materials to share with parents about the website.

5) Why? It's not something we normally plan for.

Possible solution: We need better tools and strategies for communicating with parents.

5-Why Analysis Template



Action/ Plan to Address the Problem:
Action Plan Double Check: 1. Does your action plan indicate who is responsible for each action element? 2. Does your action plan involve a plan for communicating to relevant stakeholders? 3. Are the various elements of your action plan connected to a time frame? When will each piece be accomplished? Are deadlines set? 4. How will you assess whether the changes brought about within your plan have made a difference? How will you know if you solved the problem?

[i] This template was modified by the Utah Education Policy Center from the Residents First HQQ Initiative, available at www.hqontario.ca/Portals/0/Documents/qi/rf-5-whys-tool-en.docx.

SPSA Goal/Strategy Worksheet

Goal	Name of Intervention (Strategy/Practice)	Current Research Available that demonstrates a rationale that it might work	Intervention Population	Plan of Action	How will success be measured?	What are the outcomes or milestones that will evaluate success?	
						Mid-Year	End-of-Year

SPSA Evaluation Template and Example

School Plan for Student Achievement (SPSA)
Evidence-Based Title I Funded Program Evaluation
This document was created by the California Department of Education Summer 2020.

Sample Evidence-Based Evaluation Template

Sample Evidence-Based Evaluation Template

Goal	**Actions/Activities (Strategies)**	**What is working and why? (Effective indicators)**	**What is not working and why? (Ineffective indicators)**	**Modification(s) based on evaluation results**
From: SPSA (SWP), LCAP (SSD & Charters), Federal Planning Documents (TAS).	From: SPSA (SWP), LCAP (SSD & Charters), Federal Planning Documents (TAS).	Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including: **Quantitative Data** 1) Number of students served and achieved 2) Pretest/Post-test data 3) Benchmark results 4) Curriculum embedded assessments 5) Standardized tests **Qualitative Data** 1. Feedback/Survey 2. Notes and minutes 3. Observations	Specific evidence/indicators showing that this activity or strategy is not working, including: **Quantitative Data** 1) Number of students served and didn't do well 2) Pretest/Post-test data 3) Benchmark results 4) Curriculum embedded assessments 5) Standardized tests **Qualitative Data** 1. Feedback/Survey 2. Notes and minutes 3. Observations	Continue or discontinue and why?

Sample Quantitative Evaluation – Computer Technician

Guiding Questions:

The district or Title I school allocates Title I funds to support a **computer technician**:

1) How does this position impact student learning and academic achievement?
2) What data are you using to drive this discussion?
3) If this program has helped improve student learning, what can be done to make it even better?
4) If this expenditure has not had a positive impact on student achievement, what will be done to modify, change, or replace it?

Goal 1:	Actions/Activities (Strategies)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	Modification(s) based on evaluation results
A minimum of **78%** of students will use technology efficiently to access learning as evidenced by completion of technology-based learning activities.	The **computer technician** will instruct students on how to use technology to access learning and complete technology-based learning activities.	• 500 out of 500 Title I students had access to technology and received instruction from the computer technician for 30 minutes per week. • This allowed all students to utilize technology to enhance their learning. • All students (100%) indicated that technology provided a great opportunity for them to complete various technology projects.	• Based on the feedback from students and teachers, only 65% of students were able to effectively use technology to complete a technology-based learning activity. • The remaining 35% of students did not effectively use technology to complete a technology-based learning activity because 30 minutes a week was not enough time for them. • We did not meet our goal.	• Although all students had access to technology, we recommend extending the computer technician's instructional time from 30 minutes to 45 minutes per week for all students. • Provide individualized support to students who did not achieve. • We recommend continuing this activity for next year.

Sample Quantitative Evaluation – Parent Liaison

Guiding Questions:

The district or Title I school allocates Title I funds to support a **parent liaison** for parent and family engagement:

1) How does this position impact parent and family engagement and participation to support student learning?
2) What data are you using to drive this discussion?
3) If this program has helped improve parent and family engagement, what can be done to make it even better?
4) If this expenditure has not had a positive impact on parent and family engagement, what will be done to modify, change, or replace it?

Goal 4:	**Actions/Activities (Strategies)**	**What is working and why? (Effective indicators)**	**What is not working and why? (Ineffective indicators)**	**Modification(s) based on evaluation results**
Increase parent involvement/ participation and communication from **70%** to **80%** school-wide.	The **parent liaison** will work with the school to increase parent involvement/ participation and communication through a variety of activities: • SSC / ELAC / PTO / DELAC • Parent teacher conferences • Annual parent survey • Parent education: meetings/workshops/ conference • Home visits • After school programs • Special school events • Parent link • Phone calls	• Provided vital information in English and a language other than English to parents at SSC / ELAC / PTO / DELAC meetings as evidenced by agendas, sign-in sheets, minutes. • Completed 4 parent education workshops. Feedback from parents indicated that the workshops were educational, helpful, and purposeful. The workshops educated parents to work with the school to help their children. • Completed 20 home visits. Parents were grateful for the visits and support from the school. They indicated that	• Although vital information was provided to parents at SSC / ELAC / PTO / DELAC meetings, not all parents comprehended the information as evidenced by parent survey results and drop-in requests for clarification. • Parent attendance at all workshops was low because those workshops were held during the time that parents were at work. • There was not enough time to conduct more home visits and connect with parents.	• Request time at SSC / ELAC / PTO / DELAC meetings to allow the parent liaison to explain the information to parents. • Provide workshops at varying times so that more parents can attend. • Add additional time for home visits. • Continue to reach out to more parents through a variety of activities.
	• Coffee/Tea with principal • Parent volunteers • Resources and materials • Parent, Teacher, Student Compact • School newsletter • Report Cards • Progress Reports • Intervention Reports	they learned a lot about the importance of attendance and parent's roles in education. • 150 out of 500 (30%) parents responded to surveys. Annual parent survey results showed 95% parent satisfaction with parent and family engagement.	• 150 out of 500 (30%) parents responded to the survey.	• We recommend continuing this activity.

(**Note:** *Please do not include non-Title I funded activities in the evaluation*).

Sample K-8 SPSA
Under development.

Purpose and Description Section
Under development.

Stakeholder Involvement Section
Under development.

Resource Inequities Section
Under development.

Goals, Strategies, Expenditures, & Annual Review Section
Under development.

Identified Need Section
Under development.

Annual Measurable Outcomes Section
Under development.

Strategy # and Activity # Section
Under development.

Proposed Expenditures Section
Under development.

Annual Review Section
Under development.

Budget Summary Section
Under development.

Amendments Section
Under development.

Sample 9-12 SPSA
Under development.

Purpose and Description Section
Under development.

Stakeholder Involvement Section
Under development.

Resource Inequities Section
Under development.

Goals, Strategies, Expenditures, & Annual Review Section
Under development.

Identified Need Section
Under development.

Annual Measurable Outcomes Section
Under development.

Strategy # and Activity # Section
Under development.

Proposed Expenditures Section
Under development.

Annual Review Section
Under development.

Budget Summary Section
Under development.

Amendments Section
Under development.

Glossary of Educational Terms

Definition of Terms

21st-Century Skills are a blanket term for skills of the future. The term is generally used to refer to certain core competencies such as collaboration, digital literacy, critical thinking, and problem-solving needed for students to thrive in today's world.

Aggregate data refers to numerical or non-numerical information that is (1) collected from multiple sources and/or on multiple measures, variables, or individuals and (2) compiled into data summaries or summary reports, typically for the purposes of public reporting or statistical analysis—i.e., examining trends, making comparisons, or revealing information and insights that would not be observable when data elements are viewed in isolation.

Assessments: Formative: Evaluates student learning at the beginning or during a unit. Provides information for the teacher and learner about what needs to be covered/adjusted.

Summative: Evaluates student learning at the end of a unit. This could be a final exam or essay, but there are also many benefits to providing alternative summative assessments.

Backward Design: Designing curriculum backward by starting with the outcomes, assessments, and goals first.

Benchmarks are a detailed description of a specific level of student achievement expected of students at particular ages, grades, or developmental levels; also academic goals set for each grade level.

CAASPP is…

Career-ready is generally applied to (1) students who are considered to be equipped with the knowledge and skills deemed to be essential for success in the modern workforce, or (2) the kinds of educational programs and learning opportunities that lead to improved workforce preparation.

College-ready is generally applied to (1) students who are considered to be equipped with the knowledge and skills deemed essential for success in university, college, and community-college programs, or (2) the kinds of educational programs and learning opportunities that lead to improved preparation for these two- and four-year collegiate programs.

Curriculum refers to the knowledge and skills students are expected to learn, which includes the learning standards or learning objectives they are expected to meet; the units and lessons that teachers teach; the assignments and projects given to students; the books, materials, videos, presentations, and readings used in a course; and the tests, assessments, and other methods used to evaluate student learning.

Data-based decision making uses evidence, and not intuition, to inform determinations. This includes using data that are systematically gathered on a regular basis and other additional information when planning, implementing, and reporting activities often to help improve the success of students and schools.

Differentiated instruction--the curriculum offers several different learning experiences within one lesson to meet students' varied needs or learning styles, e.g. using different teaching methods for students with learning disabilities.

Disaggregated Data-- Disaggregation categories may include race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged. When formative student achievement data from these subgroups are analyzed, gaps in performance can be discovered. With formative assessments, teachers and administrators can identify strategies to address the gaps, and make data-based judgments about which strategies seem to work best with which groups.

Dual enrollment refers to students being enrolled—concurrently—in two distinct academic programs or educational institutions. The term is most prevalently used in reference to high school students taking college courses while they are still enrolled in a secondary school (i.e., a *dual-enrollment student*), or to the programs that allow high school students to take college-level courses (i.e., a *dual-enrollment program*). For this reason, the term *early college* is a common synonym for dual enrollment.

Educational equity is the condition of justice, fairness, and inclusion in our systems of education so that all students have access to the opportunities to learn and develop to their fullest potentials. The pursuit of educational equity recognizes the historical conditions and barriers that have prevented opportunity and success in learning for students based on their races, incomes, and other social conditions. Eliminating those structural and institutional barriers to educational opportunities requires systemic change that allows for distribution of resources, information, and other support depending on the student's situation to ensure an equitable outcome.
Equity is different from equality. Equity is a principle that is based upon justness and fairness, while equality demands everyone be treated at the same level.

English-language learners, or ELLs, are students who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses.

Equitable Access is when low-income students, students of color or American Indian students are educated by effective, experienced and in-field teachers at rates that are *at least equal to* the rates at which other students are educated by effective, experienced and in-field teachers. Equitable access requires all students have just, fair, and inclusive access to the educators who would best meet their needs.

Equitable Access Gap is the difference between the rate at which low-income students, students of color or American Indian students are educated by effective, experienced and in-field teachers and the rate at which other students are educated by effective, experienced, and in-field teachers.

Expanded or extended learning time refers to any educational program or strategy intended to increase the amount of time students are learning, especially for the purposes of improving academic achievement and test scores, or reducing learning loss.

- **Expanded school years** add to the number of days students are required to attend school.
- **Expanded school days** add more minutes to the school day
- **Summer school, winter sessions, school-break programs, and summer-bridge programs**
- **Before-school programs and after-school programs**

Formative Assessments are typically collected to improve a program or activity in the classroom, formative assessments are typically used to inform teachers how well their students are doing in terms of strengths and weaknesses.

Growth Mindset is a concept developed by psychologist Carol Dweck and popularized in her book, *Mindset: The New Psychology of Success*. In recent years, many schools and educators have started using Dweck's theories to inform how they teach students. "In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment," writes Dweck. Students who embrace growth mindsets—the belief that they can learn more or become smarter if they work hard and persevere—may learn more, learn it more quickly, and view challenges and failures as opportunities to improve their learning and skills.

Ineffective teacher - a teacher who is not meeting professional teaching standards as defined in local teacher development and evaluation.

Inexperienced Teacher - a licensed teacher who has been employed for three years or less.

Intervention = strategies or processes to address specific student learning needs or whole school improvement, i.e., before-school or afterschool programs or materials.

Long-term English learner (or LTEL) is a formal educational classification given to students who have been enrolled in American schools for more than six years, who are not progressing toward English proficiency, and who are struggling academically due to their limited English skills.

Low-income Student: a student who qualifies for free or reduced-price lunch.

Metacognition: Thinking about thinking, or reflecting upon one's learning experience. This method of self-awareness helps students learn how to reflect upon their learning process. Metacognition can be done through writing, reflection exercises, or even through meditation.

Norm-referenced assessment (standardized test) is an assessment in which an individual or group's performance is compared with a larger group. Usually the larger group is representative of a cross-section of all US students.

Out-of-field Teacher - a licensed teacher who is providing instruction in an area which he/she is not licensed.

Power standards are the prioritized academic expectations that educators determine to be the most critical and essential for students to learn.

Professional development may include a wide variety of specialized training, formal education, or advanced professional learning intended to help administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness.

Relevance typically refers to learning experiences that are either directly applicable to the personal aspirations, interests, or cultural experiences of students (*personal relevance*) or that are connected in some way to real-world issues, problems, and contexts (*life relevance*).

Root Cause is the deepest underlying cause, or causes, of positive or negative symptoms within any process that, if dissolved, would result in elimination, or substantial reduction, of the symptom.

- A "need" is a discrepancy or gap between "what is" and "what should be."
- A "needs assessment" is a systematic set of procedures that are used to determine needs, examine their nature and causes, and set priorities for future action.

Rubric = a grading or scoring system that lists the criteria to be met in a piece of work. A rubric also describes levels of quality for each of the criteria. These levels of performance may be written as different ratings (e.g., Excellent, Good, Needs Improvement) or as numerical scores (e.g., 4, 3, 2, 1).

SBAC is…

Scaffolding refers to a variety of instructional techniques used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process. Teachers provide successive levels of temporary support that help students reach higher levels of comprehension and skill acquisition that they would not be able to achieve without assistance.

Social-Emotional Learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions."

Standards-based refers to systems of instruction, assessment, grading, and academic reporting that are based on students demonstrating understanding or mastery of the knowledge and skills they are expected to learn as they progress through their education.
Student Demographics is data such as gender identification, race, grade level, socio-economic status, homeless, foster youth and EL.

Student Achievement Data is the measurement of the amount of academic content a student learns in a given time frame. Each instruction level has specific standards or goals that educators must teach to their students. Achievement is usually assessed through frequent progress and comprehension checks and examinations, however, there is no consensus on how it is best evaluated or which elements of it are most important.

Summative Assessments—typically used to compare program approaches to one another, or make ultimate judgments about an effort's effectiveness

Student engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education Behaviors such as attending class, listening attentively, participating in discussions, turning in work on time, and following rules and directions may be perceived as forms of "engagement."

Systemic reform may be used in reference to (1) reforms that impact multiple levels of the education system, such as elementary, middle, and high school programs; (2) reforms that aspire to make changes throughout a defined system, such as district-wide or statewide reforms; (3) reforms that are intended to influence, in minor or significant ways, every student and staff member in school or system; or (4) reforms that may vary widely in design and purpose, but that nevertheless reflect a consistent educational philosophy or that are aimed at achieving common objectives.

Resource Inequity Assessment

Dimensions of Resource Equity	Example Diagnostic Questions District and/or School Level	Possible Evidence/Data Sources
School Funding	• How does the system allocate resources based on need? How is need defined? How much extra do we invest in high need students? • Do schools with higher need levels spend more on a per-pupil basis? If so, how much more? • How are the drivers of higher spending in higher needs schools linked to greater resource equity? To what extent is the extra spending invested in creating student experiences aligned with need?	• Financial reports • Program costs
Teacher Effectiveness	• Does the system have a reliable way to measure teacher effectiveness? If so, how are highly effective teachers distributed across schools and students of different need levels? Is access to excellent teaching constrained across the system, or just to students in a subset of schools? • How are novice teachers distributed across schools and students of different need levels? • What additional resources do schools with high concentrations of novice teachers receive?	• Teacher licensure, experience, evaluation ratings related to placement. • Student academic evidence/data by teacher
School Leadership Effectiveness	• Does the system have a reliable way to measure school leader effectiveness? If so, how are highly effective school leaders distributed across schools and students of different need levels? How many different Principals have high-need schools had over the past five years compared with lower-need schools? • How are central supports allocated across schools and students of different need levels (e.g., principal development and support structures)?	• 360 evaluation results • Satisfaction surveys • Leader licensure • Leader experience
Academic Rigor	• Are student assignments in equivalent courses equally challenging across high- and low-need schools? Do teachers use equally rigorous questioning and engagement practices across higher- and lower-need student populations? Do the relationships between student grades and state assessment outcomes indicate that all students are held to a high standard? • Do schools with higher-need students offer AP or advanced coursework at similar levels as schools with lower-need students? Do students with similar performance levels within and across schools get placed into advanced or AP classes at the same rates regardless of race or income?	• Instruction and assessment alignment to standards, benchmarks, and levels of difficulty. • PLC data on student work and assessment, alignment of instruction. • Course/class by student group

Instructional Time and Attention	• Do students who have greater needs spend more time in school than students with lower needs? Does this vary across schools or across students within schools? What type of targeted instructional time do schools give their struggling students in areas where they are behind? Do schools spend more instructional time in areas of high priority? • Are students' class schedules fully utilized? How much of their schedule is inefficient time? Does this vary across schools or across students within schools? • To what extent do schools differentiate class and student group sizes and instructional support specialists to provide greater individual attention to students with greater needs in academic areas?	• Course/class schedules • Course/class sizes • Academic vs non-academic time during school day (passing, transition time) • Instructional time as part of multi-tiered supports
Early Learning and Early Intervention	• What percentage of kindergarten students in high-needs schools attended high-quality pre-K programs, as compared to kindergartners in low-need schools? • What percentage of students in high-need schools who fall behind academically have access to RTI and other intervention supports (without having to rely on referral to special education as the means to provide supplemental support), as compared to students in low-need schools?	• Cohort Pre-K/K enrollment data linked to academic data • Instructional time as part of multi-tiered supports
Whole Child Approach	• Do higher-need students have access to meaningful relationships with adults who know them and to whom they feel accountable? As compared to lower-need students? • To what extent do higher-need students have access to targeted social and emotional services, programs, and resources? (e.g., counselors, social workers, or other mental health resources) • Do students and schools with higher needs have access to a consistent and fair disciplinary process and healthy school cultures? How does this access compare to that of lower-need students?	• Perception data from students • Service time to higher-needs students • School culture surveys • Disciplinary evidence data disaggregated by student group
Diverse and Inclusive Schools	• What percentage of economically disadvantaged students attend schools or classes with non-disadvantaged students? • Do individual classes represent the racial make-up of the community, or are certain races segregated due to tracking or other systems? Do the instructional materials include representations of the student population?	• Enrollment reports at school, grade and course/class level • Cohort enrollment evidence/data linked to academic evidence/data and disaggregated by student groups

	• What percentage of low-performing elementary students attend middle schools with higher-performing classmates? How does this compare to the experience of high-performing elementary students? How does this compare to the transition from middle to high school for both groups?	
Family Academic Engagement	• How does the district and its schools engage parents/guardians in their students' learning goals? • What percentage of parents/guardians receive student progress reports in their native language or can otherwise communicate with teachers through interpreters? • What percentage of parents report feeling welcome at their child's school? Do they report being consulted and informed about the academic lives of their children?	• Family satisfaction surveys • Survey of programs and activities to engage families • Engagement between teacher-families evidence/data • District/school communication, policies, etc. available in all languages represented by students/families

STATE AND FEDERAL PROGRAMS SSC MEETING DOCUMENTATION

Tools for SSC

Guide to School Site Councils (SSC)
English
https://www.stocktonusd.net/cms/lib/CA01902791/Centricity/Domain/176/Guide%20for%20SSC%20-%20August%202019.pdf

Spanish
https://www.stocktonusd.net/cms/lib/CA01902791/Centricity/Domain/176/Guide%20for%20SSC%20-%20Spanish%20-%20August%202019.pdf

SSC & ELAC Virtual Meeting Guidance
https://www.stocktonusd.net/cms/lib/CA01902791/Centricity/Domain/176/SSC%20and%20ELAC%20Virtual%20Meeting%20Guidance%20for%20SY%202020-2021%20-%20July%202020.pptx

Elections

- **Notice of Elections:** The notice may be modified to include just the SSC or other committees, such as ELAC. Typically, the Notice of Election is distributed through the school site's first day packet.
  English
  https://www.stocktonusd.net/cms/lib/CA01902791/Centricity/Domain/176/Notice%20of%20Elections%20-%20Revised%2008 2018.docx
  Spanish
  https://www.stocktonusd.net/cms/lib/CA01902791/Centricity/Domain/176/Notice%20of%20Elections%20-%20Spanish%20-%20Revised%2008 2018.docx

- **Election Ballot:** The ballot may be modified for the intended party/group nominations were submitted for. The party/group may be for teachers, other staff, parents and/or students.
  English
  https://www.stocktonusd.net/cms/lib/CA01902791/Centricity/Domain/176/Election%20Ballot%20-%20Revised%2008 2018.docx
  Spanish
  https://www.stocktonusd.net/cms/lib/CA01902791/Centricity/Domain/176/Election%20Ballot%20-%20Spanish%20-%20Revised%2008 2018.docx

SSC Composition

- **Membership List - Elementary:** The membership list identifies the composition of the members, the officers and the term. This membership list was adapted to meet the needs of elementary schools as their membership minimum is 10.
  https://www.stocktonusd.net/cms/lib/CA01902791/Centricity/Domain/176/Membership%20List%20-%20Elementary%20-%20Revised%2008 2018.docx

- **Membership List - Secondary:** The membership list identifies the composition of the members, the officers and the term. This membership list was adapted to meet the needs of secondary schools as their membership minimum is 12, include student representation.
  https://www.stocktonusd.net/cms/lib/CA01902791/Centricity/Domain/176/Membership%20List%20-%20High%20School%20-%20Revised%2008 2018.docx

Meeting Documentation

- **Sign-in Sheet:** The sign-in sheet records the attendance of members and guests attending the meeting. The agenda also provides for SSC members to sign next to their name, thereby, recording attendance. Roll call attendance is not an allowable practice. Members must be in attendance and cannot attend in absentia. https://www.stocktonusd.net/cms/lib/CA01902791/Centricity/Domain/176/Sign%20In%20Sheet%20-%20Revised%20082018.docx

  Capturing the Participant List Using Snipping Tool
  https://www.stocktonusd.net/cms/lib/CA01902791/Centricity/Domain/176/Capturing%20the%20Participant%20List%20Using%20Snipping%20Tool.mov

  Capturing the Participant List Using PrintScreen
  https://www.stocktonusd.net/cms/lib/CA01902791/Centricity/Domain/176/Capturing%20the%20Participant%20List%20Using%20PrintScreen.mov

- **Meeting Notice:** The meeting notice has varied from school site to school site. The recommendation is to use the agenda as the meeting notice. The meeting notice must be posted at least 72 hours from the start of the meeting in a public place that parents and the public will view. The notice must also include the time, date, location of the meeting, and agenda topics so the public can be informed and prepared to discuss.
- **Agenda:** The agenda has been revised and prepopulated with meeting topics required to be discussed. Changes to the agenda must be determined prior to 72 hours before the meeting take place. It is possible to amend the agenda during the SSC meeting by motion and voting.

  Fall 1st Meeting – Title1Crate Item 3.1
  https://www.stocktonusd.net/cms/lib/CA01902791/Centricity/Domain/176/2020-21%20Fall%201st%20SSC%20Agenda%20Template.docx

  Fall 2nd Meeting – Title1Crate Item 3.2
  https://www.stocktonusd.net/cms/lib/CA01902791/Centricity/Domain/176/2020-21%20Fall%202nd%20SSC%20Agenda%20Template.docx

  Winter Meeting – Title1Crate Item 3.4
  https://www.stocktonusd.net/cms/lib/CA01902791/Centricity/Domain/176/2020-21%20Winter%201st%20SSC%20Agenda%20Template.docx

  Spring 1st Meeting – Title1Crate Item 3.6
  https://www.stocktonusd.net/cms/lib/CA01902791/Centricity/Domain/176/2020-21%20Spring%201st%20SSC%20Agenda%20Template.docx

  Spring 2nd Meeting – Title1Crate Item 3.7
  https://www.stocktonusd.net/cms/lib/CA01902791/Centricity/Domain/176/2020-21%20Spring%202nd%20SSC%20Agenda%20Template.docx

- **Minutes:** The minutes have been revised and prepopulated with meeting topics required to be discussed. The minutes must convey the details of the discussion and crafted for those not attending the meeting to fully understanding the intent of the meeting topic and.

  Fall 1st Meeting – Title1Crate Item 3.1
  https://www.stocktonusd.net/cms/lib/CA01902791/Centricity/Domain/176/2020-21%20Fall%201st%20SSC%20Minutes%20Template.docx

  Fall 2nd Meeting – Title1Crate Item 3.2
  https://www.stocktonusd.net/cms/lib/CA01902791/Centricity/Domain/176/2020-21%20Fall%202nd%20SSC%20Minutes%20Template.docx

  Winter Meeting – Title1Crate Item 3.4
  https://www.stocktonusd.net/cms/lib/CA01902791/Centricity/Domain/176/2020-21%20Winter%201st%20SSC%20Minutes%20Template.docx

  Spring 1st Meeting – Title1Crate Item 3.6
  https://www.stocktonusd.net/cms/lib/CA01902791/Centricity/Domain/176/2020-21%20Spring%201st%20SSC%20Minutes%20Template.docx

  Spring 2nd Meeting – Title1Crate Item 3.7
  https://www.stocktonusd.net/cms/lib/CA01902791/Centricity/Domain/176/2020-21%20Spring%202nd%20SSC%20Minutes%20Template.docx

- **Official Actions:** The form has been developed to assist in recording the official actions of the SSC that involves voting. This is an optional form.
  https://www.stocktonusd.net/cms/lib/CA01902791/Centricity/Domain/176/Official%20Actions%20of%20School%20Site%20Council%20-%20page%202%20and%20more%20-%20Fillable.pdf

Other Forms

- **Meeting Calendar:** This template provides an overview of meeting dates and times for public dissemination.
  https://www.stocktonusd.net/cms/lib/CA01902791/Centricity/Domain/176/Meeting%20Schedule%20-%20Revised%20082018.docx

- **Bylaws:** Bylaws are a set of rules of the committee to guidance and control of member actions focusing on the structure, procedures and dispute resolution processes.
  English
  https://www.stocktonusd.net/cms/lib/CA01902791/Centricity/Domain/176/Bylaws%20-%20Revised%20082018.docx
  Spanish
  https://www.stocktonusd.net/cms/lib/CA01902791/Centricity/Domain/176/Bylaws%20-%20ESPANOL.docx

- **Documentation/Retention**
  Please upload all School Site Council documentation into Tile 1 Crate. Title 1 Crate is the web-based system used as the District's online data repository.
  https://www.806technologies.com/title1crate

- **Request for Translation Services**
  https://www.stocktonusd.net/cms/lib/CA01902791/Centricity/Domain/176/REQUEST%20FOR%20TRANSLATOR%20OR%20DOCUMEMNT%202018.docx

For questions and assistance please contact Maylyn Paculba at ext. 2622 or by email: mpaculba@stocktonusd.net.

