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A. Use of LCFF Supplemental

Program Intent – 4 Goals

EL Students Only – (xxx-137)

EL, Foster Youth and/or Low Income Students – (xxx-138)

LCFF Supplemental funding levels are calculated by the number of English Language Learners, Low Income and Foster Youth students in IUSD. The purpose of LCFF Supplemental monies is to provide supplemental support for instructional activities and services for English Language Learners, Low Income and Foster Youth. Instructional programs supported by LCFF Supplemental funding should be specifically designed to **target**, 1) ensure students acquire full proficiency in English as rapidly and effectively as possible, 2) improve teaching and learning for English Language Learners, Low Income and Foster Youth, 3) assist English Language Learners, Low Income and Foster Youth in meeting state standards for academic achievement, and 4) provide parents of English Language Learners, Low Income and Foster Youth with opportunities to be active participants in assisting their children to achieve academically. LCFF Supplemental funds, while targeted towards English Language Learners, Low Income and Foster Youth may also support other at-risk populations.

Use of Funds

The funding should be allocated for direct services and targeted towards English Language Learners, Low Income and Foster Youth. Actions must be included in the Single Plan for Student Achievement.

Examples of common uses include, but are not limited to:

- Supplemental support provided by teachers and instructional aides (e.g. bilingual, paraprofessionals, intervention, etc.)
- Extended learning time beyond the daily requirement of 30 minutes of English Language Development (e.g. before or after school, pull-out focused instruction, Rtl, summer school, etc.)
- Instructional materials and other instructional support (e.g., education-related technology) Note: see information provided on the difference between instructional materials and supplies.
- Professional development for teachers to support the needs of English Language Learners, Low Income and Foster Youth students

Purchase orders need to reflect how site is using LCFF Supplemental funding to support English Language Learners, Low Income and Foster Youth or other at-risk populations.

Fund Restrictions

Caution - This program is subject to annual scrutiny, so be careful to:

- Funding must be focused on supporting EL, low-income, and foster youth students.
- Funding must be focused on direct services to students to raise student achievement.
- Use funds for programs that are designed to meet the needs of students identified by the school as failing or at risk of failing to meet the state's performance standards.



B. Use of Title 1, Part A (xxx-206)

Program Intent

The purpose of Title 1, Part A is to ensure all students have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on the state content standards and assessments. The intent of the funding is to increase academic achievement of low-achieving students enrolled in the highest poverty schools.

Title I provides supplementary funds to support local school reform efforts tied to challenging academic standards. These funds are used to reinforce and amplify efforts to improve teaching and learning for students farthest from meeting state academic standards. Both school-wide and targeted assistance programs must be based on effective means of improving student achievement, include research-based intervention programs and strategies, and include strategies to support parent involvement.

Before spending Title 1 funds, you must consider the following budget guidelines:

1. **Intent of the Program:** Does the expenditure meet the intent of the program? See the program descriptions on the following pages.
2. **Supplement vs. Supplant Question:** What would have happened in the absence of Categorical Funds? Would you use unrestricted funds for the expenditure? If so, then Categorical Funds may not be used for the expenditure.
3. **How did you pay for this program in past years:** If general funds, local grant funds or other non-categorical funds were used in past years, it is “supplanting” to move to categorical funding and not allowed.

Use of Funds

Funds may be used in a variety of ways as long as they provide supplemental services that are focused on improving student achievement in English/Language Arts, Math, Science, and Social Science. Examples of how funds may be used include:

- Supplemental support provided by teachers and instructional aides (e.g. bilingual, paraprofessionals, intervention, etc.).
- Extended learning time (e.g. before school, after school, pull-out focused instruction, RtI, summer school, etc.)
- Instructional materials and other instructional support (e.g., education-related technology). Note: see information provided on the difference between instructional materials and instructional supplies.
- Professional development
- Academic counseling

Purchase orders need to reflect how site is using Title 1 funding to support Title 1 identified students.

Fund Restrictions

Programs must spend funds to supplement and not supplant the existing program.

