

2023 - 2024 EL Programs Budget Overview



Ready for the World
In Limitless Ways



EL Funding Sources

Title III Funding

Federal funds provided to supplement the core instructional program and Title I for English learners

Targeted Student Population

State funds provided to supplement and support **English learners** , low socioeconomically disadvantaged and foster youth

General Funds

State funds provided to fund the core (base) instructional program for all students





Targeted Student Population (TSP)

Funds designated for English Learners, low income and Foster youth

Purpose:

- Increase the number of English learners making annual progress in learning English and who reclassify as Fluent English Proficient (ELPI)
- Increase performance in basic skills assessment (DIBELS/ RGM/ SBA) demonstrating proficiency in English to participate in curriculum designed for native English speakers
- Prevent the number of Long Term English Learners (LTEL)

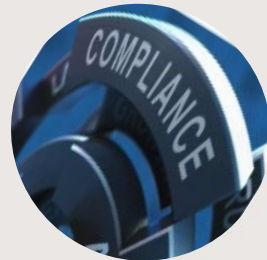




Title III

The District receives Title III (Federal) funds to provide supplemental direct services to English Learners (ELs). These funds must be used to provide direct services to ELs above and beyond the core program so that ELs learn English and meet challenging State academic content and achievement standards.

Title III, Section 3115(g), requires that funds be used "to supplement the level of federal, state, and local public funds that, in the absence of such availability, would have been expended for programs for English learner and immigration children and youth and in no case to supplant such Federal, State, and local public funds."





Funds must be used to...

- Increase the Academic English language proficiency of ELs
- Provide effective professional development to educators
- Provide activities and strategies that enhance educational programs for ELs, which include parent, family and community engagement.





EL Program Budget Priorities

Family
Outreach &
Training



Supplemental
Instructional
Materials (SIM)



Enrichment/
Acceleration



Multilingual
Multicultural
Academic
Language
Coach/ Teacher
Expert



Professional
Development





EL Program Budget Priorities

Professional Development

- PD Teacher Regular/ X - Time
- Contracted Instructional Services
- Conference Attendance
- Staff Training Rate
- Mileage
- Teacher Assistant (TA Relief)

Targeted Accelerated Prevention of LTEL Services for ELs

Intervention: address and remedy linguistic & academic deficits of identified ELs

Note : Non- ELs including RFEP students are not eligible to receive Title III funded intervention or other instructional services.

Multilingual Multicultural Academic Language Coach/ Teacher Expert

To support implementation of District's Title III initiatives including:

- Standards - based dELD & iELD instruction
- Demo/Co - Teacher
- Minimum 50% Push-in intervention
- Mentor
- Facilitator

Family Outreach & Training

Training activities related to the instructional program for ELs and designed to assist parents and families in becoming active participants in the education of their children. (Title III must not be used to support ELAC activities.)

Note:

Parents of non - EL students, including RFEP, are not eligible for Title III services.





What's New?





EL/SEL Instructional Coach Position

- May be school - funded
- Must be B - basis, 6hrs. + 1 hour differential
- Must provide push - in services for minimum of 50 %
- Page 55 & Page 58

English Learner/Standard English Learner Instructional Coach, Elementary or Secondary

The District's Local Control Accountability Plan (LCAP) identifies coaching as a critical component of a multi-tiered approach to teaching and learning, also known as Multi-Tiered System of Support (MTSS). The role of the English Learner (EL)/Standard English Learner (SEL) Instructional Coach is to build teacher capacity and provide support to both teachers and administrators. Under the direction of the school-site principal, the EL/SEL Instructional Coach will work collaboratively with general and special education teachers and administrators, program coordinators, and other staff to promote standards-based literacy and numeracy across the content areas aligned to CA Content Standards, using a multi-tiered approach to instruction, including the problem-solving model and appropriate evidence-based strategies to provide access to core instruction and acceleration for all students including English Learners, Standard English Learners, socioeconomically disadvantaged students, students with disabilities, and GATE students. The content area focus of work for the EL/SEL Instructional Coach will be based on student data and the academic goals of the school.

The EL/SEL Instructional Coach is a seven-hour support position and does not include the evaluation of teachers.

ROLES AND RESPONSIBILITIES

• Demonstration Teacher/Co-Teacher

- Collaboratively plan and conduct demonstration lessons with the classroom teacher that emphasize good first teaching which includes:

- Standards-based instruction
- The use of effective evidence-based instruction, access strategies (Academic Vocabulary, Instructional Conversations, Graphic Organizers, and Cooperative Grouping), Academic Engaged Time, and checking for understanding aligned to grade-level standards and content
- Differentiation of instruction with targeted attention to ELs/SELs academic and linguistic needs utilizing effective Designated ELD (ELD) and/or Integrated ELD (ELD) and/or MELD strategies

- The multi-tiered approach to support academic achievement and intervention
- Use of pre- and post-conferences for planning and debriefing lessons
- Use of technology tools

• Mentor

- Provide opportunities for teachers to reflect on their teaching practice, including the utilization of Culturally and Linguistically Relevant strategies
- Assist and support teachers in the implementation of district-adapted textbooks and support materials
- Assist and support teachers with instructional strategies that support the delivery of grade-level content to all students, including ELs, SELs, IWDs, socioeconomically disadvantaged students and GATE students

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English Learner Instructional Coach, Elementary or Secondary