School Site Council Requirements Summary – Timeline

Stockton Unified School District • State and Federal Department

2020-2021 School Site Council Requirements Summary

Required Actions of the School Site Council

Five annual meetings are required, although each council may meet more often. The following items must be covered as items on the agenda and their evidence must be noted in the minutes of the meeting. Additional items may be added to the agenda, but should not be removed. Revised agenda and minutes templates are available on the State and Federal Program webpage: ***https://www.stocktonusd.net/Page/2675***

Fall 1st Meeting (August/September)

- Review Roles and Responsibilities of the Council and Bylaws
- Election of Members
- Election of Officers of the Council
- Review and Update the School-Level Parent and Family Engagement Policy and School-Parent Compact
- Distribution of UCP Annual Notice
- Review/approve the 2020-2021 SPSA Year 3 Revision
- Review Comprehensive Needs Assessment Status (with data)

Fall 2nd Meeting (October/November)

- Review the evaluation of the 2019-2020 School Plan (SPSA) conducted at the end of the previous year
- Review and update state accountability data and improvement strategies and expenditures for 2020-2021
- Review the School Plan actions and align and approve budgets.
  - ⇨ Show evidence that the parents gave input on the 1% parent involvement funding
  - ⇨ State accountability data, strategies and expenditures
  - ⇨ Show evidence that members gave input on professional development spending
  - ⇨ Note SSC input & approval of budget in the minutes
- Review Comprehensive Needs Assessment Status (with data)
- Review LCAP presentation (Documentation to be provided by the Director of LCAP)

Winter (December)

- Review the previous year's verifiable assessment data, including data on students who are low achieving or at risk of failure and English Learner students, including LCAP metrics
- Review the implementation of School Plan Actions and Services
  - ⇨ Adjust the budget as necessary
- Provide input on the use of 2020-2021 funds to support the action items.
- Safe School Plan
- Review Comprehensive Needs Assessment Status (with data)

Spring 1st Meeting (January/February)

- Conduct the annual evaluation of the 2020-2021 School Plan
- Develop the 2021-2022 SPSA School Goals
  - ⇨ Input and recommendation on the School Plan goals and actions regarding these specific areas:
    - ▫ academic achievement
    - ▫ parent involvement
    - ▫ professional development
  - ⇨ Provide input on the use of funding to support the action items.
- Review and update state accountability data and improvement strategies and expenditures for 2020-2021
- Review Comprehensive Needs Assessment Status (with data)

Stockton Unified School District
Since 1852

Spring 2nd Meeting (March/April)

- Finalize the 2021-2022 SPSA
  - ⇨ Report on input from English Language Advisory Committee
- Align spending to the 2021-2022 SPSA School Goals/Strategies (Actions and Services)
- Review and Approve the 2021-2022 SPSA
  - ⇨ Note in the minutes the vote on approval and obtain signatures
  - ⇨ Recommend plan to the Board of Education
- Review Comprehensive Needs Assessment Status (with data)
- Elections for next school year.
- Review LCAP presentation (Documentation to be provided by the Director of LCAP)

Title1Crate

Important: Upload SSC documentation to Title I Crate.

See SSC webpage for access

Developing a School Budget

The school budget must be based on the identified needs of participating students as determined by conducting a comprehensive needs assessment and as described in the *School Plan for Student Achievement* (SPSA). The most efficient use of resources which support the plan and students' access to the core curriculum should be the rule. The budget should demonstrate an alignment between the **planned supplemental instructional program** and the **planned expenditures**.

Ed. Code requires schools to evaluate the effectiveness of the SPSA annually. If a school is unable to demonstrate that all participating student groups are showing signs of academic improvement, the school must re-evaluate the use of its categorical budgets and its expenditures, and if necessary restructure the school's budgetary expenses.

Budgets should be developed with recommendations from the appropriate committees, e.g., ELAC. Their written recommendations must be brought to the School Site Council (SSC) for review and approval.

Multi-funded goods and services must be separated and clearly described by funding sources in the SPSA.

At the bottom of the School Budget Signature Form is a space for the principal and SSC Chair's signatures. These signatures indicate that stakeholders (parents and staff) have had the opportunity to provide recommendations to the budget-planning process. Signatures do not necessarily indicate approval of the spending plan.

Equipment

A description of how the equipment supports the **supplemental** instructional program to improve academic achievement for participating students and the established need must be included in the SPSA**.**

Technology Equipment Prices
https://www.stocktonusd.net/cms/lib/CA01902791/Centricity/Domain/155/Stockton%20WEB%20STANDARDS%20SUSD%20070420.xlsx

Contracted Services

A description of how the services provided by the contractor supplement the instructional program to improve academic achievement for participating students and the established need must be included in the SPSA.

As part of the monitoring process, there will be an additional review process for contracts purchased with Title I funds and it will require schools to upload the required Title I documentation and justification in creating a requisition in BiTech. **Link to Vendors**

Note: Contracted personnel may not perform the duties of any classified, unclassified, or certificated

Supplemental Instruction/Intervention Resources

Schools are responsible for ensuring that any purchase of supplemental resources to support Tier 1, effective first instruction, Tier 2, strategic instruction and intervention, and Tier 3 intensive instruction and intervention are evidence-based. Selection of these supplemental resources must be based on data and evidenced-based for the population served. **Link to Guidance on Supplemental Intervention Resources**

Curricular Trips/Conferences/Professional Development

Identify conferences, professional development or curricular trip destinations. Curricular (fieldtrips) trips are to **supplement** the core instructional program and to improve academic achievement for participating students.

A description of these services, activities and the established need must be included in the SPSA. As part of the monitoring process, there will be an additional review process for Curricular Trips/Conferences/Professional Development purchased with Title I funds and it will require schools to upload the required Title I documentation (SPSA page, quote/invoice, conference flyer, Conference Attendance Request (CAR) for staff.

Based on the Education Department General Administrative Regulations (EDGAR), 2CFR Part 200 Section 200.438, **costs of entertainment including amusement, diversion, and social activities** and any associated costs are **unallowable** with federal funds (Title I).

In additional documentation and/or information (i.e., lesson plan, purpose and intent, who will be attending, how the expenditure will benefit students academically, how the expenditure supports your academic program, the data used to determine the need, how will the effectiveness of this strategy be monitored)is required prior to approval. Link to **Conferences, Professional Development, & Curricular Trips**

Supplemental Courses

Supplemental courses are those courses that provide additional support for core courses, typically English and math. AVID support courses may also be considered an additional support for core classes. Contact the S&F Department for more information.

Algebra Support Course # 227700

1 Year Course: 10 credits Prerequisite Concurrent Enrollment in Algebra I

Grade Level 9-12

Description: This course is for students who have been identified through specified multiple measures as performing within 2 years below grade level. It mirrors the instructional sequence of Algebra I and its Contents standards.

Applied Writing and Thinking Course # 213700

1 Year Course: 10 credits Prerequisite Concurrent enrollment in English I

Grade Level 9

Description: This is a class to support our strategic students (those performing within two years below grade level) in mastering the 9th grade ELA Contents standards and passing their core English I class. All resources will be minimally grade level and will come from multiple subject areas and sources. This course will focus on the real world application of ELA concepts and skills through balancing analyzing and writing informational and expository text with analyzing literature and narrative text.

Academic Support Lab 1 Course # 492000

1 Year Course: 10 credits

Description: This academic lab provides an environment for students to complete courses that were previously taken but not completed successfully. A teacher oversees the completion of the classes from an online provider. Credits are earned upon completion of each online class.

Job Descriptions for Supplemental Positions

A description of **supplemental** services provided for participating students of the particular categorical program and the established need for the applicable personnel must be included in the SPSA**. Link to Allowable LCFF & Title I positions**

The person occupying the position should be familiar with their written job description and should perform only those duties.

For multi-funded positions (funded from more than one program), indicate the proportion of the time provided to students from each funding source.

Multi-funded personnel **must document** actual time, and that time must support cost distribution to each program, including District services. Review Personnel Activity Reporting/Time Accounting policy and procedure

Action required: Prepare and submit Personnel Authorization Form for each employee classification for each associated budget to State and Federal Programs Technician. For instructions for completing P.A. forms: **Link to P.A. doc**

Title I and LCFF funded Positions

- Program Specialist –Link to job description
- Supplemental/Intervention Teacher–Link to job description
- Counselor–Link to job description
- Instructional Coach–Link to job description
- Instructional Assistant–Link to job description
- Community Assistant–Link to job description
- Parent Liaison–Link to job description
- CAI Assistant–Link to job description

LCFF Only Positions

- Library Media Assistant–Link to job description
- Bilingual Assistant–Link to job description
- Assistant Principal/Program Manager–Link to job description

Additional Time/Compensation for Employees

Compensation for providing intervention, attending professional development (PD), analyzing data, planning (PLC time), and conducting evaluation that is scheduled after an employee's contracted work hours or on non-contract days and/or Saturdays is planned during budget development.

Schools planning staff Additional Time Activities and/or Strategies are required to prepare and initiate the process for the Personnel Authorization form for approval and maintain documentation to support the Activity and/or Strategy such as staff and/or student participation rosters, the intervention flyer and/or PD agenda, for auditing purposes.

When planning the Additional Time compensation Activities and/or Strategies consider the composition of your participants. Teachers, Counselors and/or Classified staff require separate allocations and Personnel Authorization forms.

Teacher Release Day

Substitute teachers can be paid to release classroom teachers for a training/planning/data analysis/classroom observation during the school day with Title I funds. When describing the expenditure, please indicate the number of days/hours budgeted not just a lump sum.

Title I & the Arts

- Title I, Part A funds may not be used to fund programs whose primary objective is arts education. These funds may be used only in limited circumstances to fund aspects of arts education if the strategies have been demonstrated to improve student academic achievement in ELA & math.
- In order to use Title I funds to appropriately support arts education as a strategy to improve student achievement in ELA & math you must:
  - Conduct a comprehensive needs assessment
  - Identify research-based strategies or programs incorporating arts instruction to improve the academic achievement in ELA & math for participating students
  - Include programs/activities in SPSA
  - Seek SPSA approval by the SSC and local governing board
  - Ensure implementation includes student achievement objectives (specific, measurable, & attainable) focused on increasing the academic achievement for all participating students in the school
  - Annually evaluate the effectiveness in terms of its impact on student achievement
- Must supplement, not supplant general fund, federal, or other local resources

Title I Authorized Use of Funds

Title I, Part A Authorized Use of Funds

The California Department of Education (CDE) recommends that local educational agencies (LEAs), County Offices of Education, and direct funded charter schools consider the following general criteria when approving activities or expenditures supported with Title I, Part A funds:

1. The activity/expenditure is aligned to meet the challenging State academic content standards (Every Student Succeeds Act [ESSA] sections 1112[a][3][B][i] and 1112[b]);
2. The activity/expenditure is an evidenced-based educational strategy (ESSA sections 1003[b][1][B]; 1114[d]; and 1115[h]);
3. The activity/expenditure is reasonable, necessary, and allocable cost to the program (2 *CFR* 200.404 - 200.405);
4. Title I, Part A funds used supplement the funds that would, in the absence of such funds, be made available from State and local sources, and do not supplant such funds (ESSA Section 1118[b][1]);

5. Title I, Part A funds used are current Federal fiscal year or the subsequent fiscal year (ESSA Section 1127[a]).

Title I Schoolwide Programs (SWP) should consider the following general criteria when approving activities or expenditures supported with Title I, Part A funds:

6. The activity/expenditure meets a need identified in the comprehensive needs assessment (ESSA Section 1114[b][6]);

7. The activity/expenditure is included in the Single Plan for Student Achievement (SPSA) (*Education Code* [*EC*] Section 64001[g][C][3]);

8. The SPSA has been approved by the local governing board (*EC* Section 64001[i]);

9. The Schoolsite Council (SSC) annually evaluates and monitors the implementation of the SPSA and progress towards accomplishing the goals (*EC* Section 64001[g][2][B] and [i]); and

10. The activity/expenditure has been reviewed, approved, and recommended by the SSC to the local governing board (*EC* Section 64001[d]).

Title I Targeted Assistance Schools (TAS) should consider the following general criteria when approving activities or expenditures supported with Title I, Part A funds:

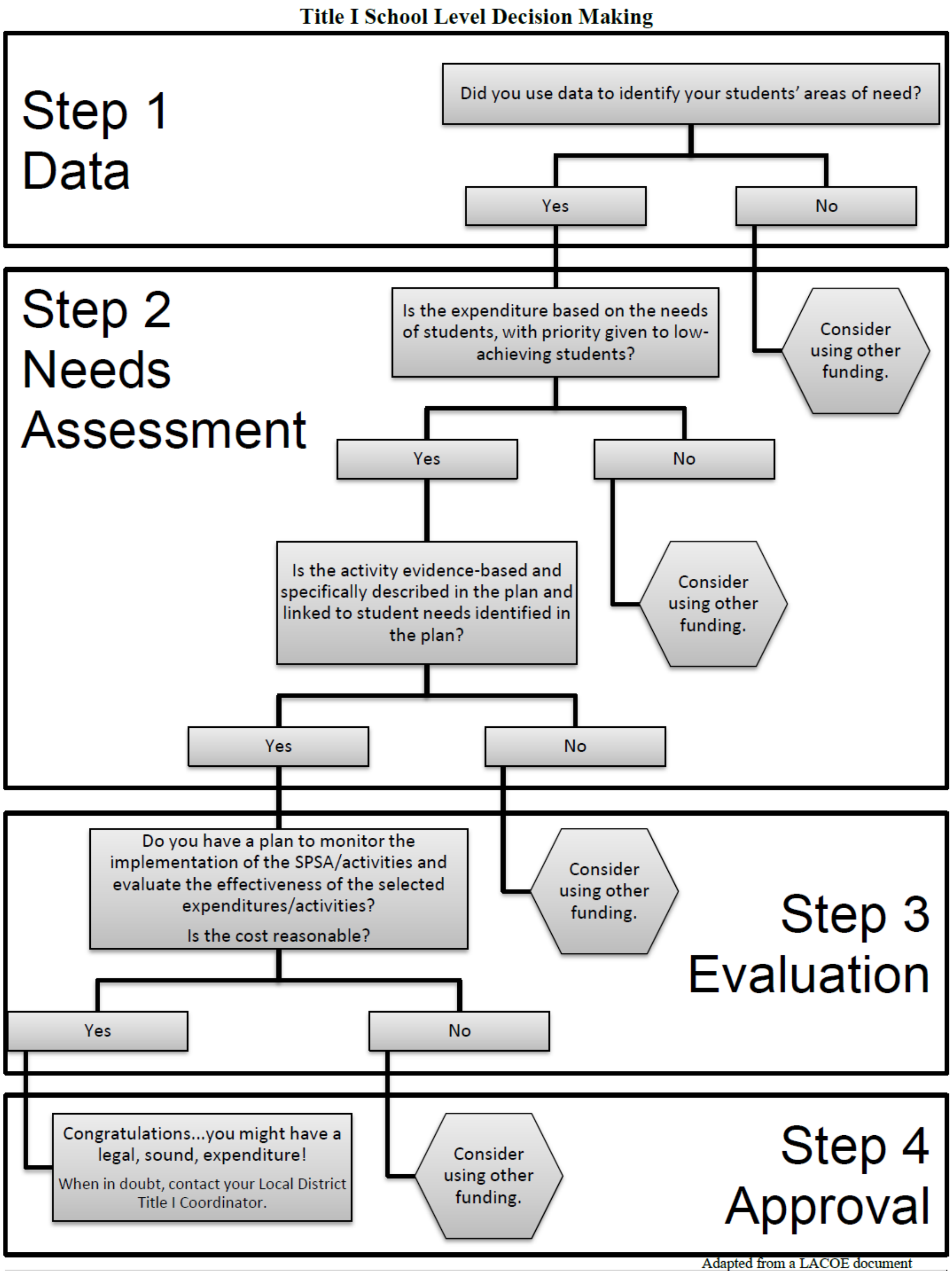
11. The activity/expenditure serves the needs of students that are identified as failing, or most at risk of failing to meet challenging State academic standards on the basis of multiple, educational related, objective criteria established by the LEA and supplemented by the school (ESSA Section 1115[c][1][B]);

12. The activity/expenditure is included on an ongoing basis, review of the progress of eligible children and revise the TAS program, if necessary, to provide additional assistance, to enable such children to meet the challenging State academic standards (ESSA Section 1115[b][G][iii]).

13. Staff members paid with Title I funds may assume limited duties that are assigned to similar personnel who are not so paid, including duties beyond classroom instruction or that do not benefit participating children, so long as the amount of time spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the same school (ESSA Section 1115[d][2]).

If an expenditure/activity does not meet all of the above rationale, it is not likely to be an authorized use of Title I, Part A funds.

Title I School Level Decision Making Flowchart



Conferences, Professional Development, & Curricular Trips

Conference Attendance

… There is no limit for Staff Conference Attendance as long as the cost is reasonable and allowable. Staff Conference Attendance includes funding for conference registration fees, hotel, food, mileage, and airfare. Funds can also be used to pay for registration cost associated with a professional development webinar for staff members. **Schools are required to follow District policy and procedure as it pertains to conference attendance.**

Note: See Restrictions on June Staff Conference Attendance Link

Specific conferences/institutes must be identified. Each conference must have been pre-approved for attendance. **Link to CARS**

Staff Conference Attendance

…must be an integral part of the professional development activities at the school.

Parent Conference Attendance

… Conferences must be an integral part of the parent and family engagement activities identified in the SPSA.

Curricular Trips

…List specific planned destinations and/or the academic purpose of the trip in the SPSA. Curricular trips are to support the core instructional program; therefore, they cannot be budgeted for elective classes or Physical Education. **Link to fieldtrip packet**

Admission Fees

…to pay for admission tickets for approved academic curricular trips. Categorical funds may only be used to provide services for eligible students.

Equipment, Supplies, & Intervention Programs

Equipment

…show amounts for audiovisual and other equipment with a total final cost of $500 (including tax, shipping and other ancillary charges) or more separately on your budget. All equipment purchases must be described and justified in the SPSA. The description should make clear how the equipment supports the instructional program and how students will benefit from its use.

Purchase of equipment—copy machines, computers, poster maker, 3-D printers, etc.—should be supplemental, reasonable, not excessive. Title I schools wanting to purchase an additional copier using Title I funds, must first ensure that the school already has a dedicated copier purchased with non-federal funds for general purpose use.

Supplemental Instructional Materials

…Supplement the instructional program (ELA, Mathematics, History/Social Science, Science) and are not required by the core curriculum. These materials are specific to the classroom, delivery of instruction, and intervention. **Examples include:**

- Classroom library books
- Supplemental *publisher* workbooks
- *Realia such as visuals (maps, charts)*
- Manipulatives
- Scientific Calculators
- Science Kits (labs)
- Instructional CDs, Videos, DVDs (not blank)
- Flashcards
- Periodicals
- *Software License fees*
- *Educational Apps*
- *Leveled Readers*
- Classroom set of novels not on the District's required reading list

Other Books

Books that have not been adopted by the proper authority (i.e., Board) for use as basic curricula.

Examples include:

- Professional Development (PD) Books or Training Materials for PD
- **Reference Materials/Supplemental Books for student use in the classroom or in the library (e.g., thesaurus, picture dictionaries)**
- **Books for the School Library**

General Supplies-Technology

Equipment with a total final cost of less than $500 (including tax, shipping and other ancillary charges). These items may be used in the classrooms and parent centers. **Examples include:**

- Laptops, Netbooks
- iPads
- E-readers
- Projectors (overhead/LCD)
- Graphing calculators
- Document readers
- Classroom Printers
- Chromebooks
- Keyboards
- Flash Drive/Memory Cards
- Speakers/Headphones

Note: In general, basic classroom supplies cannot be funded with Title I resources. Below is a list of possible items to support possible strategies included in the SPSA.

Typical Student Supplemental Materials
Binders
Calculator, TI-108: handheld
Chart Paper
Chart pocket
Compass
Composition Book
Dry Erase Board
Ear bud, headphone, in-ear,
Easel Pad
Goggles: splash-proof
Goggles: worn over glasses
Graph Paper
Highlighters
Index Cards
Play Money
Planners
Poster Board
Protractor
Ruler
Science materials (tweezers, thermometer, specimens, goggles, etc.)
Tag Board / Sentence Strips
Yard/Meter Stick

Supplemental Instruction/Intervention Resources Guidelines

The purpose of these guidelines is to define the process for purchasing supplemental standards-based instructional materials with Federal funds. Supplemental resources support core instruction, not replace it. These guidelines include only supplemental resources that have been pre-approved.

Multi-tiered instruction and interventions are not dependent on programs, but are grounded in the increased use of *academic engaged time* and effective, evidence-based instructional strategies targeted to student need.

Procedures for Selecting Supplemental Instructional Resources

Schools are to follow the procedures below prior to placing an order for supplemental materials.

1. Review the district approved supplemental instructional resources at the following link:

Materials found listed on these sites are research and/or evidence-based and have been recommended to support Tier 1, Tier 2, and Tier 3 instruction and intervention. These materials are already approved for purchase.

2. Materials not found on the list <u>may</u> be purchased if they are research and/or evidence-based, aligned to the school data, and outlined in the School Plan for School Achievement. Materials not of the pre-approved list must be reviewed by curriculum and purchasing before purchasing.

<u>Guidance on Selecting Supplemental Instructional Resources for Tier 1, Tier 2, and Tier 3</u>

Schools are responsible for ensuring that any purchase of supplemental resources to support Tier 1, effective first instruction, Tier 2, strategic instruction and intervention, and Tier 3 intensive instruction and intervention are evidence-based. Selection of these supplemental resources must be based on data and evidenced-based for the population served. Schools need to use a two-pronged approach to determine the appropriateness of any supplemental resource before purchasing. First, ensure the resource is research-based. Second, ensure it meets the guidelines for the provision of effective academic intervention.

<u>Step 1: Validating Research-Based Resources</u>

The following criteria were designed to support schools in making purchasing decisions that reflect student needs and are evidence-based.

<u>Criteria for Selecting Supplemental Resources:</u>

1. Is there evidence/research regarding the effectiveness of the supplemental resource being considered? (A website for identifying evidence: —*What Works Clearinghouse*, *Evidence for ESSA*)
2. Does the evidence align with the SUSD demographics and instructional setting? (i.e., student-teacher ratio, minutes of instruction)
3. Is the resource aligned to California content standards?
4. Does the program have evidence of accelerating student growth?
5. What professional development and coaching support are available for effective implementation of the resource?

<u>Step 2: Guidelines for Effective Academic Intervention Resources</u>

The following questions are designed to guide decisions about purchasing supplemental instructional resources. All resources considered should <u>accelerate</u> student growth.

- How will training for the program be implemented?
- How much time needs to be allocated to use this program – 30 minutes, 1 hour, more?
- What specific skills/standards does it address?
- Does it include explicit instruction?

- How does it provide for *academic engaged time* including high levels of student engagement?
- How is student performance feedback provided?
- What supports are available for teacher understanding and support?
- How is student growth documented?
- Is technology required and how will the technology be purchased?

Budget Adjustment Request

Well-planned programs to improve student achievement should have the appropriate budget categories aligned with identified academic needs of participating students **as stated in the SPSA.**

Occasionally, there will be a need to modify the school's plan and budget. Budget adjustments are based on assessed instructional needs and support program quality and compliance. If there is a need to modify the SPSA, the school will need to complete a SPSA Modification form and, if a budget modification is included, submit the signed School Budget Signature Form. Budget Adjustment Requests (including accompanying SPSA Modifications) must be reviewed with council/committee members and are required to have the signatures of both the SSC chairperson and the principal.

Link to SPSA Modification Form

State & Federal Programs Account Reference

The following describes State and Federal Program Cost Centers (account codes) and a general overview of budgeting terms.

As an overview the following is the full account code structure:

X – XXXXX – XX – XX – XXXXX
Fund -- Cost Center -- Function -- SACS #/ Code Site # --- Object Code

Org Key

The Org Key is a sequence of information used to retrieve reports in the district's financial system.

X – XXXXX – XX – XX
Fund -- Cost Center -- Function -- SACS #/ Code Site #

Resource

Resource refers to the revenue source and is depicted as a four-digit number. When a report is initially pulled there is an * in the field (defaulted) which will generate all accounts assigned and setup. Typically, the use of this number is when retrieving reports in the district's financial system as a way to narrow or filter information. For example, as a school site a report is being pulled on Title I accounts. Title I accounts are associated with 3010 resource. The user would replace the * with 3010 which generates only account associated with that resource number.

Cost Center – Active for School Site Use
The following Cost Centers are under the purview of the State and Federal Programs staff. Guidance and technical support for Cost Centers not on this list must be conducted through the General Fund staff in Business Services.

At the beginning this year, two Cost Centers are no longer used for school site activities/expenses and several more have been added. The intent of the additional Cost Centers is to allow for Business Services to retrieve financial expenditure data that support specific district initiatives and/or student populations.

50643 (Title I Instructional)	For activities related to Goal 1 Student Achievement to supplement the core educational program (ELA, Math, Science, Social Studies, etc.), includes AVID related expenditures if identified within the SPSA.
50650 (Title I English Leaner)	For activities related to Goal 1 Student Achievement to supplement the core educational program (ELA, Math, Science, Social Studies, etc.) supporting strategies to improve English Learner achievement.
50671 (Title I School Climate)	For activities related to Goal 2 Safe and Healthy Learning Environments (School Climate) to support strategies to improve student attendance, suspension, social/emotional which leads to student achievement.
50672 (Title I Parent 1%)	For activities related to Goal 3 Meaningful Partnerships, specifically to support strategies to improve parent engagement and involvement.
50647 (Title I Parent 1%)	For activities related to Goal 3 Meaningful Partnerships, specifically to support strategies to improve parent engagement and involvement.
23030 (LCFF Instructional)	For activities related to Goal 1 Student Achievement to supplement the core educational program (ELA, Math, Science, Social Studies, etc.), includes AVID related expenditures if identified within the SPSA.
23020 (LCFF English Leaner)	For activities related to Goal 1 Student Achievement to supplement the core educational program (ELA, Math, Science, Social Studies, etc.) supporting strategies to improve English Learner achievement.
23034 (LCFF School Climate)	For activities related to Goal 2 Safe and Healthy Learning Environments (School Climate) to support strategies to improve student attendance, suspension, social/emotional which leads to student achievement.

23035 (LCFF Meaningful Partnerships)	For activities related to Goal 3 Meaningful Partnerships, specifically to support strategies to improve parent engagement and involvement.

Function Code
The purpose of the function code is to assign or associate activities, service, or group of services to a person, thing, or institution and aimed at accomplishing a certain goal. It is important to note that expenditures for a person is aligned with the appropriate function code.

For example: A 31 function code employee attends a conference, but the site budget does not allocate funds for function code 31, then a budget transfer is needed. We cannot reimburse the expenses from the 10 function code budget allocation.

The following are most commonly used function codes for expenditures relating to Title I and site LCFF.

10	*Instructional* – The activities directly dealing with the interaction between teachers and students. • Teacher • Bilingual Assistant/Spanish • CAI Assistant • Instructional Assistant • Resource Teacher
21	*Supervision of Instruction, Research, Curriculum & Staff Development* – Activities associated with directing, managing, and supervising instructional services; assessing programs and instruction based on research; activities that aid teachers in developing curriculum, preparing and utilizing special curriculum materials. • Principal • Assistant Principal • Instructional Coach • Program Specialist
24	*Instructional Support, Library/Media/Technology* – Audiovisual equipment and materials, guiding the use of library books and materials. All educational media included printed and non-printed materials, Instructional technology cost identified with computer labs & other instructional support classes. • Library Media Assistant
26	*Instructional Support, Parent Participation* – Activities designed to include the parents in the student's education. • Community Assistant • Parent Liaison
31	*Guidance and Counseling Services* – Activities involving counseling with students and parents. • Counselor

SACS Location
The SACS location is a two-digit number or letter sequence that is associated with a school site or department and used for the identification for reporting purposes. Example: Adams = A1; Chavez = 62.