- A school site plan is required and the use of funds should be consistent with the SPSA.
- At least 1% must be used to support parent involvement
- Funds may not be used for construction or modernization
- Funds may not be used for instructional supplies (paper, pencils, glue, ink cartridges, etc.) – See section D.
- Funds may not be used for copier maintenance or purchases
- Funds may not be used for clerical support
- Funds may not be used for items or services that all schools in the District need to purchase

Caution

This program is subject to strict annual scrutiny, so be careful to:

- Use Title I funds only for programs that are designed to meet the needs of students identified by the school as failing or most at risk of failing to meet the state's performance standards.
- Funding must be focused on direct services to students to raise student achievement.



C. Use of Lottery Instructional Materials Funding (xxx-521)

Use of Lottery Funds

Proposition 20 states that the Lottery funds are "for the purchase of instructional materials" and does not define instructional materials any further. Education Code Section 60010(h) states that "instructional materials" means "all materials that are designed for use by pupils and their teachers as a learning resource and help pupils to acquire facts, skills, or opinions or to develop cognitive processes. Instructional materials may be printed or non-printed, and may include textbooks, technology-based materials, other educational materials and tests."

Education Code Section 60010(m) further defines "technology- based materials" as "those basic or supplemental instructional materials that are designed for use by pupils and teachers as learning resources and that require the availability of electronic equipment in order to be used as a learning resource. Technology-based materials include, but are not limited to, software programs, video disks, compact disks, optical disks, video and audio tapes, lesson plans, and data bases. Technology-based materials DO NOT include the equipment required to make use of those materials.

Examples of Instructional Materials:

- Textbooks (core and supplemental)
 - Consumable workbooks
 - Software
 - Assessments
 - Sheet music
- Resource materials such as: globes, maps, dictionaries, thesauruses and atlases

D. What is the difference between Instructional Materials and Supplies?

What are "Instructional Materials?"

The definition of instructional materials as defined in Education Code Section 60010(h): "Instructional materials means all materials that are designed for use by pupils and their teachers as a learning resource and help pupils acquire facts, skills, or opinions or develop cognitive processes. Instructional materials may be printed or non-printed, and may include textbooks, technology-based materials, other educational materials, and tests. This includes web-based and electronic textbooks."

Examples of Instructional Materials:

- | | |
|-------------------------------------|--|
| ▪ Textbooks (Core and Supplemental) | ▪ Sheet music |
| ▪ Consumable workbooks | ▪ Resource Materials such as: |
| ▪ Blackline masters | ○ Globes ○ Dictionaries |
| ▪ Software | ○ Maps ○ Thesauruses |
| ▪ Assessments | ○ Atlases |

Generally, you can use Title I/LCFF Supplemental to purchase instructional materials, as long as the materials are supplemental and are in alignment with the intent of the program the categorical funds support.

What are Instructional Supplies?

Instructional supplies are products used by teachers and students that are quickly consumed or have a short life span. These items do not include instructional materials and equipment.

Examples of Instructional Supplies:

- | | |
|---|----------------------|
| ▪ Paper (copier, construction, lined, etc.) | ▪ Art supplies |
| ▪ Pencils, pens, markers, crayons, etc. | ▪ Printer cartridges |
| ▪ Glue | ▪ Projector lamps |
| ▪ Scissors | ▪ File folders |

Generally, instructional supplies should be purchased using LCFF Base or Gift as they are basic supplies all schools should provide students and teachers.



E. How do I determine which budget to use?

Available Budgets:

- **LCFF Base:** per pupil site allocation (xxx-125)
- **Gift:** Site based donations (xxx-700)
- **Lottery Instructional Materials:** Site allocation (xxx-521)
- **LCFF Supplemental:** Site allocation (xxx-137) or (xxx-138)
- **Title 1:** Site categorical allocation (xxx-206)

The following are purchase options for commonly purchased supplies, materials, and services.

