

# EXHIBIT A

**DRAFT**

**BUDGETING PRINCIPLES FOR 910G CROSS PROGRAM FUNDING**

**12/6/19**

**THE DRIVING PRINCIPLES LISTED BELOW WILL SERVE AS A BUDGETING GUIDE FOR THE USP ACTIVITY.**

**PRINCIPLE 1 – FUNDING FOR SPECIFIC USP OR COURT ORDER ACTIVITIES.**

What activities were initiated because of the USP and or court order? Of these programs, what part of them were in existence before the court order or USP? Those previously supported projects should not be funded from 910 G.

**PRINCIPLE 2 – FUNDING FOR SPECIFIC USP OR COURT ORDER ACTIVITIES AT SPECIFIC SCHOOLS.**

Virtually all activities that are specifically related to promoting integration should be funded from 910 G except where integration plans are added to conventional expenditures. However, since almost all activities undertaken in response to the USP or court orders are research-based, almost all activities funded by 910 G funds will benefit all students.

When activities are initiated in a given school, only that portion of the activities that would not have been funded under formulas that apply to all schools would be funded from 910 G. Examples: dual language and magnet schools.

**PRINCIPLE 3 – FUNDING FOR SPECIFIC USP OR COURT ORDER ACTIVITIES BEYOND TYPICAL LEVELS FOUND IN OTHER SCHOOL DISTRICTS.**

Some activities that were initiated because of a court order or the USP should exist in all school districts. Only that portion of the expenditures for such activities that represent exemplary elements of the activities that one would not find in most school districts should be funded by 910 G. When this guideline is problematic it may need to be negotiated. Example: EBAS. (See Principle 5.)

**PRINCIPLE 4 – FUNDING FOR SPECIFIC USP OR COURT ORDER ACTIVITIES SHALL USE A YEAR TO YEAR BUDGETING RANGE.**

Yearly budgeted amounts are typically similar for the activity. As a result, future budgeting shall be within +/-10% of the 18-19SY funding.

**PRINCIPLE 5 – FUNDING FOR SPECIFIC USP OR COURT ORDER ACTIVITIES IS NEGOTIATED.**

In a number of cases, it will be difficult to specify the precise budget necessary to address the activity. In those cases, the parties should negotiate and find consensus. Example: transportation.

**Summary Table: Crossover Funding**

This section follows the order of the USP.

**I. GENERAL**

	Provision of USP	Funding Principle
I.1	Internal Compliance Monitoring	1
I.2	Annual Report	1
I.3	Court Orders and Miscellaneous	1

**II. STUDENT ASSIGNMENT**

	Provision of USP	Funding Principle
II.1	Comprehensive Boundary Plan	1
II.2	Comprehensive Magnet Plan	1,2
II.3	Application and Selection Process (including Admissions Process for Oversubscribed Schools)	1
II.4	Marketing, Outreach, and Recruitment Plan (including providing transportation information to families)	1,2,3
II.5	Student Assignment PD	1,3

**III. TRANSPORTATION**

	Provision of USP	Funding Principle
III.1	Magnet Transportation	3,5
III.2	Incentive Transportation	3,5

**IV. ADMINISTRATIVE AND CERTIFICATED STAFF**

	Provision of USP	Funding Principle
<i>Outreach, Recruitment, Hiring, Assignment, Retention</i>		
IV.1	Hire or Designate USP Positions	1
IV.2	Outreach, Recruitment, Retention Plan	1,3
IV.3	Interview Committees, Instrument, and Applicant Pool	1,3
IV.4	Evaluate Applicant Offer Rejections	1
IV.5	Diversity Assignment	1
IV.6	Experience Assignment	1
IV.7	Retention	1

IV.8	Reduction in Force (RIF) Plan	1
<i>Professional Development and Support</i>		
IV.9	USP-Related PD and Support	1,3
IV.10	First-Year Teacher Pilot Plan	1,3
IV.11	Evaluation Instruments	1,3
IV.12	New Teacher Induction Program	1,3
IV.13	Teacher Support Plan	1,3
IV.14	Aspiring Leaders Plan	1,3
IV.15	PLC Training	1,3
IV.16	USP Training Plan	1,3
IV.17	Ongoing PD on Hiring Process	1,3
IV.18	Observations of Best Practices	1,3

## V. QUALITY OF EDUCATION

	Provision of USP	Funding Principle
V.1	ALE Access and Recruitment Plan	1,3
V.2	UHS Admissions/Outreach/Recruitment	2
V.3	Pursue OELAS Extension	1
V.4	Build/Expand Dual Language Programs	1,2
V.5	Placement Policies and Practices	1
V.6	Dropout Prevention and Retention Plan	1,3
V.7	Data Dashboard (Flags and Policies)	1,3
V.8	CRC and Student Engagement PD	1,3
V.9	Multicultural Curriculum	1,3
V.10	Culturally Relevant Courses	1,2,3
V.11	Targeted Academic Interventions and Supports (including PD and Funding)	1,3
V.12	Quarterly Information Events	1
V.13	Collaborate with Local Colleges and Universities	1,3
V.14	AAAATF Recommendations	1,2,3
V.15	Referrals, Evaluations, and Placements	1
V.16	Supportive and Inclusive Environments	1

## VI. DISCIPLINE

	Provision of USP	Funding Principle
VI.1	Restorative Practices and PBIS (RPPSCs)	1,3
VI.2	GSRP and Policy Revisions/Translation/Distribution/Info	1,3
VI.3	Student Discipline Training for Sites	1,3
VI.4	Communicate and Monitor Discipline Roles and Responsibilities	1,3
VI.5	Discipline Data Monitoring	1,3
VI.6	Corrective Action Plans	1
VI.7	Successful Site-Based Strategies	1



**VII. FAMILY AND COMMUNITY ENGAGEMENT**

	Provision of USP	Funding Principle
VII.1	Family Center Plan	1
VII.2	Family Engagement Resources	1,3
VII.3	Tracking Family Engagement	1
VII.4	Translation and Interpretation Services	1

**VIII. EXTRACURRICULAR ACTIVITIES**

	Provision of USP	Funding Principle
VIII.1	Extracurricular Equitable Access Plan	1,4
VIII.1	Data Reporting System (Extracurricular)	1

**IX. FACILITIES AND TECHNOLOGY**

	Provision of USP	Funding Principle
IX.1	Multi-Year Facilities Plan (including Biennial Assessment of Facilities)	1,4
IX.2	Multi-Year Technology Plan (including Biannual Assessment of Technology)	1,4
IX.3	Technology PD for Classroom Staff	1,3

**X. ACCOUNTABILITY AND TRANSPARENCY**

	Provision of USP	Funding Principle
X.1	EBAS	1,3
X.2	EBAS Training and Evaluation	1,3
X.3	Budget Process/Development	1
X.4	Budget Audit	1
X.5	Notice & Request for Approval	1