Object Code
The object code is a numerical representation that is assigned to classify an expenditure. The following is a list of commonly used object codes and their definitions/examples provided by Business Services:

OBJECT CODE	DESCRIPTION
42000	Books (Hard Cover) / Reference Materials (Manuals)
43110	Instructional Supplies
43200	Non-Instructional Supplies
43400	Meeting Expense (e.g., Meeting snacks/refreshments and supplies, toll, parking)
44000	Non-Capitalized Equipment (Each item over $500 up to $4,999)
52150	Conference/Workshops/Training (with CAR)
52170*	Webinar Trainings
56530	Equipment Repair (e.g., Chromebook screens)
56590	Maintenance Agreements (Ray Morgan)
57150	Duplicating – Reprographics
57250	Field Trip Bus (SUSD School Bus Transportation)
58100	Consultants-Instructional
58320	Consultants – Non-Instructional
58450	License Agreement
58500	Professional Services
58900	Other Admin Services (e.g., Chaperone admission tickets**)
58720	Transportation Non-District Buses (e.g., Fieldtrip Charter Bus; Storer, Delta, etc.)
58730	Bus Passes/Tokens
58920	Fees – Pupil Participation (Pupil admission to educational field trips)
64100	Capitalized Equipment*** ($5,000 up to $49,999)

*(red)-New Object Code
**LCFF Allowable Only
***Requires prior approval by the California Department of Education

Please contact State and Federal Program staff to provide guidance and support to ensure appropriate coding when preparing purchase requisitions accurately for timely processing.

Site Number
The site number is a three-digit number that is associated with a school site or department and used for the identification for reporting purposes.

Non-Title I or Non-site LCFF Funds
Questions should be directed to Janelle Sumagang at ext. 2021 or Deborah Carreon at ext. 2019.

For questions relating to the Title I or site LCFF budgets and how to properly code expenditures, please contact:

State and Federal SPSA and Budget Assignments

Jeannie Samson Program Technician Extension 2232; Email: jsamson@stocktonusd.net
Adams, August, Bush, Cleveland, Elmwood, Fillmore, Fremont, Grunsky, Harrison, Hazelton, Hong-Kingston, Kennedy, King, Kohl, Peyton, Pulliam, Rio Calaveras, Commodore/Stockton Skills, Washington, Wilson, Nightingale, Pittman
Virginia "Gina" Gonzales Program Technician Extension 2028; Email: vgonzales@stocktonusd.net
El Dorado, Hamilton, Henry, Hoover, Huerta, Madison, Marshall, Mata, McKinley, Monroe, Montezuma, Primary Years Academy, Roosevelt, San Joaquin, Spanos, Taft, Taylor, Van Buren, Victory
Kelly Townley Program Technician Extension 2621; Email: ktownley@stocktonusd.net
Chavez, Edison, Franklin, Health Careers Academy, Jane Frederick, Merlo, Pacific Law Academy, SECA, Stagg, Stockton High, Weber Institute

Quick Glance of Allowable/Unallowable Expenses

Quick Glance of Allowable/Unallowable Expenses

ALLOWABLE PROGRAM EXPENDITURES Pursuant to EDGAR = Education Department General Administrative Regulation Cost Principals for State, Local, and Indian Tribal Governments.		
DESCRIPTION	**TITLE I**	**LCFF**
PERSONNEL		
Teachers salaries	X	X
Teachers Add time	X	X
Teachers substitute for PD & Collaboration	X	X
Counselors	X	X
Assistant Principal/ Program Managers	N/A	X
Program Specialist	X	X
Instructional Coach	X	N/A
Bilingual Assistant	X	X
Instructional Assistant	X	X
Community Assistant	X	X
CAI Assistant	X	X
Library Media Clerk	N/A	X
Nurses	N/A	X
ACTIVITIES		
Tutoring - Non EL	X	X
Tutoring - EL	X	X
Intercession Programs *	X	X
Intervention Programs *	X	X
Summer School *	X	X
Professional Development *	X	X
Parents Involvement *	X	X
Field trips *	X	X
EQUIPMENT		
Printers for Individual Classrooms - Supplemental	X	X
Instructional Equipment - Supplemental	X	X
Computers & Printers for Computer Lab	X	X
Maintenance Agreement	X	X
OTHERS		
Instructional Materials - All Students	X	X
Instructional Materials - EL	X	X
Subscription / License Agrmt - Educational materials	X	X
Consultants	X	X

Legend: X – Allowable use of funds N/A – Unallowable use of funds

Approved Vendor List

Coming Soon

2020-21 Approved Vendors and Contracted Service Providers for:

- Professional Development
- Mentoring
- Interventions
- Ethnic Studies
- STEM
- Tutoring
- College and Career Readiness

Program and Budget Guidelines

Program and Budget Guidelines

Budget General Guidelines

[Additional Compensation]

Additional Time

Can be used to pay teachers and coaches for activities outside of their regular assignment (e.g., after school, Saturdays) related to the Title I Program. Examples of activities are: attending PD, analyzing data, planning, conducting evaluation, and providing tutoring/intervention.)

The following descriptions and Object Codes must be used:

- Teacher Additional Time - 11500
- Coach/Specialist Additional Time – 19500
- Counselor Additional Time - 12500

*Additional Time cannot be paid for work performed during regular assigned day schedule.

Teacher Release Day

Funds can be used to pay a classroom teacher who attends a training/planning/data analysis/classroom observation as indicated in the SPSA. When describing the expenditure, please indicate the number of days/hours budgeted not just a lump sum

Stockton Teachers Association

STA SALARY SCHEDULE HOURLY

Effective July 1, 2018*

REGULAR TEACHERS, SUMMER SCHOOL, HOME INSTRUCTION,

CURRICULUM DEVELOPMENT, ADULT EDUCATION

Teaching Experience	Class A BA (Hourly)	Class B BA + 15 (Hourly)	Class C BA + 30 or MA (Hourly)	Class D BA + 45 or MA + 15 (Hourly)	Class E BA + 60 or MA + 30 (Hourly)	Class F BA + 75 Including MA, Ph.D or Ed.D (Hourly)
01-05 YEARS	41.67	42.68	43.77	44.68	46.45	47.47
06-10 YEARS	44.58	45.49	46.45	47.47	48.34	49.39
11 YEARS	46.45	47.47	48.34	49.39	50.40	51.23
12+ YEARS	46.45	47.47	48.34	50.31	51.37	52.19

Stockton Teachers Association

STA Salary Schedule Substitutes

Effective July 1, 2018*

	AMOUNT
Daily Rate:	$173.57
Half Day:	$88.79
Per Period:	$34.72

After five (5) consecutive days in the same assignment:

	AMOUNT
Daily Rate:	$186.07
Half Day:	$93.02

After 18 consecutive days in the same assignment: Appropriate placement on teaches salary schedule.

If an extended term substitute has less than a B.A. degree, the salary schedule placement shall be the minimum teacher's salary.

Arts

When funding with Title I resources, the Arts may be utilized to enhance students' academic skills in English/Language Arts and Mathematics; however, allowable expenditures for this purpose are limited to the following services:

- **Contracted Instructional Services** may be funded. These services must incorporate the Arts in supporting Tier II intervention in English/Language Arts and Mathematics for students not meeting grade-level standards.
- **Professional Development** that ensures teachers are skilled in delivering Tier II intervention that integrates Arts strategies designed to enhance students' academic skills in English/Language Arts and Mathematics.

Asset Inventory Policies and Procedures

Purpose

This document will serve as the governing document that regulates the accountability of Stockton Unified School District assets within the District. All policies and procedures are compliant and in alignment with established District, State, and Federal procedures, policies, and statutes.

The District is responsible for maintaining an accounting system for fixed from acquisition to disposal, maintaining an effective management process is core to the success of this system.

What is an asset?

Assets are classified in two categories; Capitalized Fixed Assets and Non-Capitalized Assets.

Capitalized Fixed Asset

Capitalized Fixed Assets are defined as movable personal property, including such equipment as vehicles, machinery, computer systems, and playground equipment, that have both an estimated useful life over one year and an acquisition cost equal to or greater than the capitalization threshold of $5,000. Land and Improvements, and Buildings and Improvements, that exceed the capitalization threshold are included as Capitalized Fixed Assets.

Non-Capitalized Asset

Non-Capitalized Assets are defined as movable personal property of a relatively permanent nature that has an estimated useful life greater than one year and an acquisition cost less than the capitalization threshold but greater than the inventory threshold pursuant *to Education Code Section 35168* of $500.

Education Code Section 35168

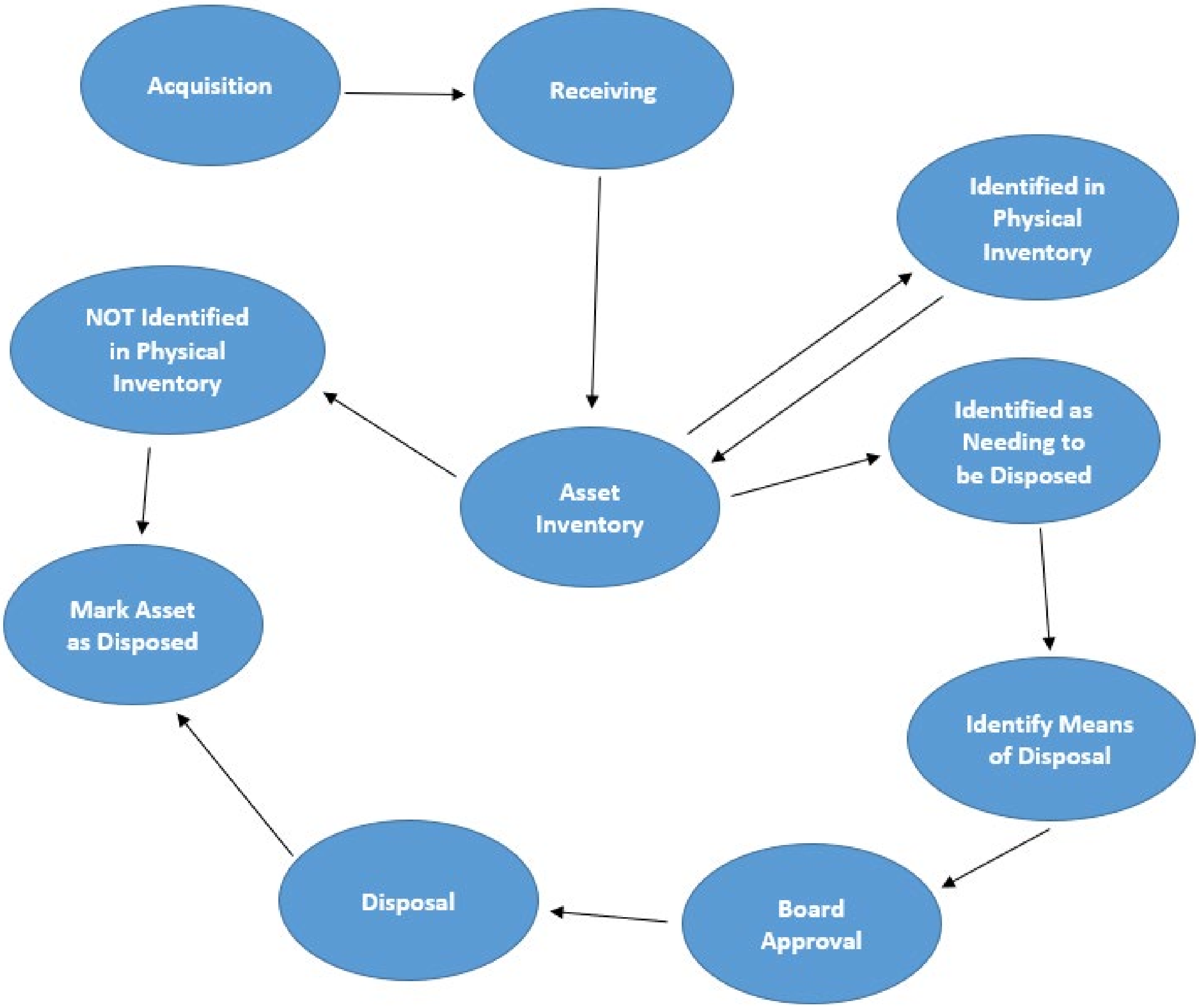
The governing board of each school district, shall establish and maintain a historical inventory, or an audit trace inventory system, or any other inventory system authorized by the State Board of Education, which shall contain the description, name, identification numbers, and original cost of all items of equipment acquired by it whose current market value exceeds five hundred dollars ($500) per item, the date of acquisition, the location of use, and the time and mode of disposal. A reasonable estimate of the original cost may be used if the actual original cost is unknown.

Examples of Assets

Some examples of assets include, but are not limited to:

- Athletic Equipment
- Business Equipment
- Communication Equipment
- Food Service Appliances & Equipment
- Industrial Arts Equipment
- Machinery & Tools
- Musical Equipment
- Science Lab Equipment
- Special Education Equipment
- Vehicles
- Audio Visual Equipment
- Classroom Equipment
- Computer Equipment
- Grounds Equipment
- Library Equipment
- Medical Equipment
- Outdoor Equipment
- Security Equipment
- Stage & Auditorium Equipment

Lifecycle of an Asset



Acquisition

All assets will be purchased using the District's purchase order system, Business Plus. When the Purchasing Department receives a purchase request identified as an asset, the Ship To location will be changed to Property Control. When an item is deemed in the best interest to have the item shipped directly to the site, the Purchase Order will be flagged and a copy will be provided to Property Control. Property Control will tag the asset and record all pertinent information at the site after the item is received.

Receiving

Upon receipt of an asset(s), Property Control will inspect the order for accuracy against the purchase order, damage to order, and completeness of order. If any discrepancies or damage is noted, Property Control will contact Purchasing and make a report of the issues of the order. Purchasing will contact the vendor to rectify all issues and provide updates to Property Control and ordering site of issues and resolutions.

Once asset(s) have passed physical inspection, Property Control will receive the items in the Receiving Information module of Business Plus. This will notify Accounts Payable that the product has been received and is approved for payment. Next, Property Control will tag and record required information into asset management software:

Step 1. Assign an asset ID number

Step 2. Affix a property tag of the asset ID number assigned to the asset

Step 3. Record serial number, make, model, and additional identifying information

Step 4. Record the cost of the asset

Step 5. Record the date of acquisition

Step 6. Assign the site to PC Warehouse

Property Control will follow the subsequent steps based on whether the product does or does not require additional receiving protocol.

Products That Require Additionally Receiving Protocol

For items that require additional receiving protocol, Property Control will work with all third-party departments to ensure all District policies and procedures are followed.

Information Services Additionally Receiving

Many technology items, such as Chromebooks, Laptops, and Desktop computers require additional process before the products are ready for use by the ordering site. Property Control will follow these steps after receiving these items:

Step 1. Transfer the assets to IS Warehouse

Step 2. Notify Information Services (IS) of assets ready for processing

***Note: Upon transfer of assets to IS, Property Control will contact ordering site for location of use of the assets identified in the subsequent steps.

Assets Ready for Delivery

Once Property Control, IS, and/or other third-party departments have complete all processing of asset, Property Control will follow these steps:

Step 1. Transfer assets to PC Warehouse

Step 2. Contact ordering site for location of use and staff member assigned to asset (if applicable)
   a. ***Note: Items will not be released from Property Control without this information.

Step 3. Property Control will complete delivery manifest to include the follow information:

a. Complete itemized list of all items to be delivered
b. Record Purchase Order number on delivery manifest
c. Copy of Purchase Order

Step 4. Property Control will submit delivery manifest to Warehouse Supervisor or Lead Warehouse Worker for delivery

Step 5. Warehouse Worker will deliver to site

Step 6. Delivery Manifest will be returned to Property Control

Step 7. Property Control will transfer items to site and record the location of use and, if applicable, staff member assigned to asset in asset management software

Asset Transfers

In order to keep an accurate record of all assets a Property Transfer Request Form must be completed for all transfers of assets, including for assets recommended for disposal. All Property Transfer Request Forms must be signed by site administrator and submitted to Property Control. Property Control will follow the following steps:

Step 1. Property Control will notify Warehouse Supervisor and/or Lead Warehouse Worker and provide a copy of Property Transfer Request Form

Step 2. Warehouse Worker(s) will pick up assets identified on Property Transfer Request Form

Step 3. Warehouse Worker(s) will deliver assets to new site

Step 4. Warehouse Worker(s) will obtain signature and date from new site documenting delivery of assets

Step 5. Warehouse Worker(s) will return Property Transfer Request Form to Property Control

Step 6. Property Control will transfer assets to new site in asset management software

Assets Recommended for Disposal

When Property Transfer Request Forms include assets recommended for disposal, Property Control will follow the following the steps:

Step 1. Property Control will transfer assets to PC Surplus

Step 2. Property Control will verify all assets included on Property Control Transfer Form are accounted for

a. Should additional assets be included in the delivery of assets, Property Control will contact site and verify these assets are to be disposed.
    i. Should the assets not be intended for disposal, Property Control will return assets to site
    ii. Should the assets be intended for disposal, Property Control will request an additional Property Transfer Request Form be completed

Step 3. Property Control will determine proper means of disposal

a. Auction/Sale
b. E-Waste
c. Recycle
d. Donation
e. Asset is of working condition and has potential to be redeployed, store asset

Step 4. Property Control will notify Purchasing Manager of assets to be disposed and method of disposal

Step 5. Purchasing Manager will submit request to dispose assets to Board of Education

Step 6. Purchasing Manager will notify Property Control of approval to dispose assets by the Board of Education

Step 7. Property Control will dispose asset as determined in Step 3

Step 8. Property Control will make asset as disposed in asset management software

Step 9. Property Control will file all associated paperwork

Inventory Management

Maintaining an accurate inventory requires diligence and cooperation of the site and Property Control. Physical Count Inventories are to be conducted pursuant to *Code of Federal Regulations (CFR) §200.313*.

Code of Federal Regulations §200.313

CFR §200.313 states that:
"A physical inventory of equipment must be taken and the results reconciled with the property records at least once every two years to verify the existence, current utilization, and continued need for the equipment."

Responsibilities

Property Control is responsible for maintaining the asset management software and reconciliation with physical inventories.

Site Administration is responsible for taking an annual physical inventory and notifying Property Control when an asset is surpluses, stolen, or transferred to another location.

Physical Inventories

An annual physical inventory will be conducted by site administration or designee. Property Control will generate a Physical Inventory Form containing the current inventory and request that site to verify assets.

Equipment will be visually inspected by site. Items will be checked off and notes providing updates to location, condition, etc. will be recorded.

Physical Inventory Forms will be returned to Property Control for reconciliation. Property Control will investigate records for all assets not accounted for in physical inventory.

Property Control will randomly check five (5) percent of the physical inventory. Should any variance be noted, a greater sampling will be performed. Property Control will notify Purchasing Manager and Warehouse Supervisor of all instances where additional sampling is required.

Property Control will update inventory records based on physical inventories submitted by site. In the event there are discrepancies in the inventory, it is the responsibility of the site administrator to reconcile these differences.

No adjustment will be made to the asset management software without supporting documentation. Any asset that is disposed of without proper procedures will be in direct violation of District policy.

BusinessPlus

The BusinessPlus software system allows the District to manage its financial systems related to Accounts Payable, Payroll, Accounts Receivable and Purchasing.

The Business Department has developed a guide that focuses on the purchasing portion of the financial system. The complete guide is available on the district's Business Services webpages at the following link:
https://www.stocktonusd.net/cms/lib/CA01902791/Centricity/Domain/155/BP%20user%20guide3-11%20UPDATE.pptx

Should you have any questions regarding the instructions provided in this guide, please do not hesitate to contact the Purchasing Department at extension 2245.

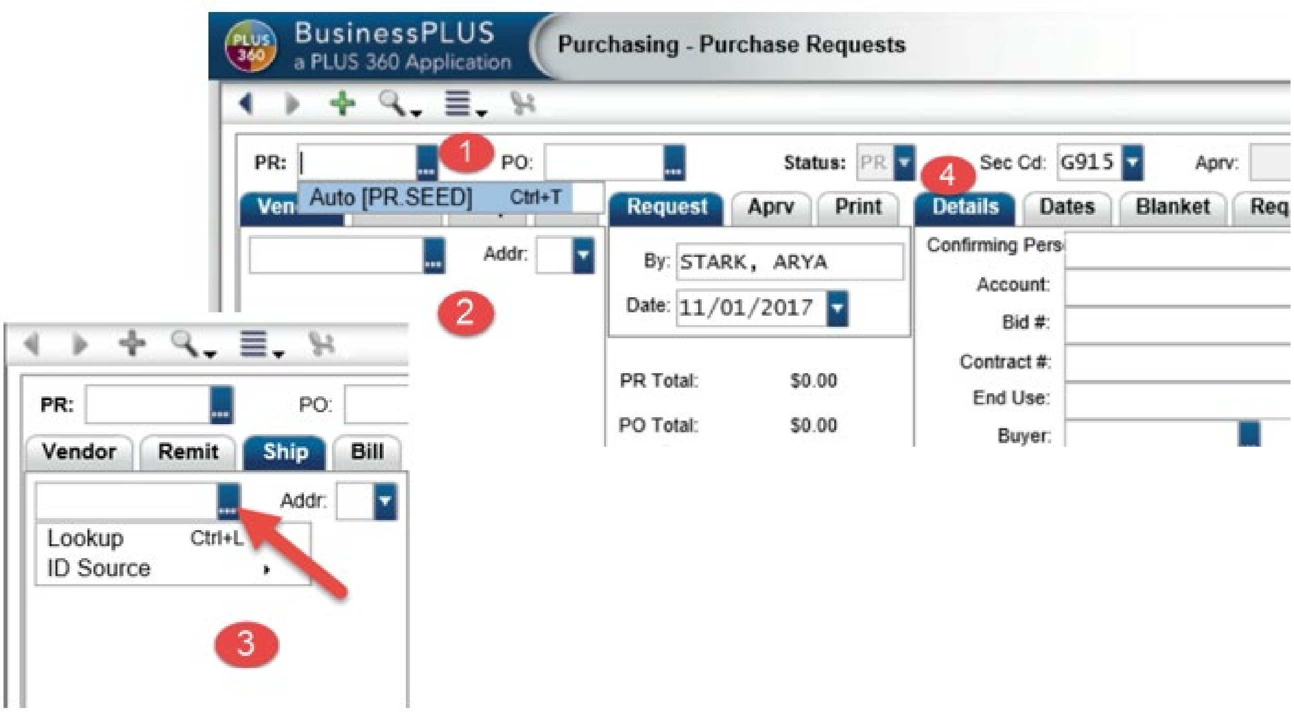
Purchase Requisition Guide

The district uses purchase requisitions to process and track orders. This is the only approved process

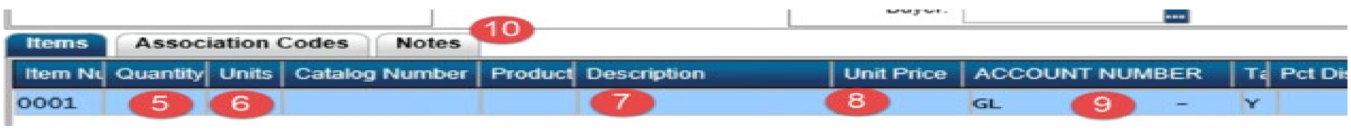
Creating/Initiating Purchase Requisitions

To initiate a purchase requisition, use the following steps:

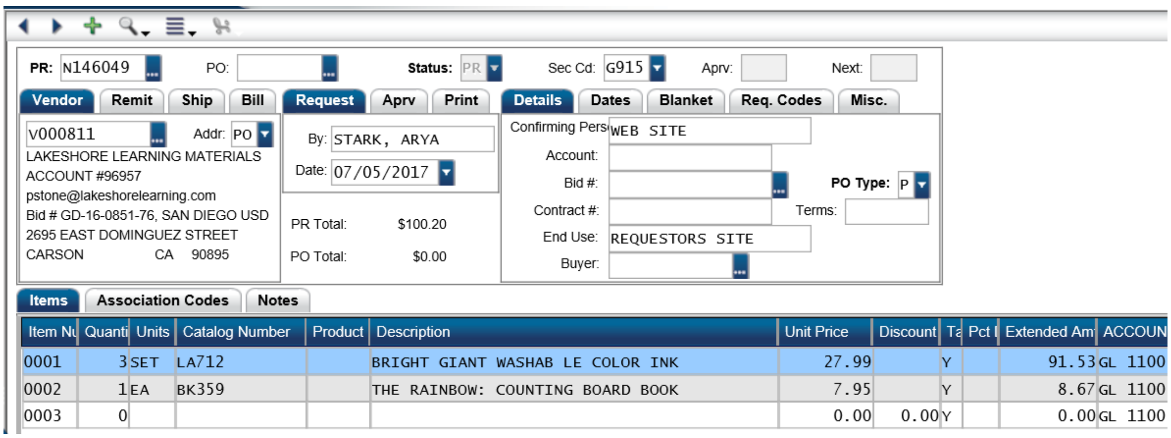
1. **PR**: (top command bar) Activate by clicking the ellipse (…) to auto select the new requisition number.
2. **Vendor**: Enter the vendor number. If unknown, click the ellipse for the drop-down box. To search for a vendor, click “Lookup” or shortcut key “CTRL L”, then type in the vendor’s name or portion for a list to select from. (Be sure to use the correct vendor as some records are older or headquarters versus store sites.)
3. **Ship To**: This is the point of delivery receiving the materials. To search for the site number activate the search options using the ellipse.
4. **Details Tab**: Use the sub entries listed below:
    - ***Confirming*** – Entry should be the quote number or features of request, i.e., Order Form, Open Purchase Order, Amendment, etc.
5. **Quantity**: Number of items needed
    - ***Catalog*** – ISBN Number or Catalog Number



6. **Units**: Identify unit quantity by Each, Kit, Set, Case, etc.
7. **Description**: Describe the product using brief but specific details – 1 to 2 lines.
8. **Unit Price**: Dollar amount per unit item.
9. **Account Number**: 1-XXXXX-XX-XX-XXXXX
10. **Notes**: For purchase justification and directions for staff once printed.
    - ***A: PR Notes*** – Justification of purchase and special instructional
    - ***B: Print After*** – Directions for district personnel after Purchase Order (P.O.) is printed.



SAMPLE REQUISITION



Purchase Requisition Additional Features and Options

Page Command Options: These are located in the top tool bar and are intended to assist the user in creating and reviewing requisitions.

- Plus Icon – This icon is will initiate a new purchase requisition entry form.
- Magnifying Glass – This icon may be used to search existing requisitions.

Side Pane Options: These options are located on the left side of the purchase requisition module and are intended to assist in the approval, tracking and attaching documents.

- Workflow – For approving the purchase requisition and tracking requisitions
- Attachments – To add supporting documentation to the requisition. Recommended and ideal document format is PDF.
- Entry List – Shows the list of requisitions and purchase orders that the user's site has created.

The following additional tips will ensure the purchase requisition is complete and able to move swiftly through the purchase requisitions approver's queue.

- Line-Item Entry vs. Lists Attached
  Requisitioner (the person who initiates the purchase requisition) can enter as many line items as necessary. However, if the purchase requisition is over 50-line items the Purchasing Department will accept attached lists.

  Please note: Certain vendors (e.g., Titlewave, Perma Bound, Follet) orders do not need to enter line items. You are encouraged to communicate for exceptions and maintain written documentation if the Purchasing Department authorizes and exception.

- Different GL Accounts
  Although the first account number automatically populates to the next line item for your convenience, different GL account can also be used on one requisition.

  Please note: Using multiple GL accounts routes the purchase requisition to the appropriate approver's queue for the funding source. Meaning if the purchase requisition is split between a General Fund account and Title I, then the purchase requisition is routed through the General Fund account approver and State and Federal.

- Tax Options Default
  The tax option defaults to **Y** (YES). Sales tax applies to all tangible goods as well as to shipping and handling.

- Catalog Entry
  Catalog entry refers to the product's part # or the boo's ISBN #. Entering this information serves to identify the product and ensure that the correct material is being ordered.