What are you purchasing?	Legal Funding Sources	Why these funding sources?
Art Supplies	<ul style="list-style-type: none"> ▪ LCFF Base or Gift 	LCFF Base and Gift accounts are completely unrestricted.
Clerk	<ul style="list-style-type: none"> ▪ LCFF Base or Gift 	Restricted funds need to be used for direct services for students to raise student achievement. State and federal guidelines prohibit the use of Categorical Funding for positions at sites.
Copy Machines	<ul style="list-style-type: none"> ▪ LCFF Base or Gift 	Purchase, lease, or maintenance.
Collaboration Time	<ul style="list-style-type: none"> ▪ LCFF Base or Gift ▪ Title I ▪ LCFF Supplemental 	Use of Title 1/LCFF Supplemental funds must be targeted.
Coaching/Mentoring	<ul style="list-style-type: none"> ▪ LCFF Base or Gift ▪ Title I ▪ LCFF Supplemental ▪ Grants 	Use of Title 1/LCFF Supplemental funds must be targeted.
Counselor/Guidance Assistant	<ul style="list-style-type: none"> ▪ LCFF Base or Gift ▪ Title I ▪ LCFF Supplemental 	You can only use Title 1/LCFF Supplemental funding for this IF you are supplementing the base allocation of Counselor/Guidance Assistant.
Equipment – Instrumental music, including sound systems and instruments	<ul style="list-style-type: none"> ▪ LCFF Base or Gift 	Sites discretion on purchase.
Extra instructional hours or teacher hourly	<ul style="list-style-type: none"> ▪ LCFF Base or Gift ▪ Title I ▪ LCFF Supplemental 	Use of Title 1/LCFF Supplemental funds must be targeted.
Field Trips - Entrance Fees	<ul style="list-style-type: none"> ▪ LCFF Base or Gift ▪ Title I ▪ LCFF Supplemental 	You can pay for field trips, outdoor education, etc. IF supplemental instruction is provided or the activity provides instruction that targets Low Income, Foster Youth or English Learners. An example would be a trip to the Wild Animal Park in which EL students have a vocabulary development activity that they complete at the Wild Animal Park.



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Instructional Materials – Basic	<ul style="list-style-type: none"> LCFF Base or Gift Lottery: Instructional Materials 	If you are purchasing basic instructional materials such as lab supplies for the whole class or course, if the supplies are part of the core instructional program, then they need to be purchased with LCFF Base, Gift or Lottery Instructional Materials. See “Instructional Materials-Supplemental” if the materials are supplemental, meaning they target a specific group of students.
Instructional Materials – Supplemental (Must target a specific group of students.)	<ul style="list-style-type: none"> English Learners- LCFF Supplemental Supplemental General- LCFF Supplemental or Title 1 Classroom/School Library- LCFF Base or Gift or Title 1 if targeted Lottery Instructional Material- LCFF Supplemental 	
Instructional Supplies (See below for a description of <u>instructional supplies vs. instructional materials</u>).	<ul style="list-style-type: none"> LCFF Base or Gift funds 	Instructional supplies are considered base program or gift expenses because all schools (regardless of the categorical funds they receive) need to provide student supplies.
Interpretation Services	<ul style="list-style-type: none"> LCFF Base or Gift LCFF Supplemental Title I 	For parent/teacher conferences and informational meetings, language support can be provided.
Extended Learning Time <ul style="list-style-type: none"> Extended day Extended year After or before School Saturday school Summer school 	<ul style="list-style-type: none"> LCFF Base or Gift Title I LCFF Supplemental 	Over and above the “Regular instructional hours”
Online Services	<ul style="list-style-type: none"> LCFF Base or Gift Title I LCFF Supplemental 	Use of Title 1/LCFF Supplemental funds must be targeted.
Open Purchase Orders	<ul style="list-style-type: none"> LCFF Base or Gift 	
Paraprofessionals	<ul style="list-style-type: none"> LCFF Base or Gift Title I LCFF Supplemental 	Use of Title 1/LCFF Supplemental funds must be targeted
Parent Involvement	<ul style="list-style-type: none"> LCFF Base or Gift Title I (must be targeted) LCFF Supplemental 	Stipends – IA or teacher to coordinate or host Parent classes, information nights, family nights
P.E. Equipment	<ul style="list-style-type: none"> LCFF Base or Gift 	P.E. equipment doesn't meet the intent of-LCFF Supplemental, Title I or Lottery Instructional Materials funding.
Professional Development – release time, substitute coverage	<ul style="list-style-type: none"> LCFF Base or Gift Title I LCFF Supplemental 	Use of Title 1 or LCFF Supplemental funds must be targeted
Professional Development – stipends, extra duty pay	<ul style="list-style-type: none"> LCFF Base or Gift Title I LCFF Supplemental 	Use of Title 1 or LCFF Supplemental funds must be targeted



