

Budget and Program Evaluation Sub-Committee

ESOL – English Language Learners

Planning for 2022-2023



Budget and Programming Subcommittee Proposal - LOW/MEDIUM

BPEC Subcommittee	ESOL
Proposal Name	Consolidating / Reorganizing ELL Sites & Subtracting ELs on Monitor
Estimated Savings	TBD--more investigation needed. Savings with taking an EL sub-population out of the ESOL ratio.
Description: Please provide a description of what will be done to provide financial resources that can be allocated to other priorities.	
<p>Reorganize elementary ELL sites</p> <ul style="list-style-type: none"> Consider Sunset Hill and Prairie Park to be ELL sites Consider making all 4 ELL elementary schools cluster sites (not just Cordley & Hillcrest). <p>Consolidate MS & reorganize HS sites</p> <ul style="list-style-type: none"> From 4 to 2 ESOL middle school sites Newcomer center at LHS <p>Remove S on ESOL Monitor status from ratio counts</p> <p>Reduction of staff at the district office.</p>	
"Pros" and "Cons" - Share below the values that were discussed within your committee regarding the proposal.	
<p>"Pros"</p> <p>What elevated this request to be a priority recommendation?</p>	<p>"Cons"</p> <p>What made this proposal difficult to recommend?</p>
<p>Students a cluster site closer to their attendance area school.</p> <p>Will consolidate ESOL staff, resulting in FTE reduction.</p> <p>Removing ELs for which we cannot get any state aid from the ESOL ratio (savings)</p>	<p>ELL T could have increased workloads/ratios due to a fluctuating number of students on ESOL Monitor status.</p> <p>Clustering more high-need students at LHS.</p> <p>Not sure if transportation costs will outweigh financial benefit.</p> <p>Training gen ed staff at new ELL sites.</p> <p>ELL services not offered at all secondary sites</p> <p>Harder for remaining staff to cover student needs given building sizes, grade levels, master schedules, etc.</p>

Budget and Programming Subcommittee Proposal - MEDIUM/LOW

BPEC Subcommittee	ESOL
Proposal Name	Consolidating / Reorganizing ELL Sites
Estimated Savings	TBD--more investigation needed
Description: Please provide a description of what will be done to provide financial resources that can be allocated to other priorities.	
<p>Reorganize elementary ELL sites</p> <ul style="list-style-type: none"> Consider Sunset Hill and Prairie Park to be ELL sites Consider making all 4 ELL elementary schools cluster sites (not just Cordley & Hillcrest). <p>Consolidate MS & reorganize HS sites</p> <ul style="list-style-type: none"> From 4 to 2 ESOL middle school sites Newcomer center at LHS <p>Savings would come from consolidating staff & transportation costs.</p> <p>Consider a reduction of staff at the district office.</p>	
"Pros" and "Cons" - Share below the values that were discussed within your committee regarding the proposal.	
"Pros" What elevated this request to be a priority recommendation?	"Cons" What made this proposal difficult to recommend?
<p>Students a cluster site closer to their attendance area school.</p> <p>Will consolidate ESOL staff, resulting in FTE reduction.</p>	<p>Clustering more high-need students at LHS.</p> <p>Not sure if transportation costs will outweigh financial benefit.</p> <p>Training gen ed staff at new ELL sites.</p> <p>ELL services not offered at all secondary sites</p> <p>Harder for remaining staff to cover student needs given building sizes, grade levels, master schedules, etc.</p>
<p>Questions:</p> <p>Would changing these locations impact the Title status of a school?</p>	

Budget and Programming Subcommittee Proposal - HIGH

BPEC Subcommittee	ESOL
Proposal Name	Closing an ELL Site
Estimated Savings	Cost of closing Hillcrest
Description: Please provide a description of what will be done to provide financial resources that can be allocated to other priorities.	
Elementary: Move HC cluster site to Sunset Hill. Close Hillcrest.	
“Pros” and “Cons” - Share below the values that were discussed within your committee regarding the proposal.	
“Pros” What elevated this request to be a priority recommendation?	“Cons” What made this proposal difficult to recommend?
HC to SH: Reduction in EL transportation costs. Moving ELs to SH would have a domino effect on HC’s student body population. HC ELL population is 154, of which 22 live within the HC boundary. (total population of HC 338). Remaining population would be near 200 students. Could help w/ staffing needs at other elementary sites	New schools need to get all staff ESOL endorsed. Reassign HC staff Could SH capacity handle HC ELs?