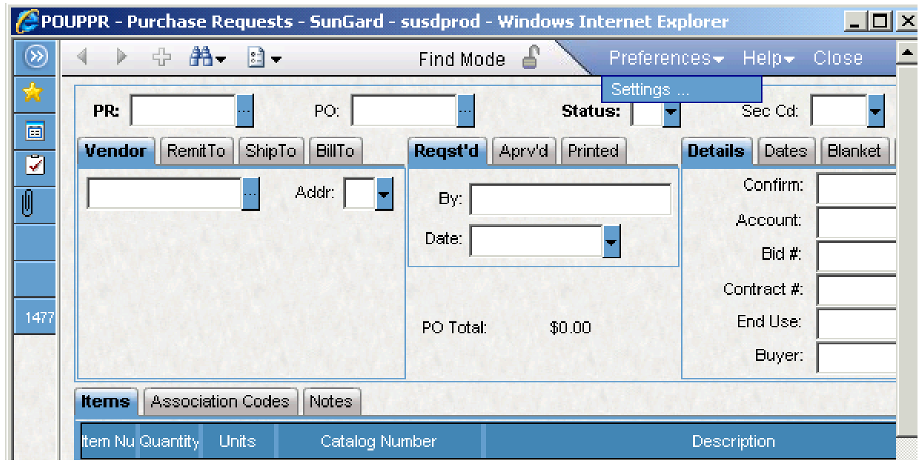
- Item Description and Notes Tab
  It is recommended that the requestor enters/provides justification for every purchase being requested. This practice assists in a smoother flow of the approval process. In addition, various funding sources (e.g., Title I, II, III, and IV, other federal grants) requires justification to support Federal Program Monitoring (FPM) and programmatic/fiscal audits. Failing to provide justification delays the approval or may require justification at a much later date which may be more difficult to provide or remember.
    - Computers or Other Equipment: The item descriptions must include the building and room number for equipment items valued at $500.00 or more per item (including cost of shipping, handling and taxes).
    - Consultant Agreements: The following documents must be attached to the requisition: Board Agenda, Consultant Utilization Form, Agreement to Furnish Consultant Services, Certificate of Liability.

Requisition Attachments

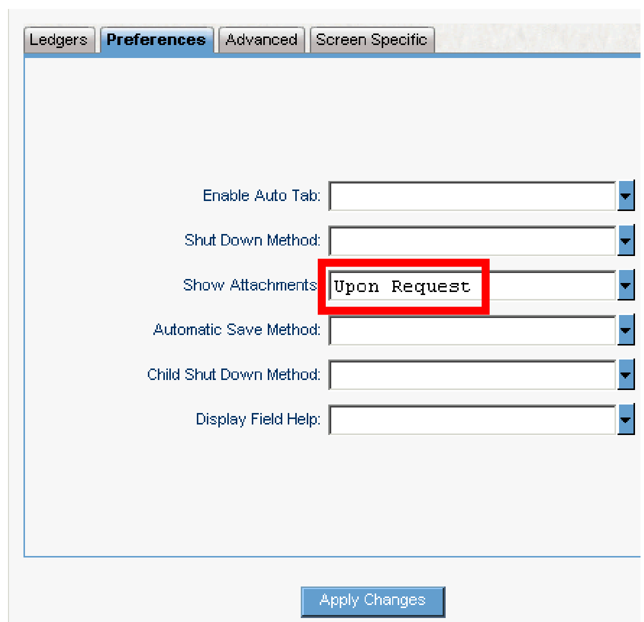
Business Services has written steps to add an attachment to a purchase requestion. This document is available at the following link:
https://www.stocktonusd.net/cms/lib/CA01902791/Centricity/Domain/155/Requisition.Attachments.doc

Setting the Preferences (a one-time procedure):

Step 1: In the POUPPR screen, click on the dropdown triangle to the right of "Preferences" and then "Settings."



Step 2: A screen will appear and you must next choose the "Preferences" tab. Click on "Show Attachments" and choose "Upon Request." Next click on "Apply Changes." The window will automatically close. Close the POUPPR session and open a new one. You are now ready to add an attachment.

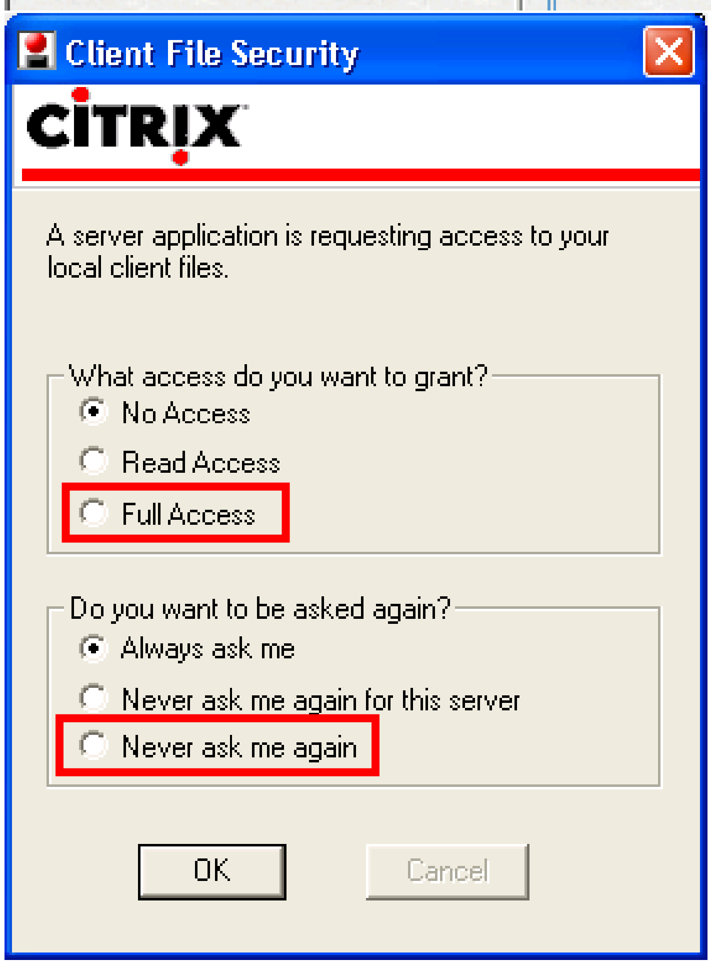


Accessing and Using the Attachment Tool:

Step 1: Create a Desktop folder named "PO Attachments" and then scan or save a copy of your document into it.

Step 2: In POUPPR, open the requisition that needs the attachment and click on the "Attachments" tool on the left side of your screen.

Step 3: Click on "Add Attachment" and then click on "Browse."



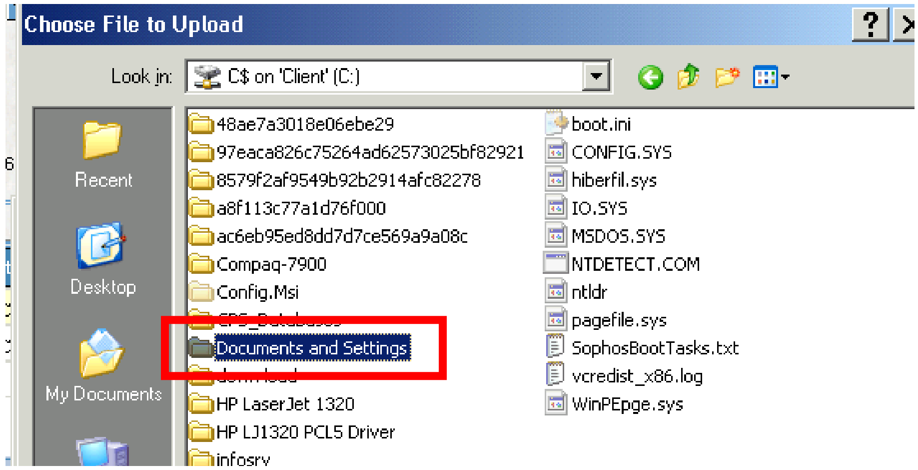
Step 4: In the "Client File Security" dialogue box, choose "Full Access" and "Never ask me again." Click OK.

Should you be unable to complete this process, call the I.S. Help Desk (ext. 4357) for assistance.

Step 5: To the Right of “Look in:” pull down the menu and click once on “C$ on client,” then double click on “Documents & Settings.” If you do not see that file, click on “Users.”

Step 6: Double click on your name.

(Steps 5 & 6 are a one-time occurrence. You should not be asked to do them again.)

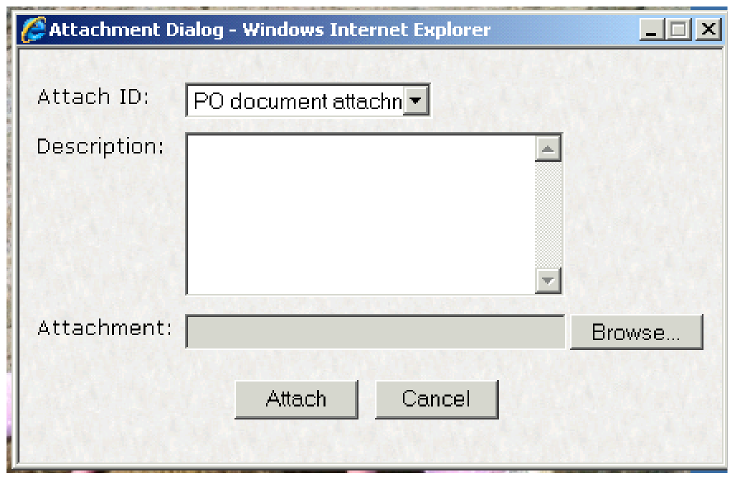


Double click on “Desktop” and then your “PO Attachments” folder.

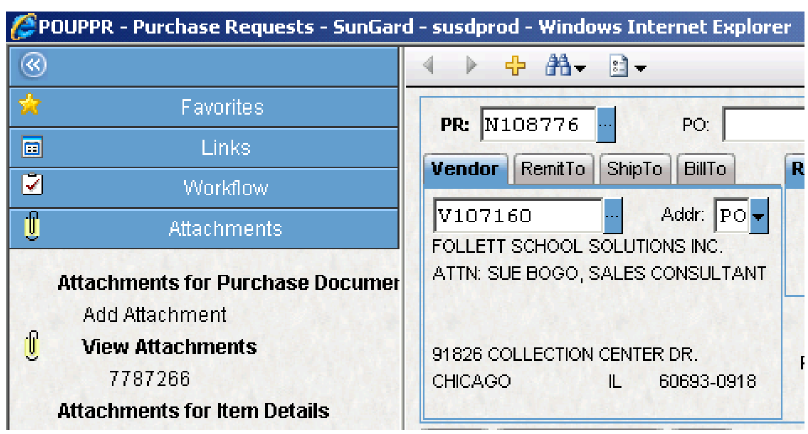
Locate the attachment and double-click. Name the attachment in the “Description” box area.

Click on “Attach.”

Click on “Click here to close.”



The paper clip in the Attachments section will be yellow when a document is attached.



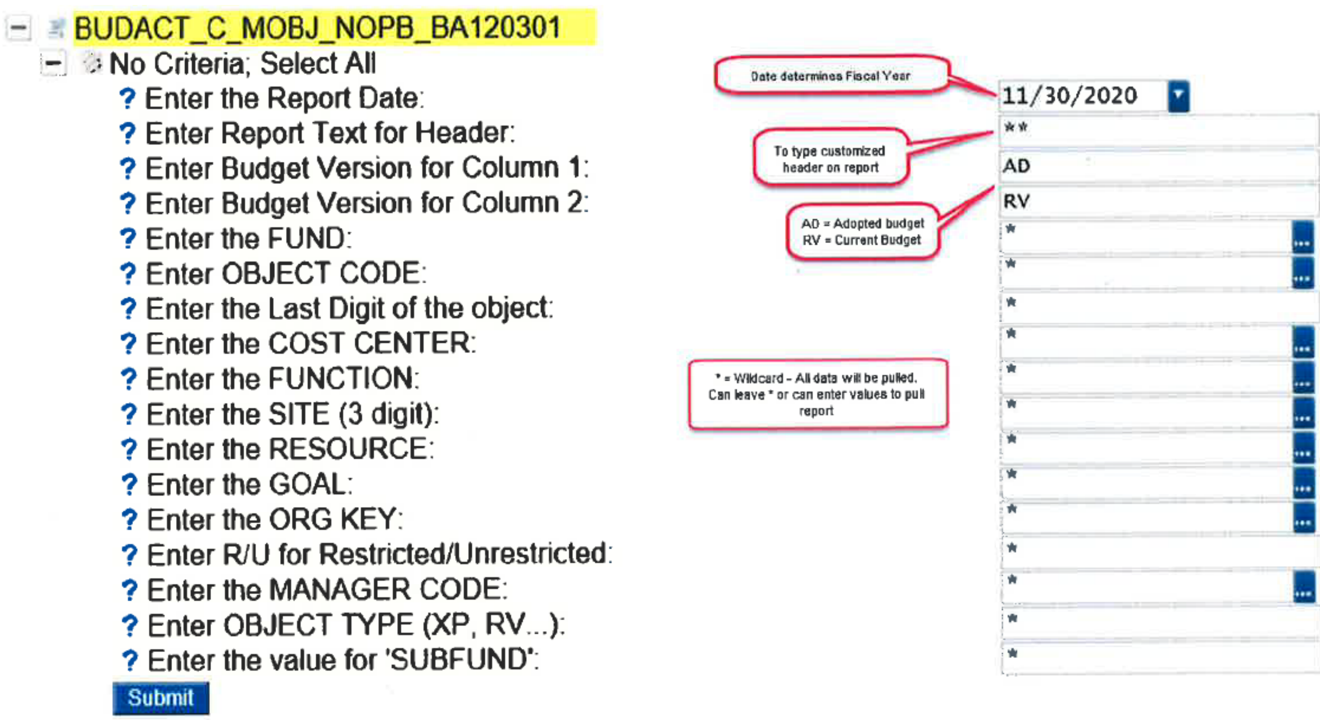
You may have to click multiple times on “View Attachments” to open a document. You will be asked to log in with your password the first time of any session. Always verify all pages of your documents are attached.

Running Budget Reports

The purpose of running budget reports….

BUDACT_C_MOBJ_NOPB_BA120301

BusinessPlus Report Entry:



Report Output:

Report Date:11/30/2020

Stockton Unified School District
Budget/Actual Comparison by Cost Center/Major Object

**

Cost Center	Major Object of Expenditure	Resource	ADOPTED	REVISED	Actuals	Encumbrances	Difference
10002 - GeneralEd,General		0000					
Fund 01							
1000	Certificated Salaries		0.00	0.00	0.00	0.00	0.00
3000	Employee Benefits		0.00	0.00	0.00	0.00	0.00
4000	Books and Supplies		27,416.00	27,416.00	0.00	5,700.00	21,716.00
5000	Svs/Other Operating Expenses		11,300.00	11,300.00	748.80	6,246.20	4,305.00
	Total Fund Balance:		0.00	0.00	0.00	0.00	0.00
	Total Revenue:		0.00	0.00	0.00	0.00	0.00
	Total Expenditures:		38,716.00	38,716.00	748.80	11,946.20	26,021.00
	Total Transfers In:		0.00	0.00	0.00	0.00	0.00
	Total Transfers Out:		0.00	0.00	0.00	0.00	0.00
	Cost Center Total Expenditures:		38,716.00	38,716.00	748.80	11,946.20	26,021.00

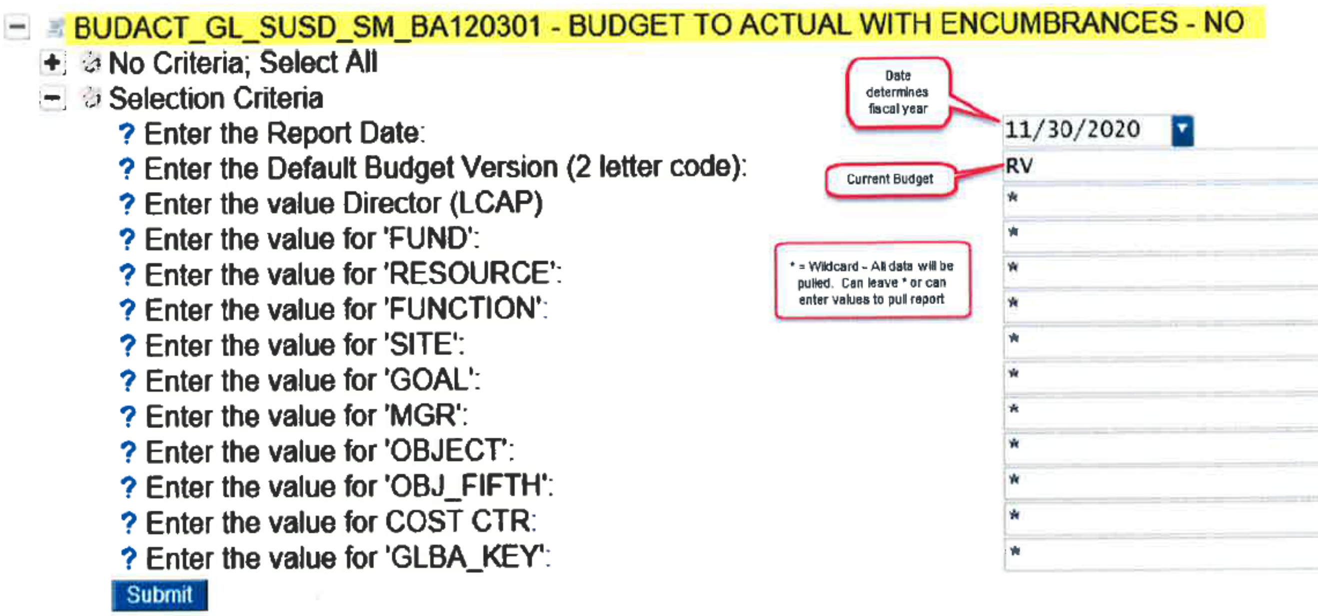
	ADOPTED	REVISED	Actuals	Encumbrances	Difference
Total Assets:	0.00	0.00	0.00	0.00	0.00
Total Liabilities:	0.00	0.00	0.00	0.00	0.00
Total Fund Balance:	0.00	0.00	0.00	0.00	0.00
Total Revenue:	0.00	0.00	0.00	0.00	0.00
Total Expenditures:	38,716.00	38,716.00	748.80	11,946.20	26,021.00
Total Transfers In:	0.00	0.00	0.00	0.00	0.00
Total Transfers Out:	0.00	0.00	0.00	0.00	0.00
Total non (AS,FB,LI,RV,XP,TI,TO):	0.00	0.00	0.00	0.00	0.00

User: MONTOYA, SUSANNE P
Report: BUDACT_C_MOBJ_NOPB_BA120301_llj

Page: 1
<ver 12.03.01>

Current Date: 11/17/2020
Time: 20:58:58

BUDACT_GL_SUSD_SM_BA120301 – Budget to Actual with Encumbrances – No
BusinessPlus Report Entry:


BUDACT_GL_SUSD_SM_BA120301 - BUDGET TO ACTUAL WITH ENCUMBRANCES - NO

No Criteria; Select All

Selection Criteria

? Enter the Report Date:	11/30/2020	Date determines fiscal year
? Enter the Default Budget Version (2 letter code):	RV	Current Budget
? Enter the value Director (LCAP)	*	
? Enter the value for 'FUND':	*	* = Wildcard – All data will be pulled. Can leave * or can enter values to pull report
? Enter the value for 'RESOURCE':	*	
? Enter the value for 'FUNCTION':	*	
? Enter the value for 'SITE':	*	
? Enter the value for 'GOAL':	*	
? Enter the value for 'MGR':	*	
? Enter the value for 'OBJECT':	*	
? Enter the value for 'OBJ_FIFTH':	*	
? Enter the value for COST CTR:	*	
? Enter the value for 'GLBA_KEY':	*	

Submit

Report Output:

Ledger: GL
Report Date 11/30/2020

Stockton Unified School District
Budget to Actual (with Encumbrance

Resource Code

Org. Key: 11000210[redacted] (01)([redacted])(0000) **GenEd,General,Instructional**

2 Digit Site # | Fund # | 3 Digit Site # | To see Details - Drill down on number | Site Name [redacted]

Object Description	Object	Budget	Actual	Encumbrance	Balance
Instructional-Materl/Supplies	43110	13,493.00	0.00	5,000.00	8,493.00
NonInstr-Material/Supplies	43200	6,231.00	0.00	700.00	5,531.00
Repair Parts-Material/Supplies	43320	3,108.00	0.00	0.00	3,108.00
NonCaptlEquipment	44000	4,584.00	0.00	0.00	4,584.00
Mileage Expense	52110	1,100.00	0.00	0.00	1,100.00
Contracted Services	56500	438.00	0.00	0.00	438.00
Maintenance Agreements	56590	8,478.00	748.80	6,246.20	1,483.00
Outside Duplicating	58340	584.00	0.00	0.00	584.00
Other Admin Services	58900	700.00	0.00	0.00	700.00
	Revenue:	0.00	0.00	0.00	0.00
	Expenses:	38,716.00	748.80	11,946.20	26,021.00

Report Output – Drill Down of Actuals:

GL Ledger Code GL
Fiscal Year: 2021

Stockton Unified School District
GL Transactions by Object Code within Org. K

Drill down on Actuals

Org Key: 11000210[redacted] **GenEd,General,Instructional**

Object: 56590 **Maintenance Agreements**

Post Date	Reference	Description	SS	Misc	Debit	Credit	Net
08/21/2020	P1000774	COMPLETE BUSINE MODEL: DP-31S	OH		295.00	0.00	295.00
10/29/2020	P1000683	RAY MORGAN CO 2020-2021 COPIER	OH		453.80	0.00	453.80
		Object 56590		**Total:**	748.80	0.00	748.80
		Org. Key 1100021065		**Total:**	748.80	0.00	748.80
		Grand Total			748.80	0.00	748.80

Report Output – Drill Down of Encumbrance:

GL Ledger: GL
Report Date 11/17/2020

Stockton Unified School District
Open Encumbrance Transactions

Drill Down of Encumbrance

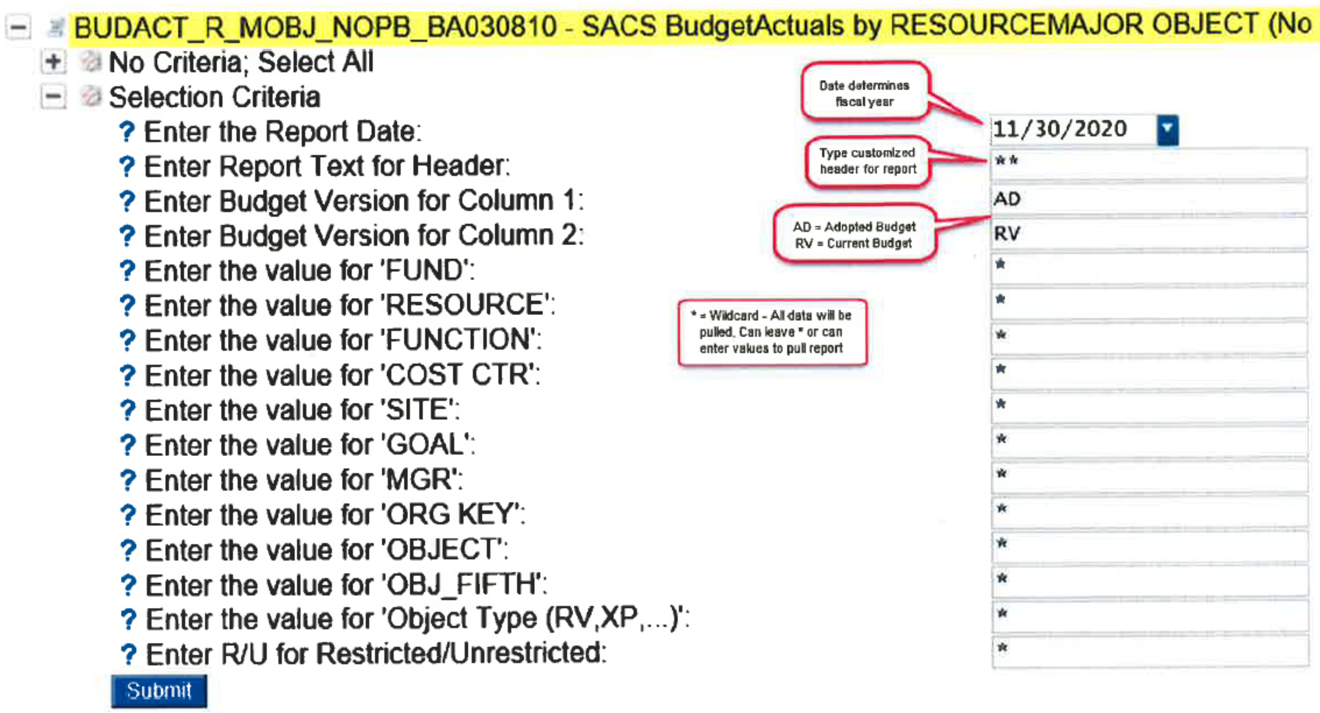
Key: 11000210[redacted] **GenEd,General,Instructional**

Object	PO Ref.	Vendor ID	Vendor Name	Post Date	Encumbered	Paid	
56590	P1000683	V099909	RAY MORGAN CO.	07/27/2020	6,700.00	0.00	2021
56590	P1000683	V099909	RAY MORGAN CO.	10/29/2020	0.00	453.80	2021
				PO Total:	**6,700.00**	**453.80**	

Object: 56590 Maintenance Agreements	**Encumbered:**	**6,246.20**
Key: 1100021065 GenEd,General,Instructional	**Encumbered:**	**6,246.20**
GRAND TOTAL Encumbere		**6,246.20**

BUDACT_R_MOBJ_NOPB_BA030810 – SACS BudgetActuals by ResourceMajor Object (No

BusinessPlus Report Entry:



BUDACT_R_MOBJ_NOPB_BA030810 - SACS BudgetActuals by RESOURCEMAJOR OBJECT (No

No Criteria; Select All

Selection Criteria

? Enter the Report Date:	11/30/2020
? Enter Report Text for Header:	**
? Enter Budget Version for Column 1:	AD
? Enter Budget Version for Column 2:	RV
? Enter the value for 'FUND':	*
? Enter the value for 'RESOURCE':	*
? Enter the value for 'FUNCTION':	*
? Enter the value for 'COST CTR':	*
? Enter the value for 'SITE':	*
? Enter the value for 'GOAL':	*
? Enter the value for 'MGR':	*
? Enter the value for 'ORG KEY':	*
? Enter the value for 'OBJECT':	*
? Enter the value for 'OBJ_FIFTH':	*
? Enter the value for 'Object Type (RV,XP,...)':	*
? Enter R/U for Restricted/Unrestricted:	*

Submit

Report Output:

