



San Diego Unified School District  
Data Insights and Systems of Support  
**Strategic Planning for Student Achievement Department**  
Major Categorical (Title I and CSI)

**GUIDELINES FOR 2025-26**

**Important information found in the 2025/26 Guidelines**

- Only direct services to students can be funded by Title I.
- No ELAC refreshments
- Title I funds cannot be used to pay for mandated activities such as ELPAC/CAASPP/IEP-related expenses.
- Title I funds may not be used for attendance incentives since attendance is compulsory.
- No written translation expenses are allowed for English Learner student populations exceeding 15% for a specific language. Interpretation services are still allowable.
- Secondary school sites: Section course reduction teachers for ELA, Math, Science, Social Studies, and ELD. Schools must demonstrate that course sections paid for out of Title I are above the ratio of district contract class size 36:1 ratio requirements. Intervention sections do not need to demonstrate reduction (e.g., AVID, PowerUp Math).

**A. FUNDS INCLUDED:**

<b>Resource Code 30100</b>	Title I Base Funds	Part of the Elementary and Secondary Education Act (ESEA), which provides federal money to support economically disadvantaged students and close academic achievement gaps
<b>Resource Code 30103</b>	Title I Parent Involvement	Used to encourage parent involvement in order to improve student achievement.
<b>Resource Code 31820</b>	Comprehensive Support and Improvement (CSI)	Funding is provided with the goal of improving student achievement from low or declining to maintaining and improving, as measured on the California School Dashboard

**B. PURPOSE:**

1. The purpose of Title I schools operating under School-Wide Programs (SWP) is to improve academic achievement throughout the school so that all students, particularly the lowest-achieving students, demonstrate proficiency related to the challenging State academic standards. Emphasis is on direct support to students in core subjects
2. **Professional development is a priority and is available to all staff members through a school-wide program**, including teachers, classroom aides, and, where appropriate, other staff and parents. Activities must be tailored to meet the specific needs of students at the school site.
3. **Supplement**, not supplant, the district's general program. Use of Title I funds must not replace district funds. Title I funds must add to or enhance district programs.

4. **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 the Every Student Succeeds Act (ESSA) has generally been produced through formal studies and research.
5. Spending must be linked to needs assessment/SPSA evaluation findings.
6. Foster new types of parent partnerships that focus on improving student achievement.

### C. PROCESS:

#### School Plan for Student Achievement

The annual needs assessment and SPSA evaluation identify student learning needs at the school site by analyzing current student performance data in relation to state standards. The focus is on the academic needs of the children. The student's educational needs drive the planning cycle. The SPSA outlines strategies to coordinate the use of federal, state, and local resources, aiming to enhance instruction and student achievement. The School Site Council (SSC) oversees and approves the plan and use of the associated Title I and CSI budget allocations.

#### Title I Schoolwide Program (SWP)

A federal program that puts emphasis on high achievement for all students while serving the most disadvantaged youth and providing flexibility in spending Title I funds. The annual needs assessment is a required component of the SWP, and the SPSA serves as the Title I Schoolwide Plan.

### D. BUDGET:

1. Each site develops a budget to implement all strategies for each available funding source. It includes but is not limited to staffing, materials, supplies, contracted services, and equipment that will directly enhance student learning at the school site. The SPSA and the embedded Title I and CSI budget are approved by the Board of Education.
2. The SSC must approve transfers of allocations within any of the categorical programs.

### E. SPENDING:

Expenditures from the Title I and CSI resources are routed through the Strategic Planning for Student Achievement Department (SPSA Department) for approval. All expenditures of categorical funds, including PARs, must be approved prior to the purchase, event, or start date.

#### Spending Instructions for Title I and CSI Budgets:

SSC approval is required for revisions to Title I and CSI expenditures originally allocated in the SPSA. To make revisions to Title I and CSI spending, sites must complete the Budget/Expense Transfer and SPSA Modification form. Email the Budget/Expense Transfer and SPSA Modification form and SSC minutes to your SPSA resource teacher.

### TITLE I FUND REQUIREMENTS AND RESTRICTIONS EXPLAINED:

All categorical budgets **MUST** be for direct services that impact student achievement. **Students must be considered first.** You must be able to answer the following questions:

- Are these expenditures centered on our students' needs?
- Do these expenditures provide supplementary services that would not be provided absent

categorical funding?

- 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 SPSA goals?

#### **SPECIFIC SPENDING PROCESSES AND REQUIREMENTS:**

1. Expenditures must occur within the fiscal year for which funds were allocated.
2. **Equipment** (Unit cost is between \$500 and \$4,999.99)
  - a. The general type of equipment and intended use/benefit must be identified in the site plan.
  - b. If not **clearly instructional**, seek guidance in advance from your assigned SPSA Department staff.
  - c. Procurement cards (P-cards) cannot be used to purchase equipment.
3. **Permanent equipment** (unit cost is over \$5,000)
  - Must have prior approval from the California Department of Education.
4. **Instructional Materials**
  - a. Must be related to student academic needs, instructional focus, and core curriculum.
  - b. Supplemental to district-funded materials and instruction.
  - c. Supplemental to district initiatives and/or school core instruction.
  - d. Instructional materials may not display the school name, logo, or mascot (e.g., Student Planners) unless explicitly provided at no additional cost in the invoice.  
A separate resource must be allocated to cover the costs associated with the school's name, logo, or mascot.
5. **No confirming orders are allowed.** (Materials and services must go through the district procurement process.)
6. **Non-Instructional Supplies and Expenses**
  - a. Must specifically identify how non-instructional supplies and expenses support student achievement.
7. **Travel**
  - Submit travel authorization **prior** to the trip with justification tied to the site plan.
8. **Conferences and/or Consultants** (for professional development)
  - Must be identified in the site plan.
9. **Field Trips**
  - a. Must be part of a classroom instructional plan.
  - b. Must be related to core academics.
  - c. Must have appropriate pre- and post-trip activities.

