

Targeted Student Population

As stated in the General Funds School Manual, school sites must ensure that they fund and operate a program for ELs in accordance with existing policy and federal agreements.

School sites must adhere to the English Learner mandates outlined in the District's agreement with the Office for Civil Rights (OCR) and operationalized in the 2012 Master Plan for English Learners. These mandates include, but are not limited to, English language development instructional services, intervention monitoring students' academic and English language proficiency and building teacher capacity. Schools may purchase an out of classroom position (i.e. Targeted Student Population Coordinator or adviser) to ensure compliance with above mentioned agreements. Schools must implement these mandates as appropriate and fund them using Targeted Student Population program funds (10183).

-General Fund School Manual, p. 12

Schools must use their Title III budgets, and should also use Targeted Student Population funds, to support an effective EL program designed to foster English Learners' acquisition of English language proficiency and master of grade-level learning standards as measured by the Annual Measurable Achievement Objectives (AMAOs). The following table describes resources that may be used to support an effective EL program.

If an issue for ELs at the school site is...	Consider...
Maintaining an effective program...	<ul style="list-style-type: none"> • TSP Coordinator-to provide PD, support Master Plan program implementation for ELs, collaborate with school staff to ensure that PD plan and intervention services are aligned with SPSA, conduct demonstration lessons and observations to improve instruction for ELs • General Supplies-to support academic achievement of ELs, professional development for teachers ELs, or training for parents of ELs • IMA-supplemental instructional materials for ELD and core instruction to support ELs in addressing language and comprehending core instruction
Linguistic and academic needs of a group of ELs...	<ul style="list-style-type: none"> • Class Size Reduction (CSR) Teacher-a highly-qualified register-carrying teacher with EL authorization to reduce class size and provide high quality instruction in classes that are composed solely of ELs (at least 4 days of day to day substitutes should be budgeted along with this position) • EL Counselor <ol style="list-style-type: none"> a) Use multiple sources of EL data to identify areas of need for intervention b) Provide supplemental professional development and parent workshops to provide additional support for EL achievement c) Participate in LAT d) Utilize multiple opportunities to collaborate with school staff in addressing the additional needs of ELs

e) *Provides additional assistance to LTELs and newcomers in utilizing the educational opportunities of the school and community*

- **Limited Contract Teacher (CELDT)**-to provide support with the administration of the Speaking portion of the CELDT (must attend CELDT training and receive a certificate prior to test administration, and the contract may not exceed the annual CELDT testing window)
- **Targeted Intervention Services-** to address and remedy the academic and linguistic deficits of identified ELs
 - **Clerical Overtime-** to support intervention programs/service provided to ELs outside of the regular workday.
 - **Teacher X/Z Time (tutoring)**-to provide targeted intervention services to ELs outside of the basic assignment.
 - **Intervention Coordinator**
 - a) *Use multiple sources of EL data to identify areas of need for intervention*
 - b) *Provide supplemental trainings and workshops for parents of ELs*
 - c) *Develop and monitor LTEL intervention plan*
 - d) *Participate in LAT*

Building teachers' capacity to address the specific needs of ELs...

- **Professional Development-** provide EL-related PD for teachers, administrators, and other school support staff to improve and implement high-quality ELD and access to core instruction for ELs
 - **PD Teacher Regular-** to pay teachers to attend PD during the regular assignment
 - **PD Teacher X/Z Time-**to pay teachers to attend PD outside the regular assignment
 - **Staff Conference Attendance-** to pay for teachers to attend conferences directly related to improving the academic achievement of ELs
 - **Professional Expert-** for a retired or current District employee with extensive knowledge of second language acquisition and experience working with ELs to provide Master Plan program-related professional development to improve the instructional program and increase the academic achievement of ELs.
 - **Contracted Instructional Services-** for contracts with organizations with extensive knowledge of second language acquisition to provide services to improve the instructional program and increase the academic achievement of ELs.
 - **Mileage** (conference attendance)-to compensate staff for miles traveled to and from Master Plan-related training/conferences
- **Instructional Coach-**to provide professional development, model lesson delivery, and coaching for teachers of ELs