Report Date:11/30/2020

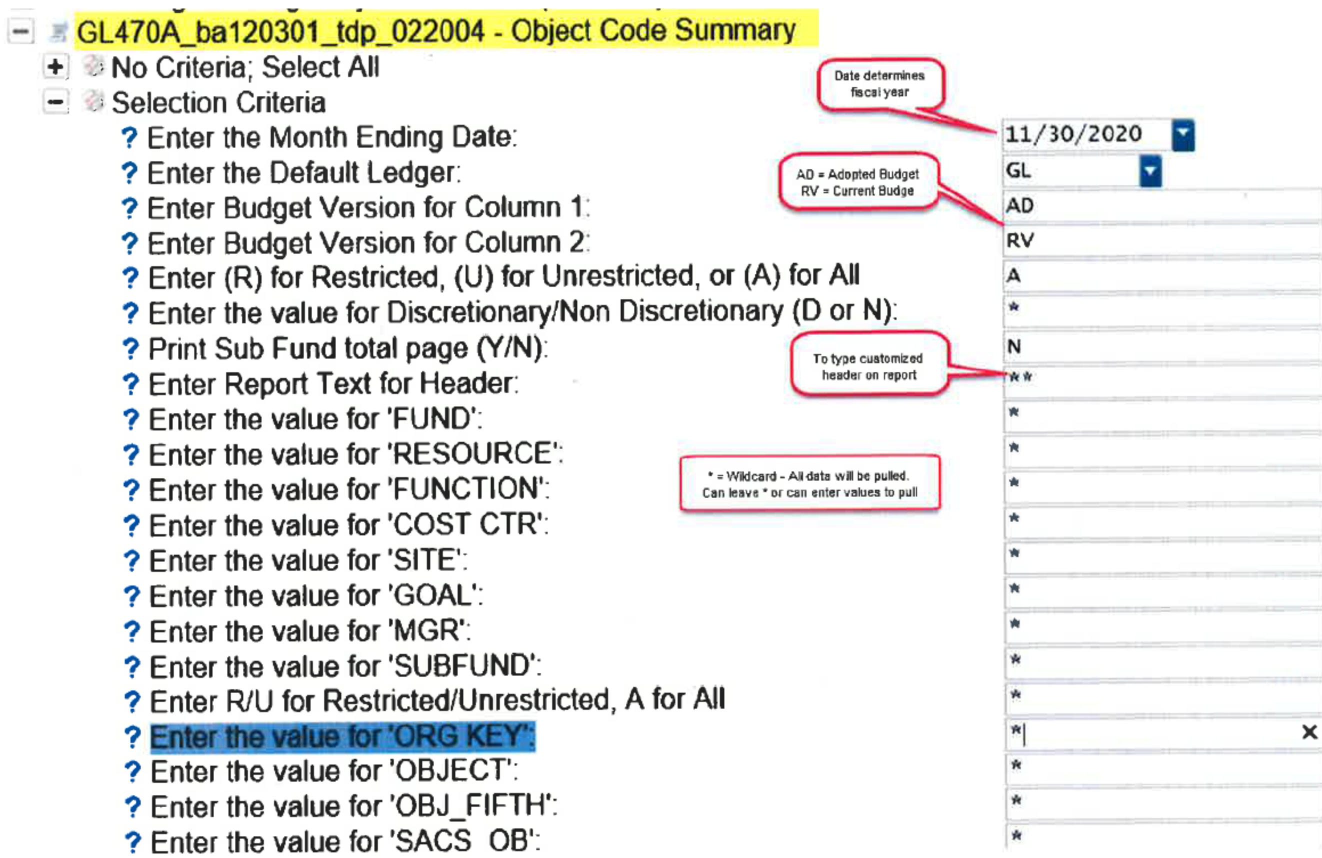
Stockton Unified School District
Budget/Actual Comparison by Resource/Major Object

**

Resource	Major Object of Expenditure	Fund	ADOPTED	REVISED	Actuals	Encumbrances	Difference
0000 General Purpose Unrestricted		01					
	1000 Certificated Salaries		0.00	0.00	0.00	0.00	0.00
	3000 Employee Benefits		0.00	0.00	0.00	0.00	0.00
	4000 Books and Supplies		27,416.00	27,416.00	0.00	5,700.00	21,716.00
	5000 Svs/Other Operating Expenses		11,300.00	11,300.00	748.80	6,246.20	4,305.00
	Total Expenditures:		38,716.00	38,716.00	748.80	11,946.20	26,021.00

	ADOPTED	REVISED	Actuals	Encumbrances	Difference
Total Assets:	0.00	0.00	0.00	0.00	0.00
Total Liabilities:	0.00	0.00	0.00	0.00	0.00
Total Fund Balance:	0.00	0.00	0.00	0.00	0.00
Total Revenue:	0.00	0.00	0.00	0.00	0.00
Total Expenditures:	38,716.00	38,716.00	748.80	11,946.20	26,021.00
Total Transfers In:	0.00	0.00	0.00	0.00	0.00
Total Transfers Out:	0.00	0.00	0.00	0.00	0.00
Total non (AS,FB,LI,RV,XP,TI,TO):	0.00	0.00	0.00	0.00	0.00

GL470A_ba120301_tdp_022004 – Object Code Summary
BusinessPlus Report Entry:



Report Output:

GENERAL LEDGER SACS

**

Object Code Summary Report

YTD For Month Ending: 11/30/2020

Ledger: GL
Fund: 01 General Fund

Object	Description		ADOPTED	REVISED	Enc To Date	Actual To Date	Balance	% Used
11500	Teacher Salaries - Add Comp		0.00	0.00	0.00	0.00	0.00	0 %
		Total for: 1100	0.00	0.00	0.00	0.00	0.00	0 %
		Total for: 1000	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0 %**
33210	Medicare - 1000 Sal (Disc)		0.00	0.00	0.00	0.00	0.00	0 %
		Total for: 3300	0.00	0.00	0.00	0.00	0.00	0 %
35010	SUI - 1000 Sal (Disc)		0.00	0.00	0.00	0.00	0.00	0 %
		Total for: 3500	0.00	0.00	0.00	0.00	0.00	0 %
36010	Work Comp - 1000 Sal (Disc)		0.00	0.00	0.00	0.00	0.00	0 %
		Total for: 3600	0.00	0.00	0.00	0.00	0.00	0 %
		Total for: 3000	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0 %**
43110	Instructional-Materl/Supplies		13,493.00	13,493.00	5,000.00	0.00	8,493.00	37 %
43200	NonInstr-Material/Supplies		6,231.00	6,231.00	700.00	0.00	5,531.00	11 %
43320	Repair Parts-Material/Supplies		3,108.00	3,108.00	0.00	0.00	3,108.00	0 %
43400	Meeting Expense		0.00	0.00	0.00	0.00	0.00	0 %
		Total for: 4300	22,832.00	22,832.00	5,700.00	0.00	17,132.00	24 %
44000	NonCaptlEquipment		4,584.00	4,584.00	0.00	0.00	4,584.00	0 %
		Total for: 4400	4,584.00	4,584.00	0.00	0.00	4,584.00	0 %
		Total for: 4000	**27,416.00**	**27,416.00**	**5,700.00**	**0.00**	**21,716.00**	**20 %**
52110	Mileage Expense		1,100.00	1,100.00	0.00	0.00	1,100.00	0 %
		Total for: 5200	1,100.00	1,100.00	0.00	0.00	1,100.00	0 %
53000	Dues & Memberships		0.00	0.00	0.00	0.00	0.00	0 %
		Total for: 5300	0.00	0.00	0.00	0.00	0.00	0 %
56500	Contracted Services		438.00	438.00	0.00	0.00	438.00	0 %
56530	Equipment Repair		0.00	0.00	0.00	0.00	0.00	0 %

User: MONTOYA, SUSANNE P **Page:** 1 **Date:** 11/17/2020
Report: GL470a_BA120301_TDP_022004 <Ver: 120301> **Time:** 21:05:10

GENERAL LEDGER SACS

**

Object Code Summary Report

YTD For Month Ending: 11/30/2020

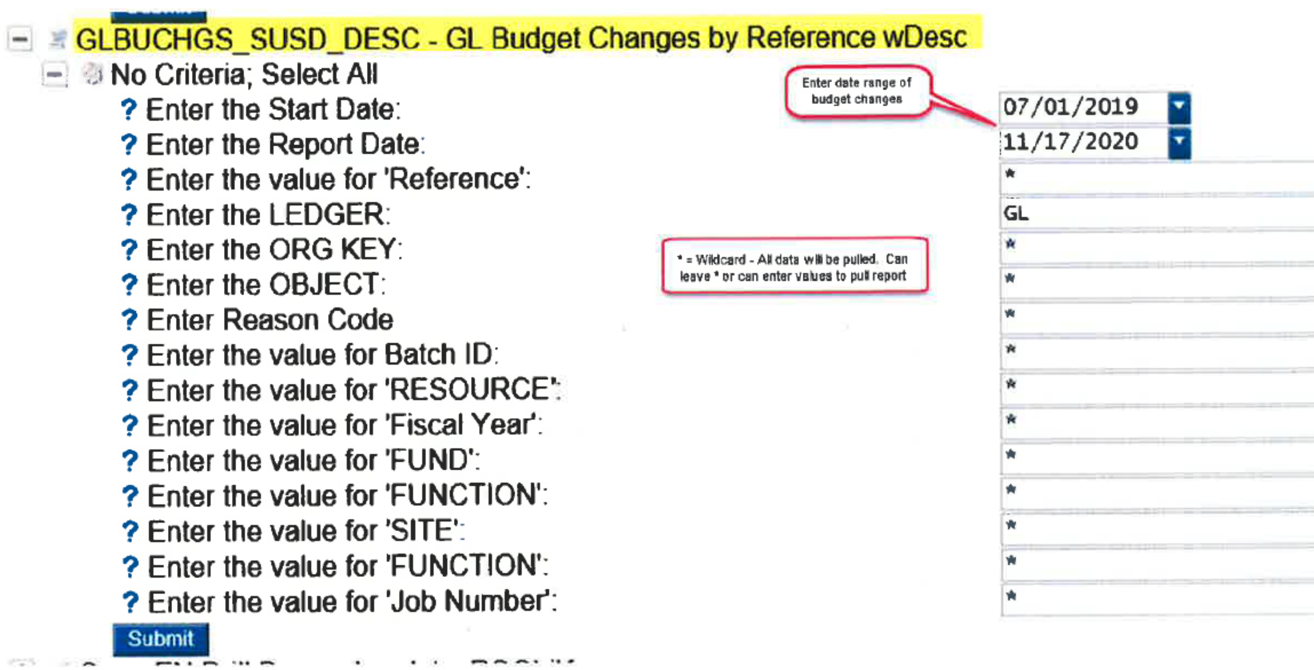
Ledger: GL

Fund: 01 General Fund

Object	Description	ADOPTED	REVISED	Enc To Date	Actual To Date	Balance	% Used
56590	Maintenance Agreements	8,478.00	8,478.00	6,246.20	748.80	1,483.00	82 %
	Total for: 5600	8,916.00	8,916.00	6,246.20	748.80	1,921.00	78 %
(5710-5749)	**Direct Costs for Transfers of Services**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0 %**
(5750-5799)	**Direct Costs for Interfund Services**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0 %**
58340	Outside Duplicating	584.00	584.00	0.00	0.00	584.00	0 %
58450	License Agreement	0.00	0.00	0.00	0.00	0.00	0 %
58900	Other Admin Services	700.00	700.00	0.00	0.00	700.00	0 %
	Total for: 5800	1,284.00	1,284.00	0.00	0.00	1,284.00	0 %
	Total for: 5000	**11,300.00**	**11,300.00**	**6,246.20**	**748.80**	**4,305.00**	**61 %**

GLBUCHGS_SUSD_DESC – GL Budget Changes by Reference wDesc

BusinessPlus Report Entry:



Report Output:

Stockton Unified School District

GL Budget Changes by Reference #

Date	Reference #	Account	Org Key	Res	Reason	Description	Amount	FY	Job #	User	Batch ID
08/08/2019	BU000000127126	11000210[redacted]-43110	GenEd,General,Instructional	0000		TRAN COVER EXPENSES	-5,078.00	2020	000003869694	JLSUMAG	B6508082020A
08/08/2019	BU000000127126	11000210[redacted]-56590	GenEd,General,Instructional	0000		TRAN COVER EXPENSES	5,078.00	2020	000003869694	JLSUMAG	B6508082020A
						Reference Total:	**0.00**				
11/01/2019	BU000000128645	11000210[redacted]-43200	GenEd,General,Instructional	0000		TRAN SMART AND FINAL EXP	-38.00	2020	000003949430	JLSUMAG	B9JS11012019A
11/01/2019	BU000000128645	11000210[redacted]-43400	GenEd,General,Instructional	0000		TRAN SMART AND FINAL EXP	38.00	2020	000003949430	JLSUMAG	B9JS11012019A
						Reference Total:	**0.00**				
11/06/2019	BU000000128715	11000210[redacted]-43110	GenEd,General,Instructional	0000		TRAN COVER CART EXPENSES	-2,624.00	2020	000003953211	JLSUMAG	B6511062020A
11/06/2019	BU000000128715	11000210[redacted]-43320	GenEd,General,Instructional	0000		TRAN COVER CART EXPENSES	2,554.00	2020	000003953211	JLSUMAG	B6511062020A
11/06/2019	BU000000128715	11000210[redacted]-56500	GenEd,General,Instructional	0000		TRAN COVER CART EXPENSES	70.00	2020	000003953211	JLSUMAG	B6511062020A
						Reference Total:	**0.00**				
11/12/2019	BU000000128797	11000210[redacted]-43110	GenEd,General,Instructional	0000		TRAN COVER WASC EXPENSES	-700.00	2020	000003958166	JLSUMAG	B6511122020A
11/12/2019	BU000000128797	11000210[redacted]-58900	GenEd,General,Instructional	0000		TRAN COVER WASC EXPENSES	700.00	2020	000003958166	JLSUMAG	B6511122020A
						Reference Total:	**0.00**				
11/20/2019	BU000000128976	11000210[redacted]-43200	GenEd,General,Instructional	0000		TRAN NON INSTR SUPPLIES	-595.00	2020	000003968385	JLSUMAG	B0JS11202019B
11/20/2019	BU000000128976	11000210[redacted]-43320	GenEd,General,Instructional	0000		TRAN OFFICE SUPPLIES	595.00	2020	000003968385	JLSUMAG	B0JS11202019B
11/20/2019	BU000000128976	11000210[redacted]-53000	GenEd,General,Instructional	0000		TRAN MEMBERSHIPS	-438.00	2020	000003968385	JLSUMAG	B0JS11202019B
11/20/2019	BU000000128976	11000210[redacted]-56500	GenEd,General,Instructional	0000		TRAN CONTRACTED SERVICES	438.00	2020	000003968385	JLSUMAG	B0JS11202019B
						Reference Total:	**0.00**				
02/06/2020	BU000000130228	11000210[redacted]-43200	GenEd,General,Instructional	0000		TRAN COVER REQ#N176191	-2,584.00	2020	000004029293	JLSUMAG	B6502062020A
02/06/2020	BU000000130228	11000210[redacted]-44000	GenEd,General,Instructional	0000		TRAN COVER REQ#N176191	2,584.00	2020	000004029293	JLSUMAG	B6502062020A
						Reference Total:	**0.00**				

STAFF_POSITION_LISTING_WORKSITE_NO_SALARY – Staff Position Listing by Worksite
BusinessPlus Report Entry:

STAFF_POSITION_LISTING_WORKSITE_NO_SALARY - Staff Position Listing By Worksite NO

- No Criteria; Select All
- Selection Criteria

Selection Criteria	
? Do you want to see Emp ID #'s? (Y/N)	Y
? Do you want Base or Actl Annual Salary? (BASE, ACTL)	ACTL
? Enter the value for 'ENAME':	%
? Enter the value for 'FUND':	*
? Enter the value for 'RESOURCE':	*
? Enter the value for 'ORGKEY':	*
? Enter the value for 'PCN':	*
? Enter the value for 'OBJ':	*
? Enter the value for 'PCN Site':	*
? Enter the value for 'SITE':	
? Enter the value for 'BARGUNIT':	*
? Enter the value for 'MANAGER':	*

Enter 3 digit site number

Submit

Report Output:

By Worksite

Stockton Unified School District
Staff Position Listing

Date Printed: 11/17/2020

FUNC	PCN	SACS	EMP ID	EMPLOYEE NAMI	POSITION	RESC	ORG KE'	OBJ	FTE	PCT
LOCATION: [redacted]										
Certificated										
1000	30013327	[redacted]	[redacted]	***-Open Position	6TH PERIOD SECONDARY	0000	11000610[redacted]	11101	1.0000	1.000
1000	30569290	[redacted]	[redacted]	[redacted]	ARTS RESOURCE TEACHER	0000	65016010[redacted]	11101	0.5000	0.500
2700	20383667	[redacted]	[redacted]	***-Open Position	ASST PRINC/PROGRAM MANAGER	0000	14900227[redacted]	13201	0.5000	0.500
2100	20383667	[redacted]	[redacted]	***-Open Position	ASST PRINC/PROGRAM MANAGER	0090	12303021[redacted]	13201	0.5000	0.500
2700	20383682	[redacted]	[redacted]	[redacted]	ASST PRINC/PROGRAM MANAGER	0000	14900227[redacted]	13201	0.5000	0.500
2100	20383682	[redacted]	[redacted]	[redacted]	ASST PRINC/PROGRAM MANAGER	0090	12303021[redacted]	13201	0.5000	0.500
2700	20383646	[redacted]	[redacted]	[redacted]	ASST PRINC/PROGRAM MANAGER	0000	14900227[redacted]	13201	0.5000	0.500
2100	20383646	[redacted]	[redacted]	[redacted]	ASST PRINC/PROGRAM MANAGER	0090	12303021[redacted]	13201	0.5000	0.500
2700	20389382	[redacted]	[redacted]	[redacted]	ASST PRINC/PROGRAM MANAGER	0000	11000627[redacted]	13201	1.0000	1.000
2700	20389387	[redacted]	[redacted]	[redacted]	ASST PRINC/PROGRAM MANAGER	0100	12403027[redacted]	13201	1.0000	1.000
3110	43100074	[redacted]	[redacted]	[redacted]	COUNSELOR HIGH SCHOOL	0100	12400231[redacted]	12151	1.0000	1.000
3110	43100077	[redacted]	[redacted]	[redacted]	COUNSELOR HIGH SCHOOL	0000	16200231[redacted]	12151	1.0000	1.000
3110	43103892	[redacted]	[redacted]	[redacted]	COUNSELOR HIGH SCHOOL	0100	12400231[redacted]	12151	1.0000	1.000
3110	43100081	[redacted]	[redacted]	[redacted]	COUNSELOR HIGH SCHOOL	0100	12400231[redacted]	12151	1.0000	1.000
3110	43105419	[redacted]	[redacted]	[redacted]	COUNSELOR HIGH SCHOOL	0100	12400231[redacted]	12151	1.0000	1.000
3110	4306A457	[redacted]	[redacted]	[redacted]	HIGH SCHOOL HEAD COUNSELOR	0000	16200231[redacted]	12151	1.0000	1.000
2100	3069A343	[redacted]	[redacted]	***-Open Position	INSTRUCTIONAL COACH	0100	12402321[redacted]	19101	0.3000	0.300
2100	30694491	[redacted]	[redacted]	***-Open Position	INSTRUCTIONAL COACH	0100	12402321[redacted]	19101	0.4000	0.400
2100	30694491	[redacted]	[redacted]	***-Open Position	INSTRUCTIONAL COACH	3010	15060821[redacted]	19101	0.1000	0.100
2100	3069A343	[redacted]	[redacted]	***-Open Position	INSTRUCTIONAL COACH	3010	15060821[redacted]	19101	0.7000	0.700
2100	30694499	[redacted]	[redacted]	[redacted]	INSTRUCTIONAL COACH	0100	12402321[redacted]	19101	0.2000	0.200
2100	30694499	[redacted]	[redacted]	[redacted]	INSTRUCTIONAL COACH	3010	15060821[redacted]	19101	0.3000	0.300
2100	30694500	[redacted]	[redacted]	[redacted]	INSTRUCTIONAL COACH	0100	12402321[redacted]	19101	0.3000	0.300
2100	30694500	[redacted]	[redacted]	[redacted]	INSTRUCTIONAL COACH	3010	15060821[redacted]	19101	0.7000	0.700

Budget Assistance
—Connect to Program Tech info

Schools should contact the Local District fiscal specialist for budget development, budget transfers, and the Position with Incumbent (PWI) Request for federal and state funded employees

LINK TO PROGRAM TECHS

State & Federal Programs Account Reference
The following describes State and Federal Program Cost Centers (account codes) and a general overview of budgeting terms.
Insert link and Informational Bulletin content.

Expenditures and SPSA, and Repayments
The use of Title I funds allocated to school site must be adequately described in the School Plan for Student Achievement (SPSA). The SPSA is an auditable document during Federal Program Monitoring (FPM) reviews and other audits. All expenditures must be allowable in accordance with program regulations and meet federal cost principles such as "necessary" and "reasonable". The S&F staff routinely monitors all Title I expenditures throughout the year. For expenditures that are questionable, S&F may require additional information and/or documentation to determine how the expenditure will benefit students academically, how the expenditure supports your academic program, what data was used to determine the need, how will the effectiveness of this strategy be monitored). In instances where expenditures are deemed unallowable, schools will be required to use general funds to pay back the Title I program.

Gifting of Public Funds Prohibition
Article XVI, Section 6 of the California Constitution prohibits the gifting of public funds including federal funds. Therefore, the use of federal grant funds for purchasing prepaid store cards—i.e. retail/grocery stores, Amazon, iTunes, convenience stores, gas cards, etc. is not allowable. Because prepaid cards are considered "cash equivalents" their use cannot be controlled and their purchase does not meet the necessary and reasonable standard required by federal regulations.

Health and Welfare Benefits
Health and welfare benefit calculations for both classified and certificated staff must be included for employees who work more than 4 hours. To determine the cost contact the S&F Program Technician assigned to your site.

Mileage
Reimbursement only for school employees who participate in Title I program activities such as Title I funded workshops, conferences and Title I meetings. The purpose and need for mileage must be specifically described in the SPSA. Mileage reimbursement rates:

- *Mileage Reimbursement Rates*
  https://www.stocktonusd.net/cms/lib/CA01902791/Centricity/Domain/155/Mileage%202020%20Reim%20Rate%201-14-20.pdf

Petty Cash

Petty Cash Establishment Process

Petty Cash Establishment

Submit a completed Application for Revolving Petty Cash Fund form to General Ledger, Accounting Department to establish petty cash fund.

a. Established Petty Cash will be issued to Administrators or authorized department designee only.
b. Accounts Receivable will inform designee when Petty Cash check is ready. A request in writing must be sent to Donna Murphy in Accounts Receivable if someone else is picking-up the check in lieu of the designee.
c. Designee is directly responsible for the safekeeping and disbursement of the cash.

Operating Disbursements

Expenses paid from a petty cash can only be made for services and/or materials that are authorized. Expenses must be supported by receipts. Any expenditures exceeding $50.00 per item must obtain approval from a designated district official e.g. CBO, Director or Assistant Superintendent.

Supported documents should contain the following information:

- Purchase receipt that contains the following details—
    - Date of Purchase
    - Vendor Name or Payee
    - Amount Paid
    - Itemized list of goods purchased or services provided
    - Signature indicating receipt of purchase or services
    - Receipt of goods or packing list showing payment information for online orders
- PROHIBITED expenditures
    - Capital Outlay for equipment or repair of equipment
    - Membership dues
    - Mileage and conference claims
    - Personal gifts such as flowers, trophies and awards
    - Meals and refreshments except for approved staff in-service training. For staff training, agenda and sign-in sheets are required.
    - Salaries and /or wages
    - Cashing personal checks or making change

Reimbursement of Funds

Petty cash reimbursement can be submitted when needed. Expenses will be reimbursed by district funds designated for petty cash. Reimbursements are based on expenses submitted on Revolving Petty Cash Fund Reimbursement Request which must be approved for payment by Accounting Manager. The completed form must be submitted to Accounts Receivable with the signed Cash Disbursement Form, purchase receipts and additional documentation as requested.

Exhibit A: Reimbursement Form Example and Year End Close-Out

Reimbursement should be listed per receipt.

1. PETTY CASH

Stockton Unified SCHOOL DISTRICT

BUSINESS SERVICES
701 North Madison Street • Stockton, CA 95202-1687

REVOLVING PETTY CASH FUND RECONCILIATION

ACCOUNT CHARGED	AMOUNT	DESCRIPTION
0-0000000-AC-43220	$6.00	Stapler
0-0000000-AC-43200	$15.00	Name tags for New School Year Training
0-0000000-AC-43160	$45.60	Student Incentive (Attendance Awards)
0-0000000-AC-43220	$10.00	Office file folders

SUMMARY ACCOUNTS

ACCOUNT CHARGED	AMOUNT
0-0000000-AC-43220	$16.00
0-0000000-AC-43200	$15.00
0-0000000-AC-43160	$45.60
TOTAL	$76.60

I hereby certify that the above listed expenditures have been made only for services and/or materials that are legal charges against the fund as indicated.

PETTY CASH RECONCILIATION

Cash On Hand ________ $ 123.40 School Site ACCOUNTING DEPT

Total Receipt(s) Amount ________ $ 76.60 Prepared by John Smith

TOTAL PETTY CASH FUND* ________ $ 200.00 on November 12, 2019
(*Must equal total amount on application)

ACCOUNTING APPROVAL ___ Accounting Manager ___ Authorized Signature

ACCOUNTING MANAGER ADMINISTRATOR SIGNATURE

Send completed form with a signed copy of the Cash Disbursement Form, original signed receipts and unspent cash if applicable to Donna Murphy in *Accounts Receivable*.

Updated May 2019

2. PETTY CASH CLOSE-OUT

Stockton Unified SCHOOL DISTRICT

BUSINESS SERVICES
701 North Madison Street • Stockton, CA 95202-1687

YEAR-END REVOLVING PETTY CASH FUND RECONCILIATION

ACCOUNT CHARGED	AMOUNT	DESCRIPTION
0-0000000-AC-43110	$15.00	Classroom Colored Paper
0-0000000-AC-43110	$4.00	Classroom Ruler
0-0000000-AC-43220	$6.00	Desk Calendar
0-0000000-AC-43220	$5.00	Flashlight
0-0000000-RN-43200	$10.00	Band-Aids (Nurse's Supplies)
0-0000000-AC-59150	$16.75	Certificated Mail Postage
0-0000000-AC-43220	$32.00	Copier Paper
0-0000000-AC-43160	$50.00	Student Incentive
0-0000000-AC-43160	$50.00	Student Incentive
0-0000000-AC-43160	$50.00	Student Incentive

SUMMARY ACCOUNTS

ACCOUNT CHARGED	AMOUNT
0-0000000-AC-43110	$19.00
0-0000000-AC-43220	$43.00
0-0000000-AC-43200	$10.00
0-0000000-AC-43160	$150.00
0-0000000-AC-59150	$16.75
0-0000000-RN-43200	$10.00
TOTAL	$248.75

Summary of Accounts charged itemized per account and combined object code total.

I hereby certify that the above listed expenditures have been made only for services and/or materials that are legal charges against the fund as indicated.

PETTY CASH RECONCILIATION

Cash Turned-In ________ $ 11.25 School Site Accounting

Total Receipt(s) Amount ________ $ 248.75 Prepared by John Smith

TOTAL PETTY CASH FUND* ________ $ 250.00 on 05/30/2019
(*Must equal total amount on application)

ACCOUNTING APPROVAL Accounting Manager ___ Administrator

ACCOUNTING MANAGER ADMINISTRATOR SIGNATURE

Send completed form with a signed copy of the Cash Disbursement Form, original signed receipts and unspent cash if applicable to Donna Murphy in *Accounts Receivable*.

June 2019

Exhibit B: Cash Disbursement Receipt

Purchase receipt must have a completed and approved Cash Disbursement Form.

Stockton Unified School District
701 North Madison Street • Stockton CA 95202

Stockton Unified School District Since 1852

CASH DISBURSEMENT RECEIPT

Cash Receipt # ________________

Date ________________________

This Is to certify I have received $________________________ reimbursement in cash from the

____ Revolving Cash Fund.
Department/Site

Purpose: ____

Signature: ______________________________

APPROVED: ______________________________
Administrator

SUSD CAT 29740 **Original** (White) - Accounting **Copy** (Yellow) - Originator

Application for Petty Cash Fund
A fillable PDF version is available at the following link:

ACCOUNTING DEPARTMENT
701 North Madison Street
Stockton, CA 95202-1687
(209) 933-7005, Ext. 2023
FAX (209) 463-2966

APPLICATION FOR REVOLVING PETTY CASH FUND
FY 2020-2021

I, ______________________________, hereby request $________ Revolving Petty Cash Fund as provided by Board Policy 3314.2 under Education Code 42810.