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Professional Development – trainer or consultant fee	<ul style="list-style-type: none">▪ LCFF Base or Gift▪ Title I▪ LCFF Supplemental	Use of Title 1 or LCFF Supplemental funds must be targeted
Technology – Hardware/Software for Classrooms/Media Center	<ul style="list-style-type: none">▪ LCFF Base or Gift▪ Title I▪ LCFF Supplemental	If using Title I/LCFF Supplemental, focus on products such as handhelds that can travel with LCFF Supplemental or Title 1 staff. Should not be fixed equipment.
Technology	<ul style="list-style-type: none">▪ LCFF Base or Gift	Hardware/Software for Office, Administration, or Support Personnel (other than instructional)
Translations	<ul style="list-style-type: none">▪ LCFF Base or Gift▪ LCFF Supplemental	Written translation is a general education requirement for any student requesting such services. LCFF Supplemental can be used to supplement unrestricted funds, but must be within the district allowable administrative cost.
Transportation – Field Trips	<ul style="list-style-type: none">▪ LCFF Base or Gift	See fieldtrips above.
Transportation – Parent Involvement	<ul style="list-style-type: none">▪ LCFF Base or Gift▪ Title I▪ LCFF Supplemental	You can provide transportation for parents to attend meetings, if the meetings focus on student achievement (such as a Title I parent meeting or Open House).



F. What Is a Title I, Targeted Assistance Program?

A Targeted Assistance Title I school uses Title I funds to provide targeted interventions for eligible children, i.e., children who are failing or at risk of failing to meet the state standards for academic proficiency, to help them make gains toward academic achievement.

When a school is in Title I Targeted Assistance, there are certain regulations to which the school must always adhere. Title I staff provide services ONLY to students identified through a student selection process as Title I. In addition, schools must ensure that Title I students receive additional, supplemental instruction from a highly qualified Title I teacher above and beyond the core classroom curriculum.

Title I services must supplement, not supplant, general classroom instruction. Title I teachers, therefore, cannot be responsible for the primary instruction of students; that is the district's responsibility. Rather, Title I teachers must supplement primary instruction. Most often, Title I teachers work with small groups of students to directly supplement the instruction provided to students in a regular classroom setting. Too often, well-meaning schools decide to break classroom reading instruction into small group instruction, asking that the Title I teacher use this time to provide instruction to Title I students. However, in this scenario, the Title I teacher is not able to provide additional, supplementary instruction to these students (or implement interventions with increased intensity or duration) and therefore this would not be an allowable delivery service method. Under this scenario, Title I teachers would be providing replacement services, defeating the purpose of Title I which is to provide additional, targeted interventions to identified Title I students.

As stated in the Title I, Part A, Policy Guidance from the U.S. Department of Education referencing Section 1115(c) of the Title I law (Appendix 3), a Targeted Assistance program includes the following eight components:

1. Must use Title I, Part A resources to help participating children meet the state standards expected for all.
2. Must be based on effective means for improving the academic achievement of children (i.e., use instruction techniques that are proven to work through scientifically based research).
3. Must ensure that planning for participating students is incorporated into existing school planning. (SPSA)
4. Must use effective instructional strategies that:
 - Give primary consideration to providing extended learning time, such as extended school year programming, before- and after-school programs, and summer programs and opportunities.
 - Help provide an accelerated, high quality curriculum.
 - Minimize removing children from the regular classroom during regular school hours for Part A instruction.
5. Must coordinate with and support the regular education program, which may include:
 - Counseling, mentoring, and services to assist preschool children's transition to elementary school.
6. Must provide instruction by highly qualified staff.
7. Must provide professional development opportunities.
8. Must provide strategies to increase parental involvement, such as family literacy services.