Budget and Programming Subcommittee Proposal - **OPTION 4**

BPEC Subcommittee	ESOL
Proposal Name	Increasing ESOL Revenue
Estimated Savings	TBD
<p>Description: Please provide a description of what will be done to provide financial resources that can be allocated to other priorities.</p>	
<p>Consider the following changes to the LPS ESOL Program:</p> <ul style="list-style-type: none"> Expanding the number of teachers with an ESOL endorsement to include... <ul style="list-style-type: none"> Elementary: One teacher from each grade level at all schools (include specials staff?) Middle / High: One teacher from each department. Adding an additional ESOL program status (called ESOL Consultation, Integrated ESOL, or some derivative thereof) that would fall under KSDE Code 3 / 6 (Active ESOL student). <p>Making these changes would allow ELs with advanced proficiencies that still qualify for ESOL the option to attend a cluster site and/or stay at their attendance area school. Elementary cluster sites would still be needed for ELs that need support beyond what can be integrated into the general education setting. It would also be imperative that a consistent ESOL endorsed student 'path' is available/offered at non-ELL cluster sites.</p> <p><u>Note:</u> Getting a required endorsement in ESOL at LPS includes the completion of a graduate course in ESOL Methods, a year-long (monthly) commitment to attend ESOL Academy, taking the ESOL Praxis, and adding the endorsement to their license.</p>	
<p>"Pros" and "Cons" - Share below the values that were discussed within your committee regarding the proposal.</p>	
<p>"Pros"</p> <p>What elevated this request to be a priority recommendation?</p>	<p>"Cons"</p> <p>What made this proposal difficult to recommend?</p>
<p>Students with advanced proficiency in English would have the option accept support and remain at their attendance area school.</p> <p>Increase in state bilingual aid.</p> <p>May decrease transportation costs.</p> <p>Would increase the number of teachers highly qualified to work with ELs.</p>	<p>ELs with highest needs would be at ESOL cluster sites. This may contribute to pervasive stigmas about ELs / EL statuses.</p> <p>'All or nothing' approach regarding ESOL endorsements. If a path to offer consistent ESOL support cannot be offered at a given school, it may cause more harm than good. (ex. I can accept ESOL support in 2nd grade b/c my teachers is endorsed but if I want to continue support, have to go to another school in 3rd because that teacher in my current building is not endorsed)</p> <p>Endorsed teachers may not stay with LPS long-term.</p> <p>Cost to endorse additional T may outweigh Title III budget (initially)</p> <p>Significant increase in state audit paperwork.</p> <p>May have to be negotiated with LEA.</p>

2021-22 Budget and Programming Subcommittee Agenda/Minutes - Meeting #1

BPEC Subcommittee		English to Speakers of Other Languages (ESOL)	
Meeting Date	11/18/21	Meeting Location/Link	Webex Personal Room

Committee Members/Attendance

Committee Member	Attending	Absent	Chairperson	Secretary
Leah Wisdom	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Melissa Blevins	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
JoLynn Albertson-Sears (BPEC)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Susanne Stoupakis	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kevin Etzel (BPEC)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jennifer Schmitt	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kasey VanDyk	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jessica Johnson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Charge - Each subcommittee will identify and develop three (3) proposals for significant budget savings and provide those proposals to the Budget and Program Evaluation Committee (BPEC) by December 13, 2021. Proposals should be categorized as high, medium, and low with regard to the amount of cost savings for each proposal. All proposals must include an analysis of the "pros" and "cons" regarding the particular proposal. This analysis will be reviewed by BPEC and used in providing a recommendation to the Lawrence Board of Education.

Agenda/Minutes - Please complete minutes using this form.	
I.	Select a chairperson and secretary for this subcommittee. The chairperson will be responsible for facilitating each meeting (following the agenda, time boundaries, etc.). The secretary will record minutes on this form. Minutes are automatically submitted to BPEC and shared publicly.
Chairperson - Kasey VanDyk Secretary - Jennifer Schmitt	
II.	Establish future meeting dates/times. It is recommended that the subcommittee meet once per week. The chairperson will send calendar invitations for future meetings. Online meetings are acceptable.
Meeting #1 - November 18, 2021 Meeting #2 - November 29, 2021 Meeting #3 - December 8, 2021	
III.	Establish norms. Some norms have been set. The group should also take some time to articulate,

discuss, and agree upon how the group will work together. Here are some [suggestions](#).