As Trustee of the Revolving Petty Cash Fund, I accept full responsibility and agree to provide safe keeping for the cash, to comply with established District cash controls, to review all receipts and approve appropriate expenditures, to provide regular reconciliation of cash and receipts, and at year-end to return all unused cash to the District Office for full accounting.

I understand the following are **PROHIBITED** expenditures:

1) Capital Outlay for equipment or repair of equipment
2) Membership dues
3) Mileage and conference claims
4) Personal gifts such as flowers, trophies and awards
5) Meals and refreshments except for approved staffs in-service training. For staffs training, agenda and sign-in sheets are required.
6) Salaries and/or wages
7) Cashing personal checks or making change.
8) Expenditures that exceed $50.00 per item purchased. Authorization to purchase above the $50.00 limit must be obtained from a designated district official e.g. CBO, Director or Assistant Superintendent.

___________________________________ ________________
Print name and Signature **Date**

____
School Site/Department

___________________________________ ________________
Approver – Accounting Department **Date**

Submit or mail completed form to:
Accounting Department
Revolving Cash Fund

Petty Cash Fund Reimbursement Request
A fillable PDF version is available at the following link:

Stockton Unified
SCHOOL DISTRICT

BUSINESS SERVICES
701 North Madison Street • Stockton, CA 95202-1687

REVOLVING PETTY CASH FUND REIMBURSEMENT REQUEST

ACCOUNT CHARGED	AMOUNT	DESCRIPTION

SUMMARY ACCOUNTS

ACCOUNT CHARGED	AMOUNT
TOTAL	

I hereby certify that the above listed expenditures have been made only for services and/or materials that are legal charges against the fund as indicated.

PETTY CASH RECONCILIATION

Cash on Hand .... $ ______ School Site ______

Reimbursement Request .... $ ______ Prepared by ______

TOTAL PETTY CASH FUND* .... $ ______ on ______
*(*Must equal total amount on application.)*

ACCOUNTING APPROVAL ______ ______
ACCOUNTING MANAGER ADMINISTRATOR SIGNATURE

Send completed form with original signed receipts and all required documents if applicable to ***Accounts Receivable.***

Updated May 2019

Cash Disbursement NCR Form

The Cash Disbursement Receipt is a two-part NCR form. This form is typically held on hand at the site. Reordering is available through the district Reprographics Department online ordering system.

Stockton Unified School District

701 North Madison Street • Stockton CA 95202

CASH DISBURSEMENT RECEIPT

Cash Receipt # ____________________

Date ______________________________

This is to certify I have received $______________________ reimbursement in cash from the

____ Revolving Cash Fund.

Department/Site

Purpose: ____

Signature: ____

APPROVED: ____

Administrator

SUSD CAT 29740 **Original** (White) - Accounting **Copy** (Yellow) - Originator

Personnel Authorization Forms

The district's Business Services Department has developed guidance in the creation and submission of Personnel Authorization Forms. The guidance document is available in PDF at the following link:

Personnel Authorizations (PAs) Process and Approvals

All Personnel Authorizations (PAs) must go through the approval process and only ORIGINAL PAs must go through the approval process. You are encouraged to maintain copies for your records only and never distributed for approvals. ***Due to recent change to many employee's working remotely, effective July 1, 2020, PA's are to be sent via e-mail.*** *E-mail submissions must be sent to one person, e.g.* Admin/Executive Assistant of Directors or Executive Directors or Budget Personnel for the signatures required.

When submitting the Original PA electronically, you may send more than one PA in an email; however, each attachment may only include one (1) PA. Examples of Incorrect vs. Correct Email Submissions:

Incorrect Submission:
Bert School has 3 PAs to submit, an email is drafted and ready to send. The school site combined all 3 PAs into one document for a total of 1 file attached.

Response: If the school site sends the email, the PAs will not be processed resulting in delays and non-payments of activity. Although the sender can send more than one PA in a single email, the combined document does not allow for the processing of each individual PA.

Correct Submission:
Bert School has 3 PAs to submit, an email is drafted and ready to send. The school site attached each PAs as its own document for a total of 3 files attached.

Response: If the school site sends the email, the PAs will be processed individually.

The COMMENTS section of the PA must be filled out and explain the need of the PA. It should be concise but give the full story clearly. For funds associated with the school site's School Plan for Student Achievement (SPSA), reference to the goal and strategy/ies are required.

Examples of incorrect and correct phrasing:

Incorrect	**Correct**

Complete PAs must be submitted with enough time to navigate through the approval process, **prior to the begin date,** as indicated on the PA. The work/activities to be performed associated with the PA may not be conducted until the PA has been processed.

PAs may not cross fiscal years. The district's fiscal year coincides with the district's school year; therefore, the start date for the PA would be July 1 or later and the end date of the PA would be June 30 or earlier. (The only exception is with the Extended School Year; however, the department and staff overseeing with provide additional support and guidance.)

Timesheets are never to be attached to PAs. Timesheet processing is strictly through Payroll.

Personnel Authorization Routing Process:

The district's PA routing process is based on the type of funds being used and have been separated into three different pathways.

- ***General Fund Pathway***: This pathway is focused on the routing and approval based on general fund and other non-State & Federal fund accounts.
- ***LCAP Pathway***: This pathway includes the LCFF funded activities identified in the Local Control & Accountability Plan (LCAP), excluding the site LCFF funds allocated to school sites that are under the oversight of the State & Federal Programs Department.
- ***State & Federal Pathway***: This pathway is focused on the routing and approval based on Title I, II, III, IV and site LCFF funds that are identified through the school site's School Plan for Student Achievement (SPSA).

Funds with the following cost center are routed to the director overseeing the program:

A chart (below) has been developed to visually represent the steps and actions for the approval routing process. This chart is on a single page and can be printed for access.

The following descriptions are of each workflow "stop" and includes the purpose for the "stop" and routing.

- *Creating PAs (All PAs)*: This step typically begins with the school site or department's Site Sectary or Admin Assistant. The creation includes the completion of all fields identified on the Personnel Authorization form. Samples have been provided and are embedded within this section to assist in ensuring all fields are completed. Once the PA is complete, it is forwarded to the site or department's Administrator.

- *Administrator Approval of PAs (All PAs)*: At this step, the Administrator is to review the completed PA and verify the activity described is sufficient and appropriate. The Administrator will also need to verify the description in the COMMENTS section gives the approvers and processors the full story of what the employee(s) will be doing and the purpose for the PA.

- *Site Director or Director Approval of PAs (All PAs):* At this step, the Site Director or Director will verifies… (insert the purpose for approval).

- *Executive Director / Assistant Superintendent Approval of PAs (General Fund Pathway only):* At this step, the Executive Director or Assistant Superintendent of the overseeing department will verify the allowability and compliance with district and funding policies.

- *State & Federal Program Technician Review of PAs (State & Federal Pathway only):* At this step, the assigned State & Federal Program Technician (specifically for Title I, IV and site LCFF funds) will review the PA for completeness and accuracy, alignment with the school site's School Plan for Student Achievement (SPSA) and verifies the budget. Questions or concerns are communicated with the school site for clarification and response. Once this step is complete, staff will forward to the State & Federal Programs Director.

Please note, there are several "Title" programs that have a different director review and approve. Please refer to the chart under the State & Federal Pathway to ensure the routing is streamlined.

- *State & Federal "Title" Programs Director or Executive Director Approval of PAs (State & Federal Pathway):* This step is a quasi-stop, as the approval is typically obtained during the review by the Program Technician's processing.

- *Deputy Superintendent Approval of PAs (State & Federal Pathway only):* The purpose of this approval is to ensure the appropriate checks and balances were adhered to verifying the allowability and compliance with district and funding policies.

- *Director of LCAP Approval of PAs (LCAP Pathway):* This step is completed for PAs that are funded using LCFF funds for activities identified in the LCAP. The Director of LCAP will review to ensure the PA meets the intent and purpose of the Action/Strategy and that funding is sufficient. The Director of LCAP will forward the PA to the Budget Assistants in the Business Services Department for processing.

- *Chief Business Official Approval of PAs (All PAs):* This step is activated when the PA meets one of the following conditions:
  - New Position
  - Increasing FTE
  - Title Change with a Salary Increase
  - A position that will be above the site's allocation (teachers working prep above allocation)

  The Chief Business Official will verify the availability of funding and ensure the district's methodology for staffing and allocations to site remains in compliance.

- *Superintendent Approval of PAs (All PAs):* This step is activated when the PA meets one of the following conditions:
  - New Position
  - Increasing FTE
  - Title Change with a Salary Increase
  - A position that will be above the site's allocation (teachers working prep above allocation)

  The Superintendent will confer with the Chief Business Official and to verifying the allowability and compliance with district and funding policies.

- *Budget Assistants Processing of PAs (All PAs):* At this step, the Budget Assistants will verify budget approvals for all PAs meeting the following criteria:
  - New Position
  - Deleting a Position
  - Title Changes
  - FTE Changes
  - Prep
  - Fund Changes

Once the processing has been completed, the PA will be forwarded to the HR Analyst that oversees the site/department or position.

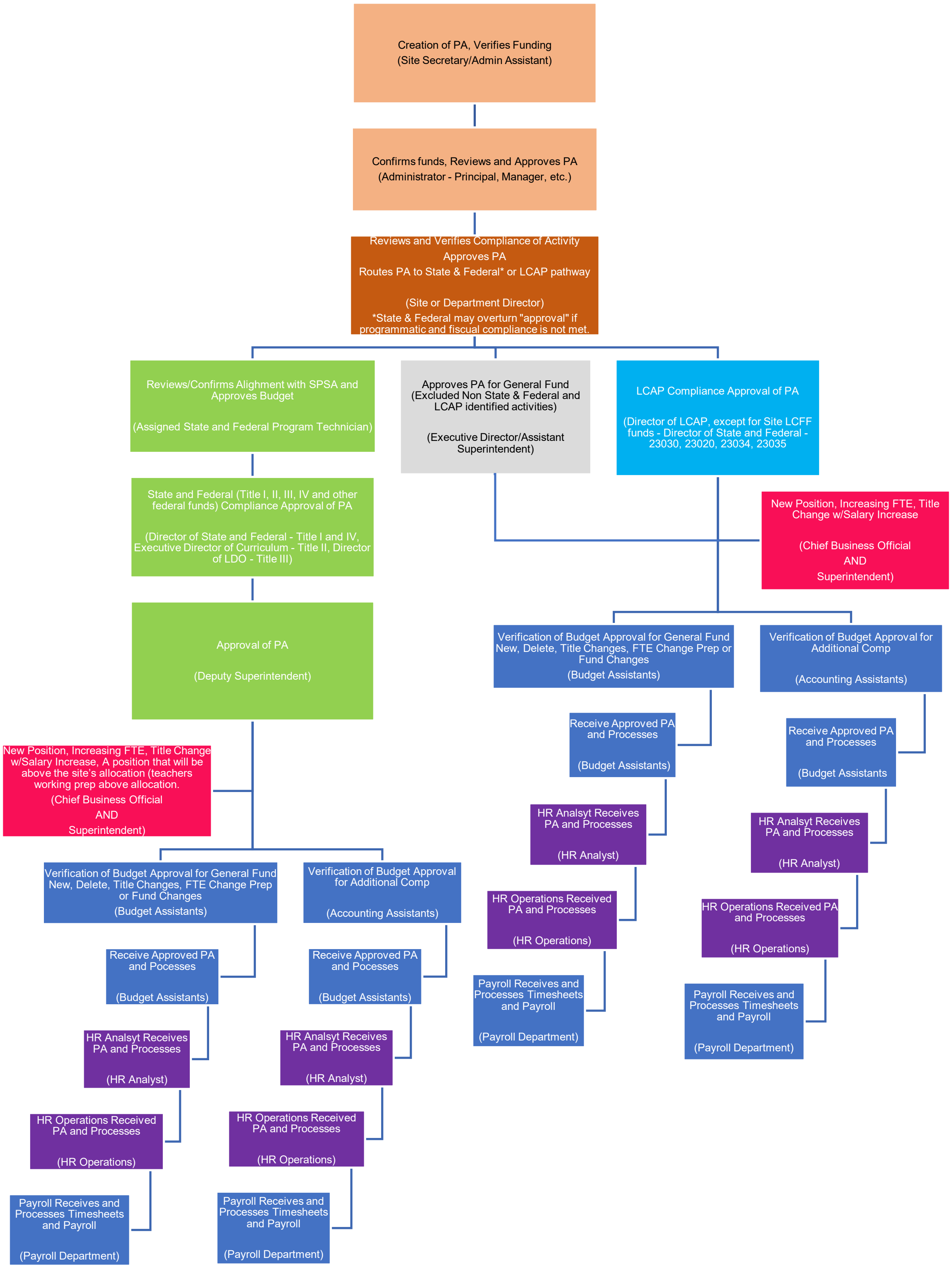
- *Accounting Assistants Processing of PAs (All PAs):* At this step, the Accounting Assistants will verify budget approvals for all PAs meeting for additional compensation. Once this process is complete, the Accounting Assistants will forward to the Business Assistants for processing.

- *HR Analyst Processing of PAs (All PAs):* insert intent and purpose…

- *HR Operations Processing of PAs (All PAs):* insert intent and purpose…

- *Payroll Receipt and Processing of PAs (All PAs):* insert intent and purpose...

Personnel Authorizations (PAs) Approval and Routing Process as of December 2020



A note about 821 and additional comp

Article VII, Section 7.4
Any bargaining unit member in the bargaining unit who works an average of fifteen (15) minutes or more per day in excess of his/her regular part-time assignment in the same classification, regardless of location, for a period of twenty (20) consecutive days or more shall have his/her regular assignment adjusted upward to reflect the longer hours, effective with the next pay period. However, this provision shall not apply where the excess time worked was in a vacant position provided the appointment does not exceed sixty (60) calendar days in accordance with Section 13.1.4.1.

> Example:
> You have a 3.5-hour aide that works an extra two hours a day for 20 consecutive days. That aide now becomes a **permanent 5.5-hour aide** at your site, which could have a major impact on a school or department budget.
>
> **It is the site's responsibility to monitor employees** working extra time so they do not become permanent at the additional hours.

NOTE: PA's are not needed for employees who work occasional overtime doing their normal job functions, but they are required for employees "Acting" in a different position or for those "Working Out of Class"

Important Notes

Job Number - AESOP

- **Subs**: Subs should receive a job code thru AESOP. There is no PA needed.
- **Retirees:** Retirees should be given a job number thru AESOP and are paid at Step A.

Calculating FTE for Classified Employees:

Number of Hours of the Position	FTE
3.0	.375
3.5	.4375
4.0	.50
4.5	.5626
5.0	.625
5.5	.6875
6.0	.75
6.5	.8125
7.0	.875
7.5	.9375
8.0	1.0

Site Name

The site name should be the location where you want the position to appear on the Credit Leave Report. If the position is split between sites, list the site for the Credit Leave Report first.

Personnel Authorizations (PAs) Completion Questions

If you have any questions related to completing/processing PAs, you may contact:

- Kelly Siegel @ ext. 2010 (ksiegel@stocktonusd.net)
- Erica Dimas @ ext. 2009 (esdimas@stocktonusd.net)

New Position

A new position PA is needed when the position is new to the site or department. You can verify this by pulling a site Staffing List through BusinessPlus.

- "NEW" is ONLY marked and used when you are creating a new position. New is not marked for advertising a current vacancy, additional comp, or funding changes.
- Each new position requires its own PA.
- If the new position is a **brand-new job title,** please include the job description and the board agenda date and item number.

** ALL ITEMS IN RED MUST BE COMPLETED BEFORE THE PA IS PROCESSED **

STOCKTON UNIFIED SCHOOL DISTRICT
PERSONNEL AUTHORIZATION FORM

I. **PERSONAL AUTHORIZATION** CERTIFICATED ☐ Mark the appropriate box for the position CLASSIFIED ☐

NAME: Leave Blank ID: Leave Blank

POSITION: Position Title (MUST MATCH JOB DESCRIPTION TITLE) LOCATION: See Note on Page 2

POSITION: NEW X DELETE______REOPEN______REPLACEMENT FOR________________________________

PCN	FUNDING SOURCE ACCOUNT NUMBER	%FUNDED
Leave blank	List all account codes for the new position.	% of each funding source
	Example: 1-100021065-11101 (Stagg, General Ed)	50%
	Example: 1-506431065-11101 (Stagg, Title I)	50%
	MUST TOTAL	100%

FUND CHANGE________WORKING OUT OF CLASS_________ACTING FOR________________________________

DATES: BEGIN: date the position should begin END: leave blank unless position is temporary EMPLOYED: list the FTE
If temporary: 06/30/XX (Current Fiscal Year)

CHANGE POSITION TITLE: FROM________________TO________________________________

INCREASE/DECREASE YEAR: FROM________________TO________________________________

INCREASE/DECREASE % FTE: FROM________________TO________________________________

COMMENTS:

- Explain the need for the title change.
- If this is a brand new job title, include the Board Agenda date for the job description here (example: Job Description Board Approved 12-17-2019).
- If an LCAP position, include the LCAP reference number here (example: LCAP SA 3.2).
- For Classified positions that are less than 8 hours include the work schedule here (ex: 3 ½ hours is .4375 FTE, the work schedule for the position is 7:30 a.m. – 11:00 a.m.).
- For jobs that can have a various work year, put the number of work days in the year here (example, nurses can be 190 or 212 days). This section MUST also explain the need for the new position.

ORIGINATOR: Typed name and extension of person preparing this form DATE: Today's date

MANAGER: Managers printed name and Signature Required DATE: Date Signed

II. **POSITION CONTROL APPROVAL**

CABINET: Signature Required DATE Date Signed
Cabinet Level Approval

BUDGET CBO and Superintendent's signatures are required for NEW positons DATE Date Signed

Working Out of Class
Working out of Class PAs are only completed for Classified positions.

Working out of Class PAs should be completed on an as needed basis and not as a blanket PA to cover the entire year for a position.

** ALL ITEMS IN RED MUST BE COMPLETED BEFORE THE PA IS PROCESSED **

STOCKTON UNIFIED SCHOOL DISTRICT
PERSONNEL AUTHORIZATION FORM

I. **PERSONAL AUTHORIZATION** CERTIFICATED ☐ Mark this box → CLASSIFIED ☐

NAME: Name of employee working out of class ID: employee's ID #

POSITION: Position employee is working out of class/acting in LOCATION: Site name where acting

POSITION: NEW ______ DELETE______REOPEN_______REPLACEMENT FOR________________

PCN	FUNDING SOURCE ACCOUNT NUMBER	%FUNDED
PCN Number of position working out of class in.	Account Code(s) of the position the employee is filling-in for. The object (last 5 digits of the account code) are additional comp. if the position is currently filled. If the person is acting in a vacancy, the object code would be the same object code as the vacant positon. This can be found on the staffing report.	% of each funding source
	Example Vacant Custodian: 1-7470281A1-22101	100%
	Example w/ Permanent Employee on leave: 1-7470281A1-22500	**100%**
	MUST TOTAL	**100%**

FUND CHANGE________WORKING OUT OF CLASS X ACTING FOR: Name of person who is in or recently vacated the position being acted in

DATES: BEGIN: first date of acting END: last date of acting, no later than June 30 of current fiscal year EMPLOYED: list the FTE

CHANGE POSITION TITLE: FROM________________TO________________

INCREASE/DECREASE YEAR: FROM________________TO________________

INCREASE/DECREASE % FTE: FROM________________TO________________

COMMENTS:

- "Current Position" acting as "Title Acting in", because____________
    - Ex: Office Assist acting as Senior Office Assist while employee is on extended leave.

ORIGINATOR: Typed name and extension of person preparing this form DATE: Today's date

MANAGER: Managers printed name and Signature Required_ DATE: Date Signed

II. **POSITION CONTROL APPROVAL**

CABINET: Signature Required____________________ DATE Date Signed
Cabinet Level Approval

BUDGET____DATE________________

Title Change

A PA for a title change is needed when the employees position title changes. When completing the PA do not mark NEW and/or Delete.

** ALL ITEMS IN RED MUST BE COMPLETED BEFORE THE PA IS PROCESSED **

STOCKTON UNIFIED SCHOOL DISTRICT
PERSONNEL AUTHORIZATION FORM

I. **PERSONAL AUTHORIZATION** CERTIFICATED ☐ Mark the appropriate box for the position CLASSIFIED ☐

NAME: Name of employee if position is currently filled, otherwise leave blank ID: employee's ID #

POSITION: new position title (MUST MATCH JOB DESCRIPTION TITLE) LOCATION: See Note on Page 2

POSITION: NEW ______ DELETE______REOPEN_______REPLACEMENT FOR_______________________________

PCN	FUNDING SOURCE ACCOUNT NUMBER	%FUNDED
Leave blank	List account code(s) for the position.	% of each funding source
	MUST TOTAL	100%

FUND CHANGE X WORKING OUT OF CLASS_____ ACTING FOR: ____________________
(if title change includes a funding change, otherwise leave blank)

DATES: BEGIN: first date of new Title END: leave blank EMPLOYED: list the FTE

CHANGE POSITION TITLE: FROM Old Job Title ~~TO~~ Old positions PCN number

INCREASE/DECREASE YEAR: FROM________________TO_______________________________

INCREASE/DECREASE % FTE: FROM________________TO_______________________________

COMMENTS:

- Explain the need for the title change.
- If the new title is a brand new job title include the date the job description went to the Board (example: Job Description Board Approved 12-17-2019).
- If an LCAP position, include the LCAP reference number here (ex: LCAP SA 3.2) Include the salary schedule placement change (example: "From CSEA range 20 to 24").

ORIGINATOR: Typed name and extension of person preparing this form DATE: Today's date

MANAGER: Managers printed name and Signature Required DATE: Date Signed

II. **POSITION CONTROL APPROVAL**

CABINET: Signature Required DATE Date Signed
Cabinet Level Approval

BUDGET CBO and Superintendents signatures are required if the new position costs more than the position being replaced and is not categorically funded or in the LCAP. DATE Date Signed

Fund Change

A PA is needed when an employee's fund changes. A fund change is any change in the cost center, function, site, or object code.

** ALL ITEMS IN RED MUST BE COMPLETED BEFORE THE PA IS PROCESSED **

STOCKTON UNIFIED SCHOOL DISTRICT
PERSONNEL AUTHORIZATION FORM

I. **PERSONAL AUTHORIZATION** CERTIFICATED ☐ Mark the appropriate box for the position CLASSIFIED ☐

NAME: Name of employee if position is currently filled, otherwise leave blank ID: employee's ID #

POSITION: Position Title LOCATION: See Note on Page 2

POSITION: NEW ______ DELETE______REOPEN______REPLACEMENT FOR______________________________

PCN	FUNDING SOURCE ACCOUNT NUMBER	%FUNDED
PCN NUMBER	List the NEW account code(s) for the position.	% of each funding source
	MUST TOTAL	100%

FUND CHANGE X WORKING OUT OF CLASS_____ ACTING FOR: ____________________

DATES: BEGIN: first date of change END: leave blank EMPLOYED: list the FTE

CHANGE POSITION TITLE: FROM ______________ TO ___________________

INCREASE/DECREASE YEAR: FROM_______________TO___________________________________

INCREASE/DECREASE % FTE: FROM_______________TO___________________________________

COMMENTS:

- Reason for fund change
  - (examples, from cost center 49002 to 23020. Position moving from Adams to Bush. Correct from function 21 to 31)

ORIGINATOR: Typed name and extension of person preparing this form DATE: Today's date

MANAGER: Managers printed name and Signature Required DATE: Date Signed

II. **POSITION CONTROL APPROVAL**

CABINET: Signature Required DATE Date Signed
Cabinet Level Approval

BUDGET____DATE__________________________

Increase/Decrease FTE

A PA is only used if there is an increase or decrease of a position's FTE. It is not used when the %FUNDED of a funding account is changing.

** ALL ITEMS IN RED MUST BE COMPLETED BEFORE THE PA IS PROCESSED **

STOCKTON UNIFIED SCHOOL DISTRICT
PERSONNEL AUTHORIZATION FORM

I. **PERSONAL AUTHORIZATION** CERTIFICATED ☐ Mark the appropriate box for the position CLASSIFIED ☐

NAME: Name of employee if position is currently filled, otherwise leave blank ID: employee's ID #

POSITION: Position Title LOCATION: See Note on Page 2

POSITION: NEW ______ DELETE______REOPEN______REPLACEMENT FOR______________________

PCN	FUNDING SOURCE ACCOUNT NUMBER	%FUNDED
PCN NUMBER	List the account code(s) for the position.	% of each funding source
	MUST TOTAL	100%

FUND CHANGE _____ WORKING OUT OF CLASS_____ ACTING FOR: ____________________

DATES: BEGIN: first date of change END: leave blank EMPLOYED: __________

CHANGE POSITION TITLE: FROM ________________ TO ____________________

INCREASE/DECREASE YEAR: FROM________________TO________________________________

INCREASE/DECREASE % FTE: FROM .75 FTE TO 1.0 FTE

COMMENTS:

- Reason for the need to increase or decrease the position.

ORIGINATOR: Typed name and extension of person preparing this form DATE: Today's date

MANAGER: Managers printed name and Signature Required DATE: Date Signed

II. **POSITION CONTROL APPROVAL**

CABINET: Signature Required DATE Date Signed

Cabinet Level Approval

BUDGET____DATE________________________

Filling a Vacancy
Vacancy PAs are only to be completed for Classified positions.

** ALL ITEMS IN RED MUST BE COMPLETED BEFORE THE PA IS PROCESSED **

STOCKTON UNIFIED SCHOOL DISTRICT
PERSONNEL AUTHORIZATION FORM

I. **PERSONAL AUTHORIZATION** CERTIFICATED ☐ Mark the appropriate box for the position CLASSIFIED ☐

NAME: Leave Blank ID: Leave Blank

POSITION: position title (MUST MATCH JOB DESCRIPTION TITLE) LOCATION: See Note on Page 2

POSITION: NEW ______ DELETE______REOPEN_______REPLACEMENT FOR Name of employee who vacated position

PCN	FUNDING SOURCE ACCOUNT NUMBER	%FUNDED
PCN of Vacancy	List account code(s) for the position.	% of each funding source
	MUST TOTAL	100%

FUND CHANGE ____ WORKING OUT OF CLASS_____ ACTING FOR: ____________________

DATES: BEGIN: first day position can be filled END: leave blank EMPLOYED: list the FTE

CHANGE POSITION TITLE: FROM ________________TO__________________________________

INCREASE/DECREASE YEAR: FROM________________TO____

INCREASE/DECREASE % FTE: FROM________________TO____

COMMENTS:

- For Classified positions that are less than 8 hours include the work schedule here
  - (Example for a 3 ½ hour, .4375 FTE position – "Work Hours are from 7:30 a.m. – 11:00 a.m".).

ORIGINATOR: Typed name and extension of person preparing this form DATE: Today's date

MANAGER: Managers printed name and Signature Required DATE: Date Signed

II. **POSITION CONTROL APPROVAL**

CABINET: Signature Required DATE Date Signed
Cabinet Level Approval

BUDGET____DATE______________________________

Additional Compensation

A PA is required for additional compensation – hourly worked outside of the employee's regular work hours. A separate PA is needed for:

- Certificated positions
- Classified positions
- Bargaining Unit
- Function Code

Please note the PA must be submitted and processed prior to the employee working/incurring additional compensation hours.