Title I Targeted Assistance Programs - Delivering Title I Instruction

In a Title I Targeted Assistance program, there are basically four choices for instructional delivery models. These four choices can be provided in isolation, or a school may choose to offer students a variety of opportunities to participate. These four instructional delivery models are as follows:

1. Pull out instruction, wherein a Title I teacher "pulls" students out of the regular classroom for supplementary instructional services.
2. In-class instruction, wherein a Title I teacher provides supplementary instruction to identified students while students are working in the regular classroom.



3. Extended day instructional time, wherein identified students participate in an after school program.
4. Extended year (i.e., summer programs), wherein identified Title I students participate in Title I-funded summer school programs.

Regardless of which model of instruction is used, Title I teachers in a Targeted Assistance program must keep the following important details in mind when providing services to Title I students:

- Title I law specifically states that Title I students may be served simultaneously, and in the same setting with non-eligible children who have similar educational needs. Therefore, participating in the RTI² model is a natural fit.
- Title I funds are NOT general aid funds to be used in the regular classroom. Even if a school chooses to deliver Title I instructional services via the in-class model of instruction, with Title I teachers going into the regular classroom, Title I services and funds still must be used to directly benefit the children who have been identified as "Title I" in a Targeted Assistance school. Remember that schools are required to document the academic progress of identified Title I students, and that improving the academic achievement of identified Title I - or educationally disadvantaged students - is the primary focus of the program. Therefore, it is imperative that the time spent with these students is intense enough that they will make academic gains.
- Team teaching is NOT supplementary instruction. Title I teachers are encouraged to collaborate with classroom teachers as much as possible. Keep in mind, however, that having a Title I teacher in the regular classroom so that he/she can provide services to identified Title I students during reading group time is not allowable. This is considered supplanting and not supplementary instruction because in this scenario a Title I student is not receiving any "extra" instructional services but instead receiving all reading instruction from his/her Title I teacher. Replacing services defeats the purpose of Title I programming which is to provide students with additional instruction above and beyond what he/she would receive in the regular classroom.
- When a school chooses to provide Title I services via the "pull-out" model, legitimate concern often arises about the fact that if the student is leaving the regular classroom, he/she is always missing something. Title I students struggle as it is, without removing them from the classroom to keep up with their peers. Often times, when they leave the room for Title I services, they miss out instruction from the classroom teacher. The disruption that leaving the classroom entails and then returning only to find that another activity already has begun, can be very difficult for Title I students. This should be a consideration with the model of service delivery identified.
- In a Title I Targeted Assistance school, the basic rule of thumb is that only eligible Title I students should receive ongoing instruction from the Title I teacher on a regular basis. First, all students must receive primary instruction in all academic areas from their regular classroom teacher. Then, Title I students would receive instruction that is additional or "above and beyond" the classroom instruction from Title I-paid personnel.
- A Title I Targeted Assistance school MAY use its specialized Title I staff (e.g., reading specialists, math specialists) in the regular classroom if a particular area of need is identified. However, primary teaching of lessons by Title I-paid staff that are delivered to ALL students can only be done on a demonstration or incidental basis. Title I-paid staff in a Targeted Assistance program should not be teaching the entire class on an ongoing basis.
- Incidental inclusion allows for non-Title I students to be served on occasion as deemed appropriate by professional educational staff (i.e., classroom teacher, Title I teacher, administration). However, these instructional services also must be "incidental" in occurrence; this should be the exception, not the norm.
- Documentation on each child found to be eligible for Title I services must be maintained to demonstrate if these students are making adequate progress toward reaching the state's academic standards for achievement.