- d. Must be tied to the SPSA.

10. **Substitutes** (for classroom teachers)

- a. For professional development.
- b. To provide sick leave for teachers paid from the same categorical funding source.

11. **Hourly time**

- a. For professional development.
- b. Extra time for support of academic programs.

12. **Parent Involvement**

- a. Workshops for parents.
- b. Materials for parent meetings, training, and the parent resource library.
- c. Speakers or consultants for parents.
- d. Communications with parents (including mailings).
- e. Light refreshments only. Meals are **NOT** allowable.
- f. Childcare for parents to attend workshops.
- g. Oral translation for parents attending workshops.
- h. Equipment and supplies for the parent room.

Rationales for Categorical Spending must be clearly described in the SPSA or a Major Categorical Funds Justification of Expenditure for Budget/Expense Transfer. **The expenditure must be justified by a needs assessment that uses data and is approved by the SSC.**

Resource	Allowable Expenses	Non-Allowable Expenses
30100	<p><b>Additional FTE above district allocation only. <u>Must work directly with students on intervention programs or activities.</u> This MUST be clearly articulated in the SPSA.</b></p> <ul style="list-style-type: none"> <li>• Targeted support teachers (class size reduction) at the elementary level</li> <li>• Secondary school sites: Additional sections for ELA, Math, Science, and Social Studies above 36:1.</li> <li>• Classroom teachers who provide qualitatively different instruction to underperforming students (above the district formula).</li> <li>• Intervention teachers/staff, such as AVID teachers and tutors</li> <li>• Push-in instruction teacher</li> <li>• Subject-specific resource teachers (ELA, Math, Science, Social Studies)</li> <li>• Non-classroom teachers (only if used to release teachers for professional development/PLCs).</li> <li>• Nurse</li> <li>• Counselor</li> <li>• Network Tech is working directly with students on intervention programs and/or activities.</li> <li>• Parent Academic Liaison</li> <li>• Pupil Advocate (No compliance work allowed)</li> <li>• Assistants (guidance, classroom, library, etc.) If working directly with students on intervention programs or activities. This MUST be clearly articulated in the SPSA.</li> <li>• Substitutes to provide release time for professional development (for classroom teachers).</li> <li>• Hourly time including: <ul style="list-style-type: none"> <li>• - Classroom teachers and classified staff working directly in supplemental services and/or programs for students</li> </ul> </li> <li>• Nursing Time</li> <li>• Counselor Time</li> </ul>	<ul style="list-style-type: none"> <li>• Time that is not working directly with students or planning for direct services</li> <li>• Attendance Incentives</li> <li>• Clerical positions</li> <li>• Campus security, supervision/ Noon Duty</li> <li>• Copier contract</li> <li>• Athletic equipment</li> <li>• Medical supplies</li> <li>• Custodial supplies</li> <li>• Meals</li> <li>• Replacement of i21 materials</li> <li>• Building improvement</li> <li>• Clerical hourly for general office duties/responsibilities</li> <li>• No mandated expenditures such as ELPAC/ CAASPP/ IEPs</li> <li>• Associate Principals</li> <li>• Written translations for English Learner student populations over 15% for a specific language</li> <li>• Multi-year contracts</li> <li>• Credit recovery classes</li> <li>• ELAC refreshments</li> </ul>

Resource	Allowable Expenses	Non-Allowable Expenses
<b>30100 continued</b>	<ul style="list-style-type: none"> <li>• Supplemental extended day/year programs</li> <li>• Equipment that directly supports student achievement in the Common Core State Standards</li> <li>• Supplemental instructional materials</li> <li>• Travel for professional development (must be pre-approved)</li> <li>• Conferences for professional development.</li> <li>• Field trips (academic)</li> <li>• Parent Involvement (must first use 30103; additional expenses must be approved by SSC)</li> </ul>	
<b>30103</b>	<ul style="list-style-type: none"> <li>• Materials for parent meetings, training, and the parent resource library</li> <li>• Speakers, conferences, and workshops for parents</li> <li>• Presentations for educational programs to parents or consultants</li> <li>• Parent communication materials</li> <li>• Light refreshments (Meals are not allowable)</li> <li>• Communications with parents, including mailings (No mandated mailings)</li> <li>• Childcare for parents to attend workshops.</li> <li>• Interpretation for parents attending workshops.</li> <li>• Equipment and supplies for the parent room.</li> <li>• Translation of documents for parents (language must be less than 15% of school population)</li> </ul>	<p>Same as for Title 1 Basic.</p> <p>No custodial or clerical hourly for setting up/cleaning up at parent events</p>
<b>31820</b>	Same as for Title I Basic, but must directly address needs that qualify the site for CSI status.	Same as for Title I, except no FTEs, no field trips, or furniture