** ALL ITEMS IN RED MUST BE COMPLETED BEFORE THE PA IS PROCESSED **

STOCKTON UNIFIED SCHOOL DISTRICT
PERSONNEL AUTHORIZATION FORM

I. PERSONAL AUTHORIZATION CERTIFICATED ☐ Mark the appropriate box for the position CLASSIFIED ☐

NAME: Employee Name (or "See Attached List") ID: Employee ID, **or** Leave blank if using an attached list

POSITION: position title (blank if attached list) LOCATION: Site name

POSITION: NEW ______ DELETE______REOPEN_______REPLACEMENT FOR ____________________________

PCN	FUNDING SOURCE ACCOUNT NUMBER	%FUNDED
	List account code(s) paying the additional comp.	% of each funding source
	Can put "see attached" for multiple account numbers	
	MUST TOTAL	**100%**

FUND CHANGE ___ WORKING OUT OF CLASS_____ ACTING FOR: ____________________

DATES: BEGIN: first date of additional comp. END: last date of additional comp EMPLOYED: ______________

CHANGE POSITION TITLE: FROM ________________TO__________________________________

INCREASE/DECREASE YEAR: FROM________________TO__________________________________

INCREASE/DECREASE % FTE: FROM________________TO__________________________________

COMMENTS:

- Description of what the additional comp. is for.
- If it is an LCAP item, list the LCAP reference here (example: LCAP SA 3.2).
- Attached lists must be in alphabetical order by employee's last name. The list must also include the employee's ID number and the account number if there are multiple employee's on the PA getting paid from different accounts.

ORIGINATOR: Typed name and extension of person preparing this form DATE: Today's date

MANAGER: Managers printed name and Signature Required DATE: Date Signed

II. POSITION CONTROL APPROVAL

CABINET: Signature Required DATE Date Signed
Cabinet Level Approval

BUDGET____DATE____________________

Attached List Examples:

Must be alphabetically sorted by employees last name

Tentative List Template

Personnel Authorization Description							
	PA Dates						
		TENTATIVE LIST					
*Attach this list to the generated PA. This list is for employees who are approved to perform the work listed on the generated PA							
Printed Name and Phone Number of who payroll should contact with questions.							
Employee ID Number	Type or Print Employees Legal Last Name	Type or Print Employees Legal First Name	Worked Performed Date	Hours/Day	Account #	Site	Position

Final List Template

Personnel Authorization Description							
	PA Dates						
		FINAL LIST					
*Send this list to payroll once validation of attendees has been done. Payroll will only pay the employees who are listed below.							
Printed Name and Phone Number of who payroll should contact with questions.							
Employee ID Number	Type or Print Employees Legal Last Name	Type or Print Employees Legal First Name	Worked Performed Date	Hours/Day	Account #	Site	Position

Teacher Working Prep Period

A PA for teachers working during their prep period is only to be completed when a teacher is teaching a section of the same class and the same students every day during their prep period; thereby, replacing their prep with another regular class. If the prep period is being paid using General Fund, the following steps are required <u>before</u> completing prep PA(s):

- E-mail Kelly Siegel with the number of teachers you will be submitting Prep PAs for
- Additional information may be required on the PA

Be sure to complete PAs with plenty of time to go thru the approval process before the teacher(s) begin working prep.

** ALL ITEMS IN RED <u>MUST BE COMPLETED</u> BEFORE THE PA IS PROCESSED **

STOCKTON UNIFIED SCHOOL DISTRICT
PERSONNEL AUTHORIZATION FORM

I. **<u>PERSONAL AUTHORIZATION</u>** CERTIFICATED ☐ ← Mark this box CLASSIFIED ☐

NAME: <u>Employee Name</u> ID: <u>Employee's ID</u>

POSITION: <u>position title (MUST MATCH JOB DESCRIPTION TITLE)</u> LOCATION: <u>Site name</u>

POSITION: NEW _____ DELETE_____REOPEN______REPLACEMENT FOR ______________________

PCN	FUNDING SOURCE ACCOUNT NUMBER	%FUNDED
	List the account number(s) the employee's regular pay comes from	% of each funding source, must equal 100% before prep.
	List the account number the prep period will be paid from.	25% for Block Schedule 20% for Traditions Schedule
	~~MUST TOTAL~~	~~100%~~

FUND CHANGE ___ WORKING OUT OF CLASS_____ ACTING FOR: __________________

DATES: BEGIN: **beginning date of teacher working prep** (no earlier than the 1st student contact day of the semester) END: **<u>last day of the semester with student contact</u>** EMPLOYED: _____

CHANGE POSITION TITLE: FROM _______________TO____________________________

INCREASE/DECREASE YEAR: FROM_______________TO____________________________

INCREASE/DECREASE % FTE: FROM_______________TO____________________________

COMMENTS: .

- <u>25 FTE for block schedule or .20 FTE for traditional schedules additional for teaching</u>
- <u>"COURSE NAME" during prep, include the reason why this prep is needed.</u>

ORIGINATOR: <u>Typed name and extension of person preparing this form</u> DATE: <u>Today's date</u>

MANAGER: <u>Managers printed name and Signature Required</u> DATE: <u>Date Signed</u>

II. **<u>POSITION CONTROL APPROVAL</u>**

CABINET: <u>Signature Required</u> DATE <u>Date Signed</u>

Cabinet Level Approval

BUDGET____________________________________DATE__________________

Delete Position

A Delete position PA is required when a position is not longer needed at a site or department, is unable to be filled.

** ALL ITEMS IN RED MUST BE COMPLETED BEFORE THE PA IS PROCESSED **

STOCKTON UNIFIED SCHOOL DISTRICT
PERSONNEL AUTHORIZATION FORM

I **PERSONAL AUTHORIZATION** CERTIFICATED ☐ Mark the appropriate box for the position CLASSIFIED ☐

NAME: Employee Name if currently filled, or VACANT ID: Employee ID, **or** leave blank if position is vacant

POSITION: position title (MUST MATCH JOB DESCRIPTION TITLE) LOCATION: Site name

POSITION: NEW ______ **DELETE X** **REOPEN**_______REPLACEMENT FOR ____________________

PCN	FUNDING SOURCE ACCOUNT NUMBER	%FUNDED
PCN number of position being deleted	List account code(s) of position	% of each funding source
	***any positions funded by a Grant, LCAP, LCFF, or Charter Funds must be signed off by the appropriate department to ensure they are aware of the change**	
	MUST TOTAL	**100%**

FUND CHANGE ___ WORKING OUT OF CLASS_____ ACTING FOR: ____________________

DATES: BEGIN: ________________ END: end date of the position EMPLOYED: ____________

CHANGE POSITION TITLE: FROM ________________TO__________________________________

INCREASE/DECREASE YEAR: FROM________________TO__________________________________

INCREASE/DECREASE % FTE: FROM________________TO__________________________________

COMMENTS:

- Explanation. Example – "position never filled."

ORIGINATOR: Typed name and extension of person preparing this form DATE: Today's date

MANAGER: Managers printed name and Signature Required DATE: Date Signed

II. **POSITION CONTROL APPROVAL**

CABINET: Signature Required DATE Date Signed

Cabinet Level Approval

BUDGET____DATE____________________

Teacher Release Day

See Additional Compensation.

Timesheets

The follow is an excerpt from the Payroll Department's Booklet. The full booklet and content are available at the following link:

Payroll Timesheets

Timesheets must be received in the Payroll Office no later than the 12^{th} of each month. If the 12^{th} falls on a weekend, the deadline is normally extended to the next work day. (Note: Timesheets are normally due 1-3 days earlier in December due to the winter break schedule).

Timesheets received after the 12^{th} of the month will not be paid until the end of the following month.

Exception: Substitute employees will have a check issued on the "special" payroll if their timesheet is received in time for the special payroll.

Timesheets must include the:

- Employee's Identification Number
- Job Number, if applicable

The timesheet must be signed by the employee and approved by the Administrator or Supervisor. (Administrators please note that your signature constitutes approval of every line on the timesheet, including hours worked, tittle/position, account number, etc.).

Please review the instruction on the back of the timesheet carefully.

Employees must turn in the white copy of the timesheet in the payroll timesheet box located in the payroll lobby.

Employees now can use the fillable timesheet from the payroll's webpage:
www.stocktonusd.net/Departments & Programs/Payroll Department/Payroll Document

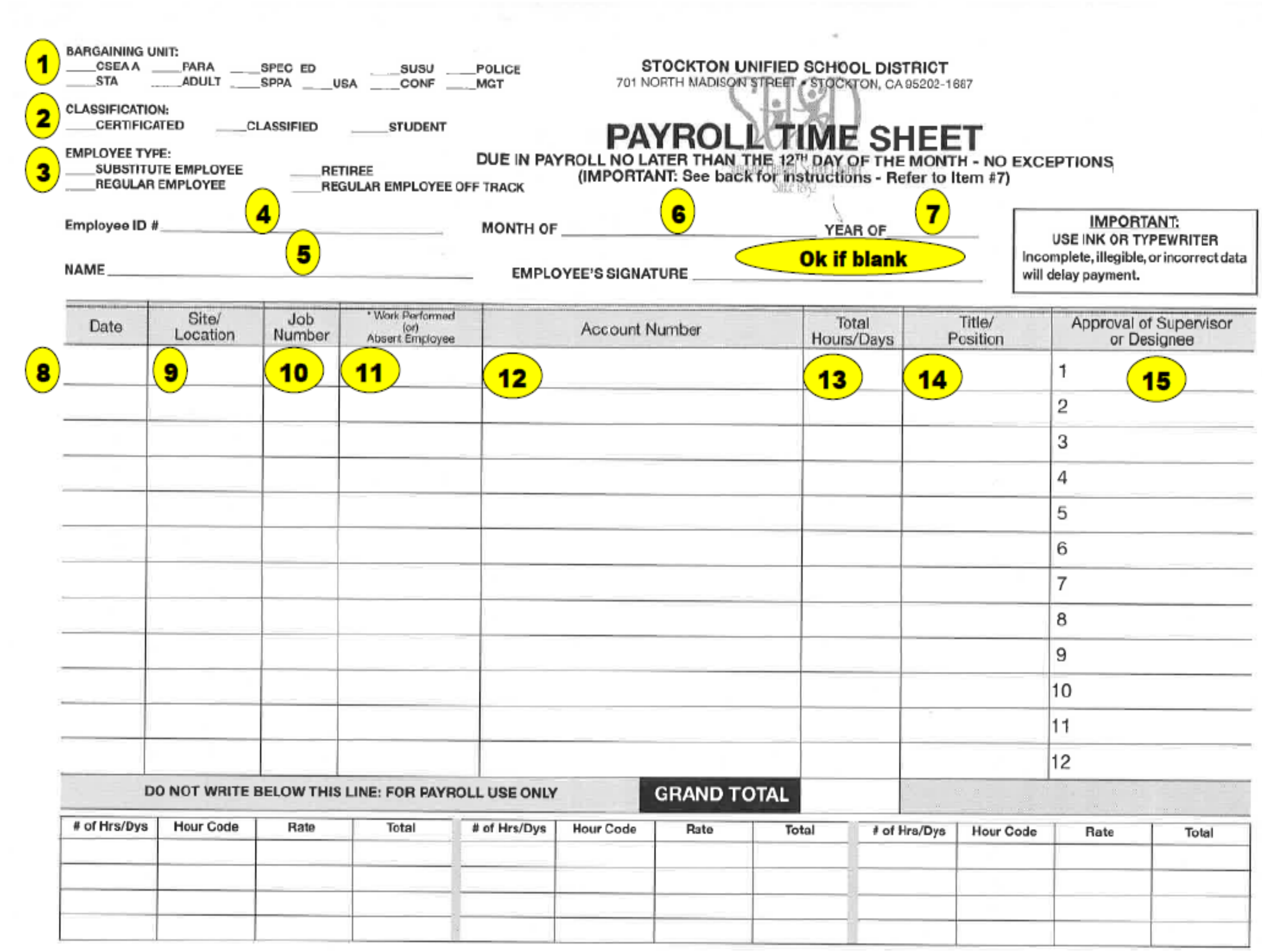
IMPORTANT NOTE:

All sections must be completed, and the hardcopy turned in the payroll department.

Timesheet may not be emailed.

Fillable Timesheet Instructions

Please follow the fillable timesheet instructions below:



1 BARGAINING UNIT: ___CSEA A ___PARA ___SPEC ED ___SUSU ___POLICE ___STA ___ADULT ___SPPA ___USA ___CONF ___MGT

2 CLASSIFICATION: ___CERTIFICATED ___CLASSIFIED ___STUDENT

3 EMPLOYEE TYPE: ___SUBSTITUTE EMPLOYEE ___RETIREE ___REGULAR EMPLOYEE ___REGULAR EMPLOYEE OFF TRACK

STOCKTON UNIFIED SCHOOL DISTRICT

701 NORTH MADISON STREET • STOCKTON, CA 95202-1687

PAYROLL TIME SHEET

DUE IN PAYROLL NO LATER THAN THE 12TH DAY OF THE MONTH - NO EXCEPTIONS

(IMPORTANT: See back for instructions - Refer to Item #7)

Employee ID # ___ 4

MONTH OF ___ 6 YEAR OF ___ 7

NAME ___ 5

EMPLOYEE'S SIGNATURE ___ Ok if blank

IMPORTANT: USE INK OR TYPEWRITER. Incomplete, illegible, or incorrect data will delay payment.

Date	Site/ Location	Job Number	* Work Performed (or) Absent Employee	Account Number	Total Hours/Days	Title/ Position	Approval of Supervisor or Designee
8	9	10	11	12	13	14	1 15
							2
							3
							4
							5
							6
							7
							8
							9
							10
							11
							12

DO NOT WRITE BELOW THIS LINE: FOR PAYROLL USE ONLY — GRAND TOTAL

# of Hrs/Dys	Hour Code	Rate	Total	# of Hrs/Dys	Hour Code	Rate	Total	# of Hrs/Dys	Hour Code	Rate	Total

We now have a fillable timesheet, however a hard copy MUST be turned into Payroll. Timesheets may not be emailed.

Please make sure that <u>ALL 15 areas</u> of information are on the timesheet. Incomplete timesheets could cause a delay in payment. Please refer to the back of timesheets for helpful information.

Any questions, please call the payroll help desk at (209) 933-7001 ext 1

INSTRUCTIONS

To ensure your time report is processed, supervisors and employees are asked to follow these instructions carefully.

1. ALL ASSIGNMENTS MUST BE MADE BY THE PERSONNEL DEPARTMENT. DO NOT ACCEPT ASSIGNMENTS FROM ANYONE OTHER THAN THIS DEPARTMENT, AS IT WILL RESULT IN A DELAY OF YOUR PAYMENT.
2. All hourly work is to be recorded on this time report.
3. The supervisor or designee shall sign every line completed. The supervisor is responsible for the correctness of the time report on each assignment.
4. THE SUPERVISOR SHALL ENTER THE ACCOUNT CODE AND HOURS WORKED. THE SMALLEST UNIT IS A QUARTER HOUR, WITH THE TIME RECORDED BEING THE CLOSEST QUARTER HOUR TO THE TIME ACTUALLY WORKED.
5. Each time report shall cover a period from the eleventh day through the tenth day of the following month. Enter each day of service on a separate line as needed.
6. The employee's identification number and signature must be reflected on the lines designated on the time report–THIS IS MOST IMPORTANT.
7. The completed report, signed and dated, is filed in the Payroll Office, 701 North Madison Street, Stockton, CA 95202. Your time report may be submitted as follows:
   a. Delivered to the Payroll Office no later than the **twelfth day** of the month– NO EXCEPTIONS.
   b. It is the employee's responsibility to assure timely submission.
8. ALL SUBSTITUTES: A JOB NUMBER MUST BE INCLUDED TO EXPEDITE PAYMENT. FAILURE TO HAVE THE TIME REPORT IN THE PAYROLL OFFICE BY THE DESIGNATED DATE OR FAILURE TO DATE AND SIGN THE REPORT, MAY RESULT IN A DELAY TO PROCESS PAY REQUEST.

CERTIFICATED REGULAR EMPLOYEES

This form is to be used by certificated regular employees when working extra hours.

WORK CODES

The following codes may be used for coding work performed:

ND Noon Duty **EH** Extra Help **S** Substitute **OT** Overtime **NDD** Non-Duty Days

CONF Conference **CBK** Call Back **CSUB** Certificated Substitute **WS** Workshop

HI Home Instruction **PREP** Preparation Time **OCH** Other Certificated Hourly

ACT Acting in Another Position **WOC** Working Out of Class (Additional Duties)

Sample

BARGAINING UNIT:
X CSEA A ___ PARA ___ SPEC ED ___ SUSU ___ POLICE
___ STA ___ ADULT ___ SPPA ___ USA ___ CONF ___ MGT

CLASSIFICATION:
___ CERTIFICATED X CLASSIFIED ___ STUDENT

EMPLOYEE TYPE:
X SUBSTITUTE EMPLOYEE ___ RETIREE
___ REGULAR EMPLOYEE ___ REGULAR EMPLOYEE OFF TRACK

STOCKTON UNIFIED SCHOOL DISTRICT
701 NORTH MADISON STREET • STOCKTON, CA 95202-1687

PAYROLL TIME SHEET

DUE IN PAYROLL NO LATER THAN THE 12TH DAY OF THE MONTH - NO EXCEPTIONS
(IMPORTANT: See back for instructions - Refer to Item #7)

Employee ID # 12345678 MONTH OF November YEAR OF 2020

NAME Smith, Taylor EMPLOYEE'S SIGNATURE Taylor Smith

IMPORTANT:
USE INK OR TYPEWRITER
Incomplete, illegible, or incorrect data will delay payment.

Date	Site/ Location	Job Number	* Work Performed (or) Absent Employee	Account Number	Total Hours/Days	Title/ Position	Approval of Supervisor or Designee
11/03	Stagg	19546 8237	Jones, Kenna	1-23456-7899-98765	8	SST	1 John Anderson
							2
							3
							4
							5
							6
							7
							8
							9
							10
							11
							12

DO NOT WRITE BELOW THIS LINE: FOR PAYROLL USE ONLY GRAND TOTAL

# of Hrs/Dys	Hour Code	Rate	Total	# of Hrs/Dys	Hour Code	Rate	Total	# of Hrs/Dys	Hour Code	Rate	Total

Helpful Hints

- **4** **Employee ID #: This is your District ID number, not your phone number or SSN**
- **10** **Job Number: Can also use PA or OT if applicable**
- **11** **Work Performed/Absent Employee: Description of extra work or acting can also go here**
- **14** **Title/Position: Your title/position or the title of position you are acting in**

Salary Savings

A Budget Adjustment is required to capture salary savings for a position that is vacant for a minimum of 20 work days.

Allowable Title I and LCFF Funded Positions

Job descriptions listed below are linked within this document.

Title I and LCFF funded Positions

Program Specialist

Supplemental/Intervention Teacher

Counselor

Instructional Coach

Instructional Assistant

Community Assistant

Parent Liaison

CAI Assistant

LCFF Only Positions

Library Media Assistant

Bilingual Assistant

Assistant Principal/Program Manager

Conferences/Professional Development

Staff Conference Attendance – CARS

Conference Attendance Request (CAR) Training Packet & Guidelines
https://www.stocktonusd.net/cms/lib/CA01902791/Centricity/domain/162/administrative%20handbook/procedures/3.61_CAR_Training_1718.pdf

Conference Reimbursement Form
https://www.stocktonusd.net/cms/lib/CA01902791/Centricity/domain/162/administrative%20handbook/fillable%20forms/3.61.5_CAR_Reimburse_Form.pdf

CAR Individual Packet
https://www.stocktonusd.net/cms/lib/CA01902791/Centricity/domain/162/administrative%20handbook/fillable%20forms/3.61.6_CAR_Individual.pdf

CAR Group Packet
https://www.stocktonusd.net/cms/lib/CA01902791/Centricity/domain/162/administrative%20handbook/fillable%20forms/3.61.7_CAR_Group.pdf

Meal Reimbursement Rates
https://www.stocktonusd.net/cms/lib/CA01902791/Centricity/Domain/155/2019%20Meal%20Reimbursement%20Rates%202-26-19.pdf

Mileage Reimbursement Rates
https://www.stocktonusd.net/cms/lib/CA01902791/Centricity/Domain/155/Mileage%202020%20Reim%20Rate%201-14-20.pdf

June Staff Conference Attendance
Please be aware that Title I and LCFF funds do not carryover and therefore all travel expenses must be expended by June 30. If travel charges or reimbursements are submitted after June 30 and the charges are posted to next year's funds, schools will be required to reimburse the federal program with school site general fund. For guidance on June conferences, please contact your assigned S&F Program Technician.

Teacher Release Day/Hrs. Substitute Rates
See Additional Compensation

Contracts

Contracted Instructional Contracts
This is for instructional services provided by a contractor and schools must follow Procurement procedures. A description of how the services provided by the contractor supplement the instructional program to improve academic achievement for participating students and the established need must be included in the SPSA.

In addition, there will be a review process for contracts purchased with Title I funds. The review process will require schools to upload the required Title I documentation in TITLE I Crate.

Note: Contracted personnel may not perform the duties of any classified, unclassified, or certificated employee.

Copiers

Maintenance of Equipment for Copiers:
Title I schools wanting to budget Maintenance of Equipment costs for duplicating machines using Title I funds must budget …

Duplo Machines:
For schools purchasing copiers such as Duplo machines from Title I, additional information may be requested to ensure that Title I is not paying the majority of the copying charges at the school.

Reprographics Duplicating
Insert Content

Curricular Trips/Admission Fees

Requirements for Curricular Trips
INCLUDE LIST OF IDEAS FROM RYAN

FIELD TRIP instructions and packet

Admission Fees

Admission tickets for approved academic field trips may be purchased by using unrestricted funds or federal funds (Title I). Title I funds for the purchase of admission fees may be used to provide services for eligible students (TAS) or all students (SWP) as long as it is described in the SPSA.

Based on the Education Department General Administrative Regulations (EDGAR), 2CFR Part 200 Section 200.438, costs of entertainment including amusement, diversion, and social activities and any associated costs are unallowable with federal funds (Title I).

Curricular Trips Booked through the Transportation

As with all Title I curricular trips, the destination must be specifically described in the SPSA for the determination of allowability. The Title I Office will be an additional reviewer of curricular trips that are booked through the Transportation Department. As with all Title I curricular trips, the destination must be specifically described in the SPSA for the determination of allowability. Please plan accordingly for the additional approval process to ensure that there is enough time for booking your trip.

Arrangements for transportation must be booked only through the online Transportation Field Trip Request System at least 15 days before the trip and must include the SPSA page that describes the destination.

Equipment and Technology

Capitalized Equipment – Single Equipment Item Costing $5,000 or more

Purchase of a single equipment item costing over $5,000 requires central-office approval. Federal law states that Capitalized Equipment purchased with Title I funds requires prior written approval from the California Department of Education (CDE), the State and Federal Coordinator will support schools with the procedures and the form that needs to be completed. Once the State and Federal Programs Coordinator receives the approval from CDE, the school will be informed that the capitalized equipment request was approved and the school can proceed with the purchase.

Equipment Inventory

Equipment inventories must be completed for all categorically funded equipment costing $500 or more. The **historical** inventory must be kept on file at school sites and offices.
LINK TO DESTINY

Deadline for Title I Equipment Purchases

General Supplies-Technology and/or Capitalized/Non-Capitalized Equipment

All Title I General Supplies-Technology and/or Capitalized/Non-Capitalized Equipment must be submitted in BusinessPLUS by January 30th so that equipment **is received by** June 30 of the current school year. Instructional materials and other school allocations are intended to provide services and resources for a school’s population in the year of allocation.

Items from the Approved Tech and STOREs catalog must be specifically described in the SPSA.

STORES Catalog

Insert catalog link.

Items from the Approved Tech and STOREs catalog must be specifically described in the SPSA.

Approved Tech list
Insert tech link.

Items from the Approved Tech and STOREs catalog must be specifically described in the SPSA.

Disposal of Equipment (Stolen/Salvaged)
A Disposal of Equipment form for any categorical equipment listed on the school's Inventory Report that is reported as stolen or salvaged must be completed within 30 days of knowledge of theft or 30 days of being salvaged **Property Transfer Form**
https://www.stocktonusd.net/cms/lib/CA01902791/Centricity/Domain/155/SUSD%20Property%20Transfer%20Form.xlsx

Physical Check of Equipment
A physical check of the equipment inventory must be conducted every year, and the results must reconcile with the school's inventory records.

Description Requirement for Equipment including General Supplies-Technology in the SPSA
Insert description parameters/guidelines.

Purchasing of General Supplies-Technology

Purchasing of Instructional and Non-Instructional Materials/Supplies: Technology expenditures for Instructional Supplies are restricted to items with a total final cost of less than $500 (including tax, shipping, and other ancillary charges). Examples include laptops, iPads, netbooks, projectors, document cameras, e-readers, graphing calculators, classroom printers, flashdrives/memory cards, speakers, headphones, etc.

- Additional technology accessories include the following: tablet keyboard, computer mouse, case and computer bag may be purchased as Non-Instructional Materials/Supplies if: The cost of the item is less than $500 per item
- The additional technology accessories are purchased to accompany/support Capitalized Equipment/Non-Capitalized Equipment/General Supplies-Technology Equipment.
- The number of additional technology accessories purchased matches the number of Capitalized Equipment/Non-Capitalized Equipment/General Supplies-Technology Equipment (e.g., 10 iPads & 10 iPads cases).

Restrictions on the Purchasing of Title I Equipment

- The verification of the allowability of the equipment purchases will be monitored through the additional approver process in BusinessPlus.
- Schools are not allowed to multi-fund equipment with Title I and general fund.
- **The installation and mounting of equipment is considered Alterations and Improvement (A&I) and should not be charged to Title I funds. Schools are advised to use a general fund source to cover these costs.**
- If there are not enough Title I funds to cover the cost of the equipment, the school has the following options:
  1) Reduce the number of equipment to be purchased
  2) Submit two separate purchase orders – one for the equipment purchased with Title I funds and one for the equipment purchased with general funds.

Student Instructional Materials

General Supplies

The purchase of general supplies is limited to technology costing less than $500. Because of previous audit findings, general supplies such as bond paper, pencils, pen, folders, coloring pencils, crayons, paint, toner, ink cartridges, bulbs, batteries, chargers, etc. are not allowable Title I purchases.

Although general supplies are not allowed, schools can use Title I funds to purchase certain supplemental instructional materials. For a list of these items, please go to the ___

These items must be specifically described in the SPSA.

Deadline for Title I and LCFF Student Instructional Materials Purchases

General Supplies-Technology and/or Capitalized/Non-Capitalized Equipment
All Title I General Supplies-Technology and/or Capitalized/Non-Capitalized Equipment must be submitted in BusinessPLUS by January 30th so that instructional materials **are received by** June 30 of the current school year. Instructional materials and other school allocations are intended to provide services and resources for a school's population in the year of allocation.

Other Books

Commitment Item #420010 – Other Books.
Title I Schoolwide Program Schools--Books that have not been adopted by the proper authority (i.e., Board) for use as basic curricula. Examples include, Professional Development (PD) Books or Training Materials for PD; **Reference Materials/Supplemental Books for student use in the classroom or in the library (e.g., thesaurus, picture dictionaries) and Books for the School Library**

Targeted Assistance Schools are excluded from purchasing Other Books for the school library

License Agreements/Software Licenses

Subscription Periods

If a school is using the current year's Title I funds, the subscription period for Software Licenses is a maximum of one year and should begin in the current school year and not extend past June 30 of the same school year. Orders with subscription periods that go beyond the June 30 deadline will be rejected. Invoices and quotes need to reflect the subscription period.

In addition, there will be a review process for software licenses purchased with Title I funds. The review process will require schools to upload the required Title I documentation.

Software Licenses with Professional Development (PD)

If a quote has a separate cost for PD services, schools will need to budget the PD contract under commitment item 580030 (Contracted Instructional Services) in addition to the software license budget item If the quote does not have a separate charge for the PD, the entire cost can be charged to the Software License.

Test Preparation Materials

Title I funds **may not** be used to purchase test preparation materials. The intent of these funds is for intervention, including materials that are used for academic preparation and are embedded in the standards-based instructional program.

Visual & Performing Arts and Physical Education (PE) Materials

Title I funds **may not** be used for supplemental instructional materials to support A-G required Visual and Performing Arts and Physical Education in secondary schools.