Required Norms:

Minutes will be recorded by the secretary during the meeting and agreed upon by the committee.
The committee may only make budget proposals for the area assigned.

Additional Norms Established by the Committee:

On time, Be prepared, Stay engaged

- IV. **Brainstorming.** Brainstorming is an effective way to produce a large number of ideas, generate ideas quickly, and solve tricky problems. We can't get to new places by only doing what's been done in the past. This will require the group to work outside its comfort zone and explore ideas even if they make us uncomfortable. Here are [7 Simple Rules for Brainstorming](#) to help you stay curious and withstand the discomfort. You might even want to try a [warm-up](#) to get the group working together on something less daunting.

Below you will find a question framed for brainstorming. It is recommended you set a time limit to get as many ideas in the space as possible. Consider having some individual time and some group time. After you have a number of ideas, group those ideas into "buckets" or themes and record them here.

Question: How might we reduce spending in this subcommittee's area of focus to address budget shortfalls and allow for more flexibility in prioritizing spending?

Background info: 30:1 students to teachers; HS and MS buildings all staff ESOL staff (whereas be4 we had cluster sites); we receive 700,00 a year from state weighting and we spend 1.5million+ in staffing

Ideas: Changing the ratio referenced above to more students/staff; closing schools and relocating students (specifically at Hillcrest); thorough audit of ESOL students receiving services; phasing out at the secondary level; expanding ESOL services to all schools; reduce the amount of bussing to school; cut/eliminate a certain percentage of curriculum resource budget buildings receive; cutting classified staff (particularly @ enrollment center); reconsidering elementary site locations

- V. **Requests for Data.** The ideas your group identifies may create more questions. You may need more data and information before you can develop three proposals for significant budget savings in your assigned area of focus. This is your opportunity to identify what information you need. Please list below, with as much detail as possible, what additional data you need to help you develop your proposal. The items listed below will be reviewed by the Business and Finance and Data and Technology Departments. Responses will be provided prior to your next meeting.

Question: What additional data does your group need to assist in developing three proposals for significant budget savings in your subcommittee's assigned area?

Data Requests:

Curricular material \$ yearly budget; state weighing for ESOL students (as this changes w/ legislation); breakdown of spending in all 3 spending sources (bilingual and title); enrollment trends of ESOL students; comparable stats from nearby districts; staffing numbers; program overview (i.e. role of KELPA and placement)

Next Meeting: Review data provided and determine what additional information is needed; establish a process for evaluating/ranking proposals; begin to identify "pros" and "cons" for each proposal.

2021-22 Budget and Programming Subcommittee Agenda/Minutes - Meeting #2

BPEC Subcommittee		English to Speakers of Other Languages (ESOL)	
Meeting Date	Monday, 11.29.21	Meeting Location/Link	Lawrence High School & Webex Link

Committee Members/Attendance

Committee Member	Attending	Absent	Chairperson	Secretary
Leah Wisdom	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Melissa Blevins	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
JoLynn Albertson-Sears (BPEC)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Susanne Stoupakis	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kevin Etzel (BPEC)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jennifer Schmitt	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kasey VanDyk	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jessica Johnson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Charge - Each subcommittee will identify and develop three (3) proposals for significant budget savings and provide those proposals to the Budget and Program Evaluation Committee (BPEC) by December 13, 2021. Proposals should be categorized as high, medium, and low with regard to the amount of cost savings for each proposal. All proposals must include an analysis of the "pros" and "cons" regarding the particular proposal. This analysis will be reviewed by BPEC and used in providing a recommendation to the Lawrence Board of Education.

Agenda/Minutes - Please complete minutes using this form.

- I. **Review Data requested.** The USD 497 finance and data departments have provided a link below to a folder with the data that was requested by the group at the last subcommittee meeting. A few questions are provided below that may be used by the group to discuss the data. The committee should feel free to add questions for discussion. Please record the minutes of the discussion below.