	<ul style="list-style-type: none"> • Day to Day Substitutes-to release classroom teachers of ELs to participate in Master Plan related planning activities, for example: analyzing EL data, updating ELD portfolios, observing best practices, and lesson planning to differentiate instruction for ELs
Parent Involvement...	<ul style="list-style-type: none"> • Parent involvement staff and activities-to ensure that parents of ELs have opportunities to: <ul style="list-style-type: none"> a) receive training delivered in the parents' primary language b) participate in ELAC activities, and c) attend conferences designed to improve EL achievement <ul style="list-style-type: none"> ○ Parent Conference Attendance to pay for parents to attend conferences directly related to improving the academic achievement of ELs ○ Parent Resource Assistant-for a person proficient in English and Spanish, Armenian, or Korean to provide direct support to parents by disseminating information, maintaining parent-school communication, assisting in programs and outreach activities for parents, and providing primary language support. The Parent Resource Assistant will be located in the Parent Center. ○ Bilingual Community Representative- a person fluent in one or more of the languages spoken in the community, other than English, to support EL parent training and involvement activities ○ Advisory Committee Expenses-to be used to support the operating cost of the ELAC
English Learners who need primary language support...	<ul style="list-style-type: none"> • Bilingual Teacher Assistant-to provide direct instructional support in the classroom to ELs during core content instruction. Bilingual paraprofessionals are <u>assigned to highly-qualified teachers appropriately authorized to teach ELs</u>
English Learners (and families) who need support for attendance...	<ul style="list-style-type: none"> • PSA Counselor-to carry out the following activities focused on the specific needs of ELs: <ul style="list-style-type: none"> a) develop and monitor student attendance plans utilizing a three-tiered approach for LTELs, newcomers, and ELs with disabilities, focusing on drop-out prevention b) develop and implement attendance, motivation, and incentive programs for ELs c) provide supplemental parent education d) participate in LAT e) provide referrals to school and community services, e.g., home visits, in-home counseling for parents of ELs
English Learners (and families) who have specific health/health education needs...	<ul style="list-style-type: none"> • School Nurse-to carry out the following activities focused on the specific needs of ELs: <ul style="list-style-type: none"> a) Provide health-related counseling and education for parents and families of ELs, e.g., home visits for ELs, LTELs, and newcomers b) Provide staff development on health-related issues and counseling for ELs c) Provide school and community health-related information groups, workshops, and projects with a focus on ELs

- d) *Participate in LAT to identify necessary additional health-related support services for ELs*
- e) *Use primary language of ELs and their families when assisting with health-related issues that affect attendance and learning*

English Learners (and families) who have specific socio-emotional needs...

- **Psychiatric Social Worker-** *to carry out the following activities focused on the specific needs of ELs:*
 - a) *Provide individual, group, and family therapy targeting ELs who are at risk of school failure due to social, behavioral, and emotional problems*
 - b) *Provide additional parent education and training*
 - c) *Collaborates with teachers and school staff via LAT, COST, and SST to support EL students*
 - d) *Implement evidence-based, short-term group or individual (10 weeks) treatment that addresses the symptoms of trauma, depression, and anxiety due to newcomer or LTEL status*
 - e) *Provide community referrals, linkages, and collaboration with district and community resources to address the needs of ELs*
- **School Psychologist-** *to carry out the following activities focused on the specific needs of ELs:*
 - a) *Provide additional counseling for ELs individually or in groups*
 - b) *Provide behavioral intervention consultation for newcomers, LTEs, and ELs with disabilities*
 - c) *Provide consultation in the development of intervention programs specific to EL needs*
 - d) *Provide follow-up student observation as a result of recommendations from the LAT*
 - e) *Use primary language of ELs and their families when assisting with behavioral intervention*
 - f) *Provide PD addressing the needs of newcomers and LTELs*

Target Student Population Fund (TSP) 10183 –LCFF

Target Student Populations = **English Learners**, Low Income, Foster Youth

English Learner considerations when budgeting for 10183:

Although the restrictions previously imposed on EIA-LEP (S536) are no longer, the accountabilities around the English Learner Programs are still in place (as outlined in the California Education Code).

Guiding questions:

- Who will implement and monitor ELD instruction and intervention services for ELs?
- Who will monitor the English Learner Programs as outlined by CA Ed. Code?
- Who will monitor the Master Plan initiative and agreement with Office for Civil Rights?
- Who will assist with ELAC?
- Who will complete the EL Instructional Accountabilities? Which may include, but are not limited to:
 - Coordination of CELDT
 - EL Monitoring
 - Parent Notifications:
 - Initial Notification of Program Placement and Confirmation of Test Results
 - Annual notification of academic progress
 - Annual CELDT results notification
 - RFEP Monitoring Letters
 - Instructional Program Options for ELs meeting
 - LTEL Student-Parent Conference
 - Enrollment notifications

Categorical Programs Adviser (CPA) considerations:

- 1 FTE TSP Coordinator from 10183
- .5 FTE CPA Title 1 (S046) + .5 FTE TSP Coordinator 10183 (multi-funded)
- 1 FTE CPA Title 1 (S046)
- Split funded by co-located schools
- .5 FTE TSP Coordinator (part time)

For a list of the minimum requirements around the EL Programs, please go to Principal's Portal, Instructional On-Line Accountabilities: <https://principalportal.lausd.net/>