Budget Planning for Parent and Family Engagement

All parent and family engagement programs and activities funded through Title I programs must be developed with meaningful involvement, consultation, and advice of parents of participating children. Schools must ensure the English Learner Advisory Committee (ELAC) submits recommendations to the School Site Council (SSC) and the SSC members are fully involved in 1) planning the program using data, 2) making modifications to the School Plan for Student Achievement (SPSA), 3) monitoring implementation of the SPSA, and 4) assessing the impact of funded programs and activities on student achievement.

Title I Funds

Schools receiving Title I funds will receive a separate allocation to implement programs and activities to support their schools' Title I Parent and Family Engagement Policy and plan for parent and family engagement, including programs and activities that strengthen parent capacity to support learning at home and at school. Such programs and activities must be planned and implemented with the meaningful involvement of parents and families. We also ask school leaders to organize parent and family engagement as a supplemental program that provides Title I families with ongoing opportunities to support the academic and socioemotional needs of students at each grade level. Think of these funds as additional opportunities to extend services for families beyond the core activities provided to all families at the school site. The School Plan for Student Achievement (SPSA) describes the details of the school's plan for parent and family engagement. The SSC has the authority to make decisions on Title I funds.

Budget Planning Process

1. The SPSA should include activities, programs, a timeline and resources to support student academic goals and be aligned with the school Title I Parent and Family Engagement Policy.
2. Funds allocated for parent and family engagement activities must not be used for other purposes. When used inappropriately, the categorical program from which the non-allowable item was expended must be repaid with the general funds' regular program resources.
3. The budget planning must be developed with parent recommendations for the projected expenditures.
    a. Personnel expenditures, including Community Representatives, Parent Resource Assistants, and Parent Resource Liaisons budgeted from parent and family engagement funds must perform duties and responsibilities that **directly** support the school's plan for parent engagement, as identified in the SPSA.
    b. Categorical funds are to supplement, not supplant, educational services for parents. These funds may not be used for rental of facilities or for purchasing equipment. Funds should be allocated to support parent activities that help meet the School Goals for Parent Engagement, including:

        - Training to strengthen parent and family capacity to support their children's learning at home and achievement at school
        - Development of the School-Parent Compact and the school Title I Parent and Family Engagement Policy
        - Translation or phone services, translation equipment and/or Parent and Family Center computer equipment
        - Parent conference attendance
        - Parent and Family Center programs, activities, and staff

Family/Community Involvement Measures

Children who have parents or guardians involved in their education are more likely to be successful. Parent involvement in schooling can take on many forms, and these forms all contribute to the success of students. Epstein (2008) identified six types of parent involvement: parenting, communicating, volunteering, learning at home, decision making, and collaborating with community.

• **Parenting** refers to helping families establish supportive home environments for children as students.
• **Communicating** is the design of effective forums for communicating about children's progress and school programs.
• **Volunteering** can be described as recruiting and organizing parent support and help.
• **Learning at home** involves providing information and ideas for helping students at home with homework, planning, decisions, and other curriculum-related activities.
• **Decision making** is the inclusion of parents in school decisions, and the development of parent leaders and representatives.
• **Collaborating** with community occurs through the identification and integration of community resources and services for strengthening school programs, student learning and development, family practices, and school programs.

School Goals for Parent and Family Engagement

1. **Provide a welcoming environment for families and invite them to participate as equal partners in the education of their children.**
   - Staff ensures every interaction and engagement with parents is positive and valuable
   - Communication with parents is timely, is provided through a variety of print and other media, and is in a language parents understand
   - The school environment is clean and attractive and signage is available to help parents navigate the school campus
   - Parents know and understand the process for them to communicate with school personnel
   - Teachers invite parents to visit their classrooms, to volunteer, and to share valuable information about their child's learning
   - School staff and parents to ensure mutual support for each other's roles as partners

2. **Provide parents opportunities to acquire necessary information, knowledge, and skills to support their children's education at home and at school.**
   - The school principal guides all efforts to implement an effective plan for family engagement, including the School-Parent compact
   - Parent center staff and others responsible for family engagement receive training and support to carry out their role
   - Parents participate in parent education classes to strengthen their capacity to support learning at home
   - Parent center facilities and equipment/technology are adequate to support parent and community engagement activities
   - Partnerships with community organizations provide resources for parent engagement and wrap- around resources for their families

3. **Engage parents in the school's volunteer program so they can participate in supporting school- wide, classroom, and parent involvement activities.**
   - The principal, or a designated staff person, oversees the school volunteer program
   - All parents are invited to join and participate in the school volunteer program
   - Training is provided for volunteers based on their assignment and need

- Volunteer support teachers in the classroom as well as school-wide activities
- The school annually assesses the impact of the volunteer program on school operations, school climate, and student performance

4. **Respond to parent concerns and/or inquiries to ensure child's educational needs are met.**
   - Parents and staff are knowledgeable about the Parents' Bill of Rights and Responsibilities, and these are posted in key areas of the campus
   - Rights of parents and children are respected and communicated to promote trust
   - Staff is respectful and informative in interactions with parents
   - Resolution of parent concerns is timely and supportive of student learning
   - The school has a defined process for parents to express their concerns or complaints
   - Schools follow these protocols in a fair and consistent manner

5. **Comply with all SUSD, State, and Federal requirements regarding parent involvement.**
   - School staff and parents know the requirements and mandates of the following:
     - ✓ ESSA, including Title I Parent and Family Engagement Policy and School-Parent Compact
     - ✓ CDE requirements for operation of SSCs and ELACs
     - ✓ SUSD Parents as Equal Partners Resolution and Task Force recommendations, including development of school action teams, partnerships for wrap around services in parent centers, and a plan for parent involvement
   - Implementation of requirements are monitored for fidelity and quality
   - Parents/staff know their rights under the Uniform Complaint Procedure (UCP)
   - UCPs are minimal or non-existent

Required Activities:

Title 1 Parent Meeting Purpose

The purpose of the meeting is to inform parents of the school's participation in Title I programs. The meeting should be held early in the school year in a convenient location and at a convenient time for parents.

The meeting **may be held in conjunction with Back to School Night** when many parents are already on campus. *(Recommended time)*

The Title I Parent Meeting must cover the following content to parents and guardians:

- Title I program overview
- Parent rights under Title I
- Parent involvement at the school
- Student achievement data
- Single Plan for Student Achievement
- Title I funding
- Parent Involvement Policy
- Parent-School Compact

Annual Title I Parent Meeting Resources

Templates/Slide Deck - Original

- English https://www.stocktonusd.net/cms/lib/CA01902791/Centricity/Domain/176/2020-2021%20Title%20I%20Parent%20Meeting.pptx

- Spanish https://www.stocktonusd.net/cms/lib/CA01902791/Centricity/Domain/176/2020-2021%20Title%20I%20Parent%20Meeting%20-%20Spanish.pptx

Templates/Slide Deck - Condensed

- English https://www.stocktonusd.net/cms/lib/CA01902791/Centricity/Domain/176/2020-2021%20Title%20I%20Parent%20Meeting%20-%20Revised%2007272020.pptx

- Spanish https://www.stocktonusd.net/cms/lib/CA01902791/Centricity/Domain/176/2020-2021%20Title%20I%20Parent%20Meeting%20-%20Revised%2007272020%20Spanish.pptx

Title I Parent Meeting - Frequently Asked Questions

1. Does the Title I annual meeting have to be combined with Back to School Night?
   No. This is only a recommendation since parents are already on campus and the event is held near the beginning of the school year. An alternate meeting may be scheduled.

Title I Parent and Family Engagement Policy

The school-level parental involvement policy must be jointly developed with, and distributed to, parents annually. It should be a written policy that is updated periodically to meet the changing needs of parents and the school.

The Title I Parental Involvement Policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parent activities. The policy must address the following four components.

1. Policy involvement, annual Title I meeting, and other meetings to provide opportunities for parent involvement, and the process for providing parents timely information about the school program, curriculum, and assessment.
2. Shared responsibilities for high student achievement, including the joint development of a School-Parent Compact.
3. Building capacity for involvement, including assisting parents with understanding topics related to the child's academic achievement (standards, assessments, etc.) and providing support for parent involvement activities.
4. Accessibility, including providing opportunities for participation by parents with limited English proficiency, parents with disabilities, and migrant parents.

California *EC* Section 48985 requires that parental notifications be translated for any group of students who speak a primary language other than English and constitute 15 percent or more of a school's total enrollment.

Parent and Family Engagement Policy - Frequently Asked Questions

Can the Policy and Compact from the previous year be distributed to parents/guardians at the beginning of the current school year?

Yes. If the documents include all the required language and components, they may be distributed.

No. If the documents <u>do not</u> contain all the required language and components, they must be updated prior to distribution.

School-Parent Compact

The School-Parent Compact is included in the Title I Parental Involvement Policy; therefore, is distributed annually. The Compact should be updated periodically to meet the changing needs of parents and the school.

The Compact outlines how parents, school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents will develop and maintain a partnership to help children achieve state standards.

The School-Parent Compact must describe:

1. How the school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the State's student academic achievement standards.
2. Ways in which parents will be responsible for supporting their children's learning (for example, monitoring attendance, homework completion or television watching; volunteering at school)
3. The importance of communication between teachers and parents on an ongoing basis through, at a minimum:
    a. Parent-teacher conferences
    b. Frequent reports to parents on their child's progress
    c. Reasonable access to staff
    d. Opportunities to volunteer and participate in their child's class, and to observe classroom activities

California *EC* Section 48985 requires that parental notifications be translated for any group of students who speak a primary language other than English and constitute 15 percent or more of a school's total enrollment.

School-Parent Compact - Frequently Asked Questions

Can the Policy and Compact from the previous year be distributed to parents/guardians at the beginning of the current school year?

> *Yes. If the documents include all of the required language and components, they may be distributed.*
>
> *No. If the documents* <u>*do not*</u> *contain all of the required language and components, they must be updated prior to distribution.*

Allowable Parent Expenses

EXAMPLES OF ALLOWABLE TITLE I PARENT INVOLVEMENT EXPENDITUES

The focus of expenditures for Title I parent involvement funds is on building the capacity of parents to be able to join in an effective partnership with schools <u>to support high student achievement</u>. Expenditures should be planned in accordance with goals, objectives and activities detailed in the School Plan for Student Achievement (SPSA). Parents of Title I children must be consulted regarding Title I expenditures. Such consultation must take place before any expenditures are made, be ongoing, and continue throughout the fiscal year. All expenditures/activities must be reasonable, necessary, and an allocable cost to the program.

Examples of allowable parent involvement expenditures with Title I funds include:

- Parenting skills building
- Family literacy training
- Equipment and books to create a lending library collection for parents

- Contracts with community-based organizations to provide parent involvement services
- Distribution of home-based educational activities
- Activities for non-English speaking parents
- Expenses related to parent-teacher conferences
- Translation of information into any language spoken by a significant percentage of the parents
- Additional compensation for teachers to provide classes or workshops for parents
- Reasonable expenditures for refreshments or food at parent workshops and trainings, particularly when parent involvement activities extend through mealtime
- Professional development for parents to enable all children in the school to meet State Academic Standards during the regular year and the summer
- Evening classes that develop practical skills, such as computer proficiency
- ESL and GED preparation courses for adults
- Instructional supplies and materials
- Equipment and supplies for a parent resource room to be used for parent workshops and other training sessions

Procurement Procedures

Insert School Bid Procedures and link to document.

SUSD Warehouse Catalog
https://www.stocktonusd.net/cms/lib/CA01902791/Centricity/Domain/155/WAREHOUSE%20%20%20STORES%209-25.pdf

(Is this the STORES catalog)

Technology Equipment Prices
https://www.stocktonusd.net/cms/lib/CA01902791/Centricity/Domain/155/Stockton%20WEB%20STANDARDS%20SUSD%20070420.xlsx

(Is this the tech list referenced in the equipment and technology section?)

Submission of Required Documentation

Insert introduction of records retentions and submission of required documentation – compliance.

Prompt Submission of Title I Related Documents

Title I regulations require that a school has a completed SPSA and a SPSA Evaluation as well as a School Site Council (SSC) that meets state composition requirements in order for the current year's Title I funds to be expended. Therefore, if a school has not provided the required documentation by the specific deadlines, the school's Title I budget will be frozen until the required documentation (completed SPSA, SPSA Evaluation, SSC Certification) has been submitted into Title1Crate for review. https://www.806technologies.com/title1crate

Title1Crate

Title1Crate is the district's online data repository for the Title I, II, III, and IV programs to assist in maintaining accurate documentation supporting Federal Program Monitoring.

Time and Effort Reporting

Time Accounting Guidelines

BACKGROUND
The Federal Education Department General Administrative Regulations (EDGAR) governs the administration of federal grants to education programs. Being a recipient of federal and state funding resources, the district is required to implement regulations and controls that serve the purpose of ensuring that the intended results of these funding sources are achieved. Time accounting, a documentative regulation, ensures that the district is properly charging salaries and wages that are reasonable, necessary and allowable in accordance with applicable funding source requirements. Time accounting documents are monitored and reviewed by each responsible department on a quarterly basis with the support of the Business Services Department. The Program Director/Administrator is responsible for the distribution, collection, and retention of all employee effort reports. Individually reported data will be made available only to authorized auditors/reviewers.
The Code of Federal Regulations (CFR), Part 200 (the Uniform Guidance) and the California School Accounting Manual (CSAM), Procedure 905, have outlined principals and requirements of time accounting documentation, upon which we have written the guidelines that follow.

WHO MUST COMPLETE TIME ACCOUNTING DOCUMENTATION?
Time accounting documentation is required for all employees whose salaries and wages are paid, in part or in full, from restricted resources, both federal and state. These restricted resources include the entirety of the 3000—9999 range, except 8150, in the State's Standardized Account Coding Structure (SACS) resource. Positions are flagged to identify the required type of documentation for each employee funded from federal and state resources.

- Title I Part A (Resource 3010)
  - Must be used to supplement the basic program
  - Site employees cannot participate in administrative or clerical duties
  - Intent is to provide support for low income students to become academically proficient in State Standards
- Title II Part A (Resource 4035)
  - Increase the academic achievement of all students by helping schools and district
  - Improve teacher and principal quality through professional development and other activities
- Title III EL (Resource 4203)
  - Support to ensure English learners in California, attain English proficiency
  - Support so that English learners develop high levels of academic attainment in English
  - Support so that English learners meet the same challenging state academic standards as all other students

Local Control Funding Formula (LCFF) Site Allocations (Resource 0000; 0090; 0100) are considered State "general" funds – not categorical. Employees funded with only LCFF do not participate in time accounting. Time Accounting is ONLY required if LCFF is combined with Title I, II, III, IV.

TYPES OF TIME ACCOUNTING DOCUMENTATION
These two categories of employees correspond with the two methods of time accounting documentation:

- Periodic (Semiannual) Certification: Single-funded employees' supervisory must bi-annually sign a document that certifies that employees worked solely towards the cost objective of the resource from which their salary and wages are funded (CSAM 905-2).

- Personnel Activity Report: Multi-funded employees must complete a monthly activity distribution log known as the Multi-Funded Time Accounting Log (CSAM 905-4).

EMPLOYEE GUIDELINES

All employees who are fully or partially funded by federal categorical dollars (resource codes 3000-5999) must complete their time documentation on the approved forms. The type of documentation required depends on how the employee is funded and how many different grant activities (cost objectives) are worked. Semi-annual or monthly reports are completed after the work period. Examples of categorically funded employees include classroom aides; teachers/resource teachers; community liaisons, some nurses, psychologists and counselors; and many other classified and certificated employees. There are several time accounting forms to use depending on funding sources, work activities and schedule. Employees must fill out only one form that fits their position. Employees will be provided direction on most appropriate PAR form to complete, or they may contact State & Federal Program staff at timeaccounting@stocktonusd.net.

SUPERVISORY STUCTURE

Each Program Director/Administrator must ensure that all state and federally funded employees are familiar with time documentation guidelines and are complying with these requirements. For Program Directors/Administrators, this means becoming proficiently acquainted with their allocated resources and their respective guidelines pertaining to salary and wage expenditures and allowable activities. Each responsible department receives, records, and stores time accounting documentation. In addition, each department maintains a master roster of employees from whom time documentation is required, and has implemented internal procedures for ensuring employee and supervisor awareness of responsibilities and timeliness with the same.

If documents are not submitted on time, the supervisor will be contacted and reminded to submit the documentation. Failure to comply with deadlines may result in disciplinary action as well as loss of funding.

TIME CERTIFICATION FOR SINGLE COST OBJECTIVES (SEMI ANNUAL)

Single-Funded Employees with Single Cost Objective

If an employee is considered single-funded, the supervisor will sign the “Semi-Annual Certification” form twice a year, which is submitted after the completion of each six-month work period. Single-funded is defined as when an employee’s work schedule does not vary monthly and is paid from 100% state or federal funding. Some examples of these employees may be Instructional Coaches, Instructional Assistants, or resource teachers at one school site working on one goal area on a set schedule.
The employee or supervisory official must submit a Time Certification for Single-Funded Employees, semi-annually documenting that the employee worked 100% on only one project/cost objective for the time period listed.

These certifications should not be signed and dated until after the employee has worked the certification period.

1. A July-December Semi-Annual Certification is signed in January.
2. A January-June Semi-Annual Certification is signed in May/June before leaving for summer break.

Multi-Funded Employees with Single Cost Objective

If a multi-funded employee works on one goal (or cost objective), their schedule does not change, and they stay in one location, they may complete the SEMI-ANNUAL CERTIFICATION twice a year. In order to use this form, the employee MUST submit one accurate work schedule with each Semi-Annual Certification form. The schedule must include information such as time periods, grades, and subjects.

PERSONNEL ACTIVITY REPORT FOR MULTI-FUNDED EMPLOYEES (PAR)

If the employee's work schedule varies daily or throughout the month, and/or the employee works at multiple sites, the employee should document daily activities, identify each program for which work was performed, and the daily time dedicated to each program. The total documented time for the day should equal to the actual hours worked.

If an employee is considered multi-funded, they will sign the completed "Multi-Funded Time Accounting Log" soon after each monthly pay period. Multi-funded is defined as an employee who is partially funded by federal, state, or local grants.

When completing this form, allocate total hours worked in increments of no less than 15 minutes (.25) and total percentage of hours spent in each program/activity code. Include hours for any paid day; i.e. vacation days, sick days, etc. Do not include hours for non-contract or non-program days. Please note total hours worked for the month. The PAR must reflect 100% of approved time compensated for each employee.

PROGRAM DIRECTOR/ADMINISTRATOR RESPONSIBILITIES

The direct supervisor signing any of the time-reporting forms must have first-hand knowledge of the work performed by the employee. After approving the form, he/she will forward the document to the Time Accounting Program Technician.

Personnel Activity Report/ Multi-Funded Time Accounting Log

- The supervisory responsible for directly overseeing the duties performed by the multi-funded employee collect the PARs each month.
- The supervisor will review the actual hours worked by the employee within each program as reported under the "Hours Worked" column and check this against the employee's work calendar or other similar document. In the event, the employee's hours worked are not in alignment with the funding sources identified, the supervisor will work with the employee to verify the duties being conducted are actual to the funding source. If that is not the case, the supervisor will provide support to the employee to modify the duties being performed to ensure they align to the appropriate funding percentage.
- For multi-funded employees on a pre-determined (set) schedule of duties, such as teachers, their calendar should indicate specific blocks of time allocated to certain duties. For example, a teacher operating an intervention class during a specified period and core classes during the other periods must be able to provide a calendar that indicated this by class period.
- For multi-funded employees, not on a set schedule, time spent on specific projects may be documented on a monthly calendar or other type of schedule as agreed upon by the supervisor as long as the time worked per project is clearly supported.
- Ultimately, it is the supervisor's responsibility to ensure that the employee is working the actual hours reported on the PAR. His/her signature indicates that all hours were verified against supporting documentation.
- The employee is required to return appropriately completed and signed effort reports to the Time Accounting Program Technician by the 15th of the month following the monthly period.

Semi-Annual Certification

- The supervisor responsible for directly overseeing the duties performed by the grant-funded employee collects the time-certification document twice a year. In the event, the employee's hours worked are not in alignment with the funding sources identified, the supervisor will work with the employee to verify the duties being conducted are actual to the funding source. If that is not the case, the supervisor will provide support to the employee to modify the duties being performed to ensure they align to the appropriate funding percentage.

- The supervisor reviews the information on the form and confirms that the employee spent all his/her time working on the program indicated.
- Any changes to the time period shown at the top of the must be initial by the supervisory official signing the certification to indicate approval.
- Supervisors are required to return appropriately completed and signed effort reports to the Time Accounting Program Technician by the 15th of the month following the semi-annual period.

STATE & FEDERAL DEPARTMENT RESPONSIBILITIES

The following internal review process will ensure compliance:

- The Time Accounting Program Technician will review the time and effort report and confirm appropriate verification. The Time Accounting Program Technician will complete a cover sheet verifying reconciliation of actual time/effort to budgeted time/effort for employee groups, and then provide reports to Business Services.
- The Time Accounting Program Technician will reconcile actual hours worked and percentage of hours worked per program as reported on the time reporting forms to actual charges within the accounting system. The Time Accounting Program Technician will work with the Program Director/Administrator to resolve any discrepancies. The Program Director/Administrator must initial any corrections that are made to the forms.
- Any salary reallocations or adjustments resulting from time and efforts reports will be made as determined by the Time Accounting Program Technician and the Business Services Department's Budget Analyst on a quarterly basis.

BUSINESS SERVICES RESPONSIBILITIES

The Budget Analyst will receive PAR and Time Certification reports from employees whose funding percentages vary beyond 10% of time worked.

- The Budget Analyst will prepare payroll journal entries necessary to correct any variance of more than 10% the PAR or Time Certification reports are received.
- At the close of each fiscal year, the Business Services Department Budget Analyst will make final budget reconciliations to ensure final salary expenditures match time and effort as reported over the year. Evidence of salary reallocations must accompany a modified effort report which will be reviewed by the Budget Analyst and maintained on file.

RECONCILIATION PROCESS

Personnel Activity Report (PAR):

1. State and Federal Programs collects the PAR form from all employees that are required to complete it. The department ensures that all forms are received, are complete, and provides copies to the Business Services.
2. The Business Analyst reviews each PAR and compares it to the actual payroll expenditure ledger to confirm reported time activity agrees to the budgeted funding distribution. Site Administrators and Directors are notified of discrepancies between resource allocation and time on calendars.
3. State and Federal Programs and Budget Services meet to review any variance in excess of 10% and provide recommendations to their respective Assistant Superintendent (Cabinet member).
4. Assistant Superintendent meets to review, discuss, and provide course of action for discrepancies. Budget Services moves expenditures and/or updates the budget to align with the PAR per Assistant Superintendent's authorization and direction.
5. Reconciliation occurs quarterly in July, October, January and April, to coincide with each budget or actuals reporting period.

Semi Annual Certification:

1. State and Federal Programs collects the Semi-Annual form from all employees that are required to complete it. The department ensures that all forms are received, are complete, verifies the single cost objective, and provides copies to the Business Services, Budget Analyst.
2. The Business Services, Budget Analyst reviews each semi-annual and compares it to the actual payroll expenditure ledger to confirm semi-annual agrees to the budgeted funding distribution. Site Administrators and Directors are notified of discrepancies between resource allocation and time on semi-annual forms.
3. State and Federal Programs and Budget Services meet to review discrepancies between Semi-Annual certification and payroll expenditure ledger and provide recommendations to their respective Assistant Superintendent (Cabinet member).

EMPLOYEE TRAINING

Time Accounting training materials and forms can be found at:
https://www.stocktonusd.net/Page/10561

Time Accounting presentations are given in August/September of each year and updated throughout the year through the Site Administrator Newsletter and at various focused meeting (i.e. Principal Meetings, Program Specialist Meetings, Language Development Office, Curriculum Meetings and Educational Services Meetings).

Employees are encouraged to contact State & Federal Programs with training requests and questions. A PAR Technical Assistance workshop is given each fall. Please contact the State & Federal Office for directions on how to generate a position control report from Bi-Tech to determine funding percentages.

If you have any questions on compliance or form completion, please contact State and Federal Programs at 209-933-7470, ext. 2621 or by email at: timeaccounting@stocktonusd.net.

Direct supervisors and State & Federal staff will provide training to new employees at the beginning of the school year or within one month of assignment for new hires, on time and effort reporting procedures to be followed based on assignment, cost objective and funding.

Time and Effort Reporting Requirement for Employees

Time accounting documentation is required for all employees whose salaries and wages are paid, in part or in full, from restricted resources, both federal and state. These restricted resources include the entirety of the 3000—9999 range, except 8150, in the State's Standardized Account Coding Structure (SACS) resource. Positions are flagged to identify the required type of documentation for each employee funded from federal and state resources.

Time Accounting training materials and forms can be found at:
https://www.stocktonusd.net/Page/10561

Time Accounting Resources and Forms

Time Accounting Log

- Program Specialist

https://www.stocktonusd.net/cms/lib/CA01902791/Centricity/Domain/176/Time%20Accounting%20-%20Site%20Based%20Title%20I%20Funded%20Program%20Specialist%20-%20Revised%20March%202020.xlsx

- Curriculum Specialist

https://www.stocktonusd.net/cms/lib/CA01902791/Centricity/Domain/176/Time%20Accounting%20-%20Title%20II%0Funded%20Curriculum%20Specialist%20-%20Revised%20March%202020.xlsx

- Curriculum Specialist Technology

https://www.stocktonusd.net/cms/lib/CA01902791/Centricity/Domain/176/Time%20Accounting%20-%20Title%20II%20Funded%20Curriculum%20Specialist%20Tech%20-%20Revised%20March%202020.xlsx

- EL Instructional Specialist

https://www.stocktonusd.net/cms/lib/CA01902791/Centricity/Domain/176/Time%20Accounting%20-%20Title%20III%20Funded%20Employees%20-%20Revised%20March%202020.xlsx

Time Accounting Log Instructions

- Program Specialist

https://www.stocktonusd.net/cms/lib/CA01902791/Centricity/Domain/176/Time%20Accounting%20Log%20Instructions%20Site%20Based%20Title%20I%20Funded%20Program%20Specialist%20-%20Revised%20March%202020.pdf

- Curriculum Specialist

https://www.stocktonusd.net/cms/lib/CA01902791/Centricity/Domain/176/Time%20Accounting%20Log%20Instructions%20Title%20II%20Funded%20Curriculum%20Specialist%20-%20Revised%20March%202020.pdf

- Curriculum Specialist Technology

https://www.stocktonusd.net/cms/lib/CA01902791/Centricity/Domain/176/Time%20Accounting%20Log%20Instructions%20Title%20II%20Funded%20Curriculum%20Specialist%20Tech%20-%20Revised%20March%202020.pdf

- EL Instructional Specialist

https://www.stocktonusd.net/cms/lib/CA01902791/Centricity/Domain/176/Time%20Accounting%20Log%20Instructions%20Title%20III%20Funded%20Employees%20-%20Revised%20March%202020.pdf

Time Accounting Training

- 2020-21 PowerPoint

https://www.stocktonusd.net/cms/lib/CA01902791/Centricity/Domain/176/2020-2021%20Time%20Accounting%20Training.pptx

- 2020-21 PDF

https://www.stocktonusd.net/cms/lib/CA01902791/Centricity/Domain/176/2020-2021%20Time%20Accounting%20Training.pdf

Using Title I Funds to Purchase Items

Approved SPSA & SPSA Modification

In order to spend Title I or Title III funds, schools must have an approved SPSA/SPSA Modification for the current school year.

Review Process

There is a review process for all Title I non-payroll expenditures (Conference Attendance, Contracts, Curricular Trips, Equipment, Other Books, Software licenses, Supplemental Instructional Materials) purchased through BusinessPlus.