The District's Local Control Accountability Plan (LCAP) identifies coaching as a critical component of a multi-tiered approach to teaching and learning, also known as Multi-Tiered System of Support (MTSS). The role of the English Learner (EL)/Standard English Learner (SEL) Instructional Coach is to build teacher capacity around Culturally and Linguistically Relevant strategies and Mainstream English Language Development (MELD) to increase promoting standards-based literacy across the content areas. Under the direction of the school-site principal, the EL/SEL Instructional Coach will work collaboratively with general and special education teachers and administrators, program coordinators, and other staff to promote standards-based literacy and numeracy across the content areas aligned to CA Content Standards, using a multi-tiered approach to instruction, including the problem-solving model and appropriate evidence-based strategies to provide access to core instruction and acceleration for all students including English Learners, Standard English Learners, socioeconomically disadvantaged students, students with disabilities, and GATE students. The content area focus of work for the EL/SEL Instructional Coach will be based on student data and the academic goals of the school.

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Multilingual Multicultural Academic Language Coach/ Teacher Expert

- Must be B - basis, 6hrs. + 1 hour differential
- Needs to have a differential
- Provides push - intervention for at least 3 hours of daily assignment

English Learner Instructional Coach, Elementary or Secondary

The District's Local Control Accountability Plan (LCAP) identifies coaching as a critical component of a multi-tiered approach to teaching and learning, also known as Multi-Tiered System of Support (MTSS). The role of the EL Instructional Coach is to build educator capacity and work collaboratively with administrators, teachers, and support staff to promote standards-based language and literacy across all content areas via the use of effective designated ELD (dELD) and integrated ELD (iELD) instruction. Moreover, Title III Instructional Coaches may provide monthly professional learning/training opportunities to families of EL students with an emphasis on Potential Long-Term English Learner (PLTEL)/ Long-Term English Learner (LTEL data), policy and on ways to support language and literacy at home. These supplemental positions support English Learners and their families solely, excluding other language classification groups. This position is designed to support the consistent implementation of the District's Title III Initiatives, 2018 Master Plan for English Learners and Standard English Learners, and related professional development and instructional planning for English Learners (International Newcomers, PLTELS and LTELS, ELs with disabilities) and Dual Language Education students (English Only (EO), Reclassified students (RTEPs), and Initially Fluent English Proficient Students (IFEP).

The EL Instructional Coach is a B-basis 7 hour, supplemental support position (with a salary differential per pay period) and does not include the evaluation of teachers.

ROLES AND RESPONSIBILITIES

• Demonstration Teacher/Co-Teacher

- Collaboratively plan and conduct demonstration lessons with the classroom teacher that emphasize good first teaching which includes:
 - Standards-based instruction
 - The use of effective evidence-based instruction, access strategies (Academic Vocabulary, Instructional Conversations, Graphic Organizers, and Cooperative Grouping), Academic Engaged Time, and checking for understanding aligned to grade-level standards and content
 - Differentiation of instruction with targeted attention to ELs academic and linguistic needs utilizing effective Designated ELD (dELD) and/or Integrated ELD (iELD) strategies

- The multi-tiered approach to support academic achievement and acceleration.
- Use of pre- and post-conferences for planning and debriefing lessons
- Use of technology tools

• Provide push-in intervention

- Provide direct acceleration services to targeted small groups of ELs (up to 3 hours/day) during dELD and iELD
- Hold data chat with students to review progress data and set linguistic/academic goals

• Mentor

- Provide opportunities for teachers to reflect on their teaching practice, including the utilization of Culturally and Linguistically Relevant strategies



Multilingual Multicultural Academic Language Teacher Coach/Expert

- Centralized service (MMED)
- 7- hour “B - basis” positions with differential
- Will be centrally assigned to schools
- One/half FTE for each priority/focus school

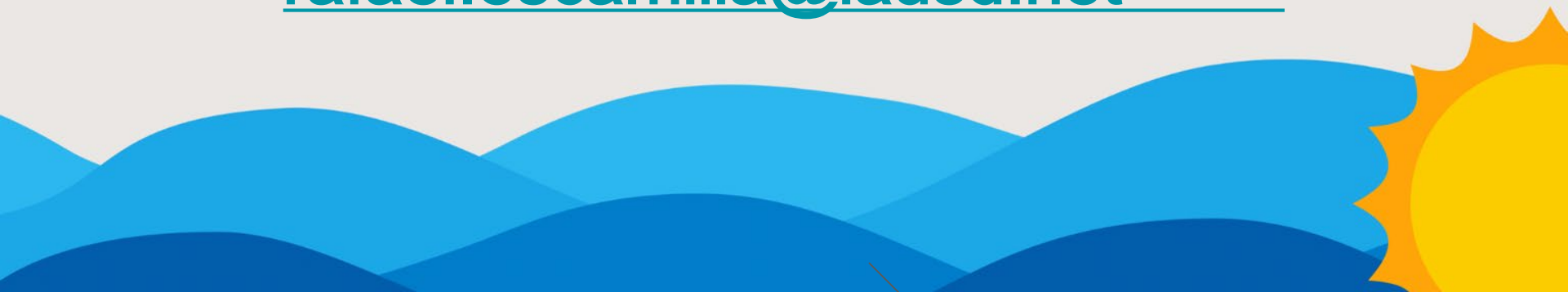




For more information contact:

Dr. Jose Posada @
jmp1322@lausd.net

Rafael Escamilla@
rafael.escamilla@lausd.net





Thank you!