[ESOL Shared Folder](#)

Data Requested	Location
Curricular material \$ yearly budget -	see tab 1- noted as non-wage inclusive of more than materials, this varies each year some from district and some from allocation set aside for buildings, minimal costs. Most of the non wage budget is teacher endorsement each year.
State weighing for ESOL students (as this changes w/ legislation)	See tab 1 of ESOL Information spreadsheet

Breakdown of spending in all 3 spending sources (bilingual/general and title)	See Tab 1 - Title III Federal Funds are not included in this summary. Excess is the expenditures in excess of the Bilingual Weighting.
Enrollment trends of ESOL students	Zach & Kasey still pulling...see BOE update PPT from 3/2021
Comparable stats from nearby districts	See EOL S:T Ratios document
Staffing numbers	See tab 2 and tab 3 of ESOL information spreadsheet
Approximately how much a teacher 'costs'	See tab 1 - the average cost of a teacher in Lawrence is \$64,483 this includes salary, fica/medicare, unemployment, work comp, 403B and Health Dental Vision costs of a full time teacher.
Program overview (i.e. role of KELPA and placement)	See ESOL Support in LPS document

Sample Questions

When looking at the data what became clearer?

Enrollment numbers throughout the district; weighting descriptors in the budget.

How does the data tell you what our district values?

Maintaining a relatively low staffing ratio of 30:1; maintaining ELL cluster sites.

What might we lose if we choose one value over another?

Considering the impact a school closure suggestion would have on other committees, and the actual benefit it would offer after other schools absorb an increase in numbers.

After looking at the data, what are you still curious about?

Transportation costs if we were to relocate students to their home schools. Impact on other budget areas.

- II. **Determine the decision making process.** Making decisions is an absolutely necessary function of your subcommittee. Your proposal will be the result of the decisions your committee makes. It is important to spend some time discussing and agreeing upon how you will decide. You may be familiar with the [consensus](#), [democratic](#), or [autocratic](#) model. You may also want to consider the [consent](#) model. Don't feel you have to limit yourself to these ways of making decisions. Just make sure you have talked about it and have an agreement on how you are going to evaluate proposals. Share that plan below.

How we will decide which 3 proposals to forward to the Budget and Programming Evaluation Committee: Generate a short list of suggestions:

1. Increasing the district wide ratio, instead of using a school based staffing ratio.
2. Closing a cluster site and sending students to homeschool or another cluster site.
3. Cutting positions @ ESC.
4. Reabsorbing the proctoring and interpretation at the building level.
5. A combination of all above.

- III. **Identifying "pros" and "cons".** After brainstorming and data review some ideas or themes have probably started to emerge from your discussion. No matter the budget reduction, there will be loss. Your subcommittee needs to spend some time articulating those losses or what we will call "cons". As with any change, there will also be "pros". Balancing our budget would be one of those "pros". There may be others. Choose a few of the themes that have emerged from your discussion and begin to list the "pros" and "cons" of each one below.

IV. **Questions.** Your group may have determined that you still have questions before you can make a proposal. Please share below what additional information you need in order to make a proposal at your next meeting. The questions you provide below will be shared with the Business and Finance and Data and Technology Departments and will be in your folder prior to your next meeting.

Next Meeting: Review any additional data that was provided; using the established evaluation tool identify three proposals; rank proposals high, medium and low with regard to amount of cost savings; list "pros" and "cons" for each proposal

2021-22 Budget and Programming Subcommittee Agenda/Minutes - Meeting #3

BPEC Subcommittee		English to Speakers of Other Languages (ESOL)	
Meeting Date	12.07.21	Meeting Location/Link	Sunflower Elementary School & Webex Link

Committee Members/Attendance

Committee Member	Attending	Absent	Chairperson	Secretary
Leah Wisdom	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Melissa Blevins	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
JoLynn Albertson-Sears (BPEC)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Susanne Stoupakis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kevin Etzel (BPEC)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jennifer Schmitt	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kasey VanDyk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jessica Johnson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Charge - Each subcommittee will identify and develop three (3) proposals for significant budget savings and provide those proposals to the Budget and Program Evaluation Committee (BPEC) by December 13, 2021. Proposals should be categorized as high, medium, and low with regard to the amount of cost savings for each proposal. All proposals must include an analysis of the "pros" and "cons" regarding the particular proposal. This analysis will be reviewed by BPEC and used in providing a recommendation to the Lawrence Board of Education.

