

CATEGORICAL SPENDING GUIDELINES 2015-16

All categorical budgets **MUST** be for direct services that impact student achievement. Students must be considered first.

You must be able to answer the questions:

- Are these expenditures based on what is good for students at our school, not what is good for the adults?
- Do these expenditures provide supplementary services that would not be provided absent categorical funds?
- Do position allocations for categorical funds match the proportion of each position actually performing direct, supplementary services to students?
- Do these expenditures directly affect each student in progressing to proficiency on the Common Core State Standards?
- Does this categorical funding allocation help us reach our area goals?

RATIONALES FOR CATEGORICAL SPENDING MUST BE CLEARLY DESCRIBED IN THE SPSA.

CATEGORICAL SPENDING GUIDELINES 2015-2016

Resource #	Resource Name	Allowable Expenses	Non-allowable Expenses
30100	Title I Basic	<ul style="list-style-type: none"> • Required: Program Improvement schools must allocate 10% of Title I funds for Professional Development. • Equipment –directly related to support student achievement in the Common Core State Standards • Instructional Materials to support targeted student achievement • Non-Instructional Supplies and Expenses to support supplemental services/programs for students • Travel for professional development (must be pre-approved) • Conferences for professional development • Field Trips (in support of common core instruction) • Substitutes to provide support for professional development (for classroom teachers) • Hourly time (classroom teachers and classified staff working directly in supplemental services/programs for students) • ELST • AVID teachers and tutors • CSR teachers • Parent Involvement • Extended Day/Year Programs • Nursing time, including Health Tech • Counseling time • Librarian time • Push-in teacher • Subject-specific resource teachers • Reading teacher • CAHSEE prep teacher • Classroom teachers who provide qualitatively different instruction to underperforming students • Parent Academic Liaison • Pupil Advocate • Assistants (guidance, classroom, library, etc.) IF working directly with students on intervention programs or activities—MUST be clearly articulated in SPSA • Hourly translation for community and parent meetings 	<ul style="list-style-type: none"> • Vice Principals • Clerical positions • Network Tech-unless working directly with students on intervention programs/activities • Copier contract • Community Service assistant • Campus security • Noon Duty • Meals • Athletic equipment • Medical supplies • Custodial supplies • Building improvement

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Resource #	Resource Name	Allowable Expenses	Non-allowable Expenses
30103	Title I Parent Involvement	<ul style="list-style-type: none"> • Materials for parent meetings and training • Conferences and workshops for parents • Communications with parents • Light refreshments • Hourly translation for community and parent meetings 	<ul style="list-style-type: none"> • Same as for Title I Basic
30106	Title I Program Improvement Supplemental (PI schools in Years 4, 5 & 5+ only)	<ul style="list-style-type: none"> • Same as for Title I Basic • Required to set aside 10% of allocation for staff professional development • Expenditures must be directly related to addressing student achievement in English Language Arts and/or Mathematics 	<ul style="list-style-type: none"> • Same as for Title I Basic