Additional Categorical Considerations – Supporting At-Risk Students

* If Title I teachers are meeting with a group of students who have been identified as Title I or ELL, the purpose of the instruction MUST be to provide ADDITIONAL, supplementary instruction. In other words, even in small groups, Title I/ELL students should be receiving instruction that enhances or supports instruction that students are receiving (or will be receiving) in the mainstream classroom. Title I/ELL time should be used to pre-teach lessons that prepare students for classroom instruction, to review and practice instruction and skills learned in the mainstream classroom, and/or to reteach skills that were learned in the mainstream classroom in order to help the Title I/ELL student achieve mastery of the skill.



G. Rtl and Categorical Funding

OUR GOAL is for all students to have targeted reading instruction that addresses their instructional level while being exposed to the core curriculum. Categorical funds, when used, follow state and federal guidelines of being SUPPLEMENTAL and not SUPPLANTING.

DESIRED OUTCOME	COMPLIANT PROCEDURE	NON-COMPLIANT PROCEDURE
Students receive core curriculum from a credentialed teacher.	<ul style="list-style-type: none"> Core instruction taught in classroom before Rtl by general education teacher <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> Core instruction taught in Rtl groups by credentialed general education teacher 	Core instruction delivered by Title 1, ELL or other non-general education teacher (supplanting)
Materials and supplies are purchased with appropriate funding	<ul style="list-style-type: none"> Materials and supplies are purchased and distribution is coordinated in advance to support a specific group. i.e. Title 1 student's use Title 1 purchased materials. 	All students have access to materials and supplies purchased with Categorical Funds
Student/teacher ratio is reduced by using additional staff during leveled instruction. (Critical in intensive/strategic groups)	<p>In addition to core instruction from general education teacher.</p> <ul style="list-style-type: none"> ELL teacher provides direct services to ELL students. Title 1 teacher or instructional assistant provides direct services to Title 1 students in coordinated groups. 	<ul style="list-style-type: none"> Groups are non-coordinated in assignment to teacher or aide Instructional Assistant (considered a non-credentialed position) designs and provides independent instruction for groups or individual students Teacher or instructional assistant providing instruction in all settings, including push-in or pull-out intervention classes without the proper certification to teach English learners (CLAD)

What is the difference between Core, Supplemental, and Intervention instruction?

- Core Instruction** is instruction provided to all students in the class, and it is usually guided by a comprehensive core reading program. Part of the core instruction is usually provided to the class as a whole, and part is provided during the small group, differentiated instruction period. Although instruction is differentiated by student need during the small group period, materials and lesson procedures from the core program can frequently be used to provide reteaching, or additional teaching to students according to their needs.
- Supplemental Instruction** is instruction that goes beyond that provided by the comprehensive core program because the core program does not provide enough instruction or practice in a key area to meet the needs of the students in a particular classroom or school. For example, teachers in a school may observe that their comprehensive core program does not provide enough instruction in vocabulary or in phonics to adequately meet the needs of the majority of their students. They could then select a supplemental program in these areas to strengthen the initial instruction and practice provided to all students.
- Intervention Instruction** is provided only to students who are lagging behind their classmates in the development of critical reading skills. This instruction will usually be guided by a specific intervention program that focuses on one or more of the key areas of reading development. This type of instruction is needed by only a relatively small minority of students in a class. In some cases, students in 2nd and 3rd grade may have lagged so far behind grade level



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development of reading skills that very little content from the grade level comprehensive core program is suitable for them. In these cases, students may need to receive instruction guided by a comprehensive intervention program that is specifically designed to meet their specific needs while at the same time accelerating their growth toward grade level reading ability.

IUSD RtI and RtI²

The student selection process required in Title I and the universal screening component in the RtI model are intended to serve essentially the same purpose in educational programming - to identify students at risk to see who should be targeted for additional instruction. Reference: RTI in Title I: Tools and Guidance to Get It Right, Matzke and Neumiller, LEP Publications