Agenda/Minutes - Please complete minutes using this form.
<p>I. Review Data requested. At your first meeting, you developed a request for data. During the second meeting, your subcommittee reviewed that data and may have generated additional questions or requests. The Business and Finance and Data and Technology Departments have reviewed those questions/requests and provided responses/information/data in your group's shared folder. Take the time to review those responses and record the minutes of any discussion below. Some sample questions are listed below to help your team move toward making a proposal. Feel free to add questions.</p>
<p>Highlights From Previous Meetings</p> <p>Meeting #1: (ideas are alternately colored to help differentiate between various ones shared)</p> <ul style="list-style-type: none"> Ideas: Changing the ratio referenced above to more students/staff; closing schools and relocating students (specifically at Hillcrest); thorough audit of ESOL students receiving services; phasing out at the secondary level; expanding ESOL services to all schools; reduce the amount of bussing to school; cut/eliminate a certain percentage of curriculum resource budget buildings receive; cutting classified staff (particularly @ enrollment center); reconsidering elementary site locations

- Data Requested: [Curricular material \\$ yearly budget](#); state weighing for ESOL students (as this changes w/ legislation); [breakdown of spending in all 3 spending sources \(bilingual and title\)](#); enrollment trends of ESOL students; [comparable stats from nearby districts](#); staffing numbers; [program overview \(i.e. role of KELPA and placement\)](#)

Meeting #2:

- Questions Answered:
 - When looking at the data what became clearer? [Enrollment numbers throughout the district; weighting descriptors in the budget.](#)
 - How does the data tell you what our district values? [Maintaining a relatively low staffing ratio of 30:1; maintaining ELL cluster sites.](#)
 - What might we lose if we choose one value over another? [Considering the impact a school closure suggestion would have on other committees, and the actual benefit it would offer after other schools absorb an increase in numbers.](#)
 - After looking at the data, what are you still curious about? [Transportation costs if we were to relocate students to their home schools. Impact on other budget areas.](#)
- Ideas:
 - Increasing the district wide ratio, instead of using a school based staffing ratio.
 - Closing a cluster site and sending students to homeschool or another cluster site.
 - Cutting positions @ ESC.
 - Reabsorbing the proctoring and interpretation at the building level.
 - A combination of all above.
- Still need to agree upon our decision making model: [consensus](#), [democratic](#), [autocratic](#) or the [consent](#) model.

[ESOL Shared Folder](#)

New Information / Data for Review:

- [EL population map](#) (screenshot-can look at live in PS)
- [ELs by Attendance Area KE](#) (includes endorsed T by building)
- Longitudinal EL Population Trends
 - [ELs by Building](#)
 - [Program Status](#)
 - [Population by Grade](#)
- Current factors that weigh into FTE recommendations:
 - Elementary: School size/sections & ELL student #s/ratio
 - Secondary: School size/master schedule, recommended supports & ELL student #s/ratio
 - Other Factors: Ability to...
 - Support S in accessing grade level content
 - Support ELs & families in acculturating and being part of the school culture (family facilitators play a large role in this, but ELL T do the daily / majority of the work)
 - Ensuring that ELL T has the ability to 'cover' the ELs on their caseload (ties to population but also takes into account the proficiency levels of ELL S)
 - Avoiding stigmas associated w/ ELs

Sample Questions

What did you learn?

If you had no fear, what would you say?

What are we willing to let go of?

What unpopular action might lead to progress?

How do we know we are meeting the academic & sociocultural needs of ELs in our district?

- II. **Review your decision-making process.** At your last meeting, your subcommittee discussed how you were going to evaluate each proposal and make decisions. Spend some time reviewing that process and how you will hold each other accountable to that process.

Required Elements: Proposal Name, Estimated Savings, Description, Pros, & Cons

- Step 1: Description feedback to create a detailed proposal description
- Step 2: Update/Insert corresponding numbers to determine wh/ plan is low, medium, and high
- Note: The average cost of a teacher in LPS is \$64,483. Cost to get a gen ed teacher endorsed is approximately \$2,000.

Proposal 1: HIGH- shifting elementary cluster from HC to SH and may have a domino impact on HC's student body population (total)

Proposal 2: MED--switching district EL:teacher ratio to 35:1 and exclude students on "monitoring" status, which then fuels building FTE/ 10% across the board cut to program AND reducing district office classified and certified staff (i.e. proctors at secondary level) placement @ buildings

Proposal 3: LOW--keeping district EL:teacher ratio at 30:1 and exclude students on "monitoring" status, which then fuels building FTE/ 10% across the board cut to program AND reducing district office classified and certified staff (i.e. proctors at secondary level) placement @ buildings

- III. **Identify the three proposals.** Choosing one proposal over another doesn't necessarily feel good, but it is necessary for your group to make progress. Be mindful of the values behind each proposal and know that there is space to acknowledge the losses for a particular group or value in the next step. It is recommended that you set a time limit for this step and honor that boundary. Please give each proposal a title below.

Proposal #1 (Low) - Of the three proposals this one should have the smallest budgetary impact.

Proposal #2 (High) - Of the three proposals this one should have the highest budgetary impact.

Proposal #3 (Medium) - The budgetary impact for this one should be larger than Proposal #1, but smaller than Proposal #2.

- IV. **Pros and Cons.** For each proposal click on the link below. It will force you to make a copy of the proposal form. On the form record the title of your proposal, your subcommittee's **estimate** of the budget savings, and a description of what will be done to provide financial resources that can be allocated to other priorities. Then, spend some time identifying the "pros" and "cons" of each proposal. Please save the proposals in your shared subcommittee folder.

[Proposal #1 \(Low\)](#)

[Proposal #2 \(Medium\)](#)

[Proposal #3 \(High\)](#)

- V. **Recognition and Appreciation.** It is recommended that your group spend a little time appreciating the difficult task that you were charged with and recognizing the losses and competing values that were at play.

Next Steps: Your subcommittee's proposals will be shared with the Budget and Program Evaluation Committee and the Board of Education. Your committee may be convened at a later time to provide more details or input regarding the proposal. Committee members are encouraged to stay apprised of the Budget and Evaluation Committee's meetings.

ESOL BPEC Recommendations

1 message

Kasey VanDyk <kasey.vandyk@usd497.org>

Mon, Dec 13, 2021 at 5:20 PM

To: Patrick Kelly <pkelly@usd497.org>, Kathy Johnson <kjohnson@usd497.org>

Cc: Leah Wisdom <lwisdom@usd497.org>, Kevin Etzel <kevin.etzel@usd497.org>, JoLynn Albertson-Sears <jalberts@usd497.org>, Susanne Stoupakis <susanne.stoupakis@usd497.org>, Melissa Blevins <Melissa.Blevins@usd497.org>, Jennifer Schmitt <jschmitt@usd497.org>, Jessica Johnson <jessica.johnson@usd497.org>

Greetings,

The ESOL BPEC committee has discussed a great deal the past few weeks. In considering the ELL budget, there are variables that could change the trajectory/our thinking on everything. While we considered as much as we could during this time, our group wanted to note that there is still a lot we do not know. Please know it *wasn't* a matter of information we could not get (you provided information requested), but given factors such as potential school closures, changing boundaries, and a shifting ESOL population, it was challenging for our group to come up with 3 solid options for consideration. That said, we did the best we could with what we knew and could rely upon.

After considering what shifts may take place and how ESOL may look/shift, attached are 3-4 proposals we feel could reduce (and/or enhance) the ESOL budget moving forward. None of these feel 'good' to propose, but in thinking creatively on how we could cut costs and maintain the level of support currently provided, this is what we were able to settle on via consent.

ESOL BPEC FOLDER (with data/information considered)

HIGH

MEDIUM / LOW

LOW / MEDIUM

INCREASING EL REVENUE

Thank you for seeking this committee's input as well as your time and consideration with these proposals. If you have questions or wish to discuss things further, please do not hesitate to reach out.

Regards,

The ESOL BPEC Committee



Kasey Van Dyk
ESOL Facilitator
Educational Support Center
110 McDonald Drive
Lawrence, KS 66044
785/832-5000 x 1476
www.usd497.org
My Webex Meeting Room

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2021-22 Budget and Programming Subcommittee Agenda/Minutes - Meeting #3/4

BPEC Subcommittee		English to Speakers of Other Languages (ESOL)	
Meeting Date	12.13.21	Meeting Location/Link	ESC Curriculum Conference Room 2 (old multipurpose room) & Webex Link

Committee Members/Attendance

Committee Member	Attending	Absent	Chairperson	Secretary
Leah Wisdom	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Melissa Blevins	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
JoLynn Albertson-Sears (BPEC)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Susanne Stoupakis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kevin Etzel (BPEC)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jennifer Schmitt	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kasey VanDyk	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jessica Johnson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Charge - Each subcommittee will identify and develop three (3) proposals for significant budget savings and provide those proposals to the