

Consolidated Application and Use of Funds Learning Guide 2020-2021



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District English Learner Advisory Committee Consolidated Application Learning Guide

1. What is the Consolidated Application? Write down what you learned from the presentation.

Reference: <https://www.cde.ca.gov/fg/aa/co/ca19sinsaf.asp> (English)
<https://translate.google.com/translate?sl=en&tl=es&u=https://www.cde.ca.gov/fg/aa/co/ca19sinsaf.asp> (Spanish)

2. What is the District compliance (must dos) in order to submit an application to the California Department of Education?

3. What role does the DELAC hold as part of the application process? Please cite your source.

4. What are the four programs (i.e. titles) in funding the Los Angeles Unified receives from the ConApp submission?

TITLE I 2020-2021 ENTITLEMENT: \$341.6M

Carryover from 2019-20: \$ 83.8M

Private School Share Entitlement and Carryover: \$2M

Purpose: To improve academic achievement and to close the achievement gap.

School Site Programs: \$295M for Schoolwide Program and \$4M for Parent Involvement):

Programs and services vary by school. Schools conduct a needs assessment and develop a plan alongside stakeholders (School Site Council with input from ELAC) to address the academic needs of students.

Centrally Administered:

Supports for Students Including English Learners:

- Summer Programming for K-12 = \$40.7M
- Title I Intervention Program = \$7.5M
- Elementary Reading Support = \$2.3M
- Elementary Math Professional Development = \$9.4M
- Student Voice and Aspirations = \$300K
- Winter and Spring Plus (Credit Recovery) = \$625K
- Linked Learning = \$480K
- Homeless Education Program \$1.2M
- Neglected Students Program = \$1.4M
- School Site Council training = \$80K
- Parent Engagement = \$6.9M

Programs Specifically Designed to Serve English Learners:

- AVID Excel = \$400K
- Newcomer Summer Program + \$1.4M
- Professional Development to support English Learners with Disabilities = \$500K

Additional Positions at School Sites

- A-G Diploma Counselors = \$12.8M
- Middle School College and Career Coaches = \$9.5M
- Academic Counselor at CSI Options Schools = \$540k

TITLE II 2020-21 ENTITLEMENT: \$27.4M

Carryover: \$8.8M

Private School Share Entitlement and Carryover Approximately: \$2.7M

Purpose: To improve quality of and access to effective educators

Human Resources (12.5M):

Professional Development, Teachers

- District Intern Program
- Micro-Credentialing Program
- Educator Development and Support
- Certificated Performance Evaluation Support

Professional Development, Administrators

- Educator Development and Support: School Leaders
- Educator Development and Support: Principal Supervisors
- Los Angeles Administrative Services Credential Program
- Aspiring Principal and Assistant Principal Program
- Aspiring Principal and Assistant Principal Program

Recruitment

- Teachers

Local Districts (8.5M):

- Provide professional development and training opportunities for educators at the local district level
- Support educators in developing strategies to increase achievement

Division of Instruction (10.8M):

- Professional development to support teacher leadership, resource development and effective teaching in science, and English Language Arts
- Positions to support professional development and resources development in various areas e.g., mastery learning and grading, STEAM, Personalized Learning Systems
- Professional development of district leaders to support equity, engagement, hybrid learning and leading to improve

TITLE III ENGLISH LEARNER 2020-21 ENTITLEMENT : 11,213,717*

2019-20 Carry-Over: \$9,084,506**

2020-21 Total Available Funds: 20,298,223

Private School Share Entitlement and Carry-Over Approximately: \$221,890

Purpose: To support English Learners in attaining English Language proficiency and meeting State academic standards. The English Learner Journey begins with identification and ends with graduation of multilingual students.

Provide support to school sites by offering professional development to teachers and EL Designees.

Provide schools with technical state/federal EL guidance and targeted professional development (PD) based data such as the monthly English Learner Typology Monitoring Report and the MMED FOCUS Dashboard.

MMED Centrally Administered Programs (\$6,466,576):

- Designated and Integrated ELD Lessons-\$300,000
- Professional Development on EL Strategies-\$5,902,395
- English Learner and Dual Language Micro-Credential Program- \$50,000
- Family Outreach and Training Development-\$64,666
- Master Plan Institute for Title III Coaches-\$149,515

Local District Support to Schools (\$13,211,753)

- 166 Title III Instructional Coaches-\$12,085,433
- Professional Development on EL Strategies-\$920,588
- Intervention/Enrichment-\$205,090
- Supplemental Instructional Resources-\$642.00

2% Indirect Administrative Cost (\$398,004)

- Fund indirect cost such as clerical and/or administrative supervisory support.

* Yearly Title III entitlement has been decreasing for the last three years due to a drop on EL enrollment and higher reclassification of ELs.

** Amount includes salary savings based on Title III EL Instructional Coach vacancies. Available Title III resources have a 27-month use period, making it flexible to utilize all available funds the following academic year.

TITLE III IMMIGRANT EDUCATION PROGRAM 2020-21 ENTITLEMENT : \$0*

2019-20 Carry-Over: \$2,083,347**
2020-21 Total Available Funds: 2,083,347

Private School Share and Carry-Over Approximately: \$2,464

Purpose: To enhance instructional opportunities for International Newcomers and their families to ensure that these students meet the same challenging grade level and graduation standards as mainstream students.

Centrally-Administered Programs (\$2,080,883):

- Summer Program (9th-12th Grade)-\$420,663
- International Newcomer Leadership Conference-\$47,815
- Title III International Newcomer Coaches-\$1,187,239
- Monthly PD for Coaches/Counselors, International Newcomer Cadre and Teachers-\$305,865
- Family Outreach and Training-33,985
- Indirect Administrative Cost-\$85,316

* Entitlement is based on a 1% increase in the enrollment of International Newcomer Immigrant Students in a two year period. For the last two years, enrollment of these students has decreased. The carry-over funding the services in a year we did not get funding.

** Available carry-over funding allowed for the continue funding of Newcomer Coaches during the 2020-21 academic year.

TITLE IV 2020-21 ENTITLEMENT: \$26.2M

Carryover: \$29M

Private School Share of Entitlement and Carryover: \$3.5M

Purpose: To improve academic achievement by increasing district capacity to provide a well-rounded education, improve school conditions for learning, and improve use of technology.

Well Rounded Education (\$30.2M)

- Professional development and support to implement Mastery Learning and Grading (i.e., equitable grading practices)
- Professional Development for Elementary ELA, History/Social Sciences, Math (CGI), Science
- Professional Development for Secondary ELA, History/Social Science, Math, World Languages and Science
- Propelling Academic Success in Creativity and Leadership
- Pre-AP Readiness
- Early Education libraries
- College and Career Support
- Digital resources to support early literacy
- Support for equitable scheduling
- Gifted Network for African American and Other Students and Families
- Enrichment Success Academy

Safe and Healthy Schools (\$8.6M central, \$3.8M schools*)

- Newcomer counselors*
- Social Emotional Learning
- Professional Development for Health and Physical education
- Drug and Violence Prevention*
- Foster Youth Transportation
- Healthy Relationships*
- Bullying, Mental Health and Sexual Orientation or Gender Identity and Expression (SOGIE)*
- Supporting Positive Behavioral Interventions and Supports in the classroom
- ASSETs After School Program*

Use of Technology (\$7.5M)

- Professional development on personalized learning systems and use of the gradebook
- Professional Development to support Instructional Technology, including Computer Science, Digital Citizenship, Practitioner Schools, Teacher Leader Network, and International Society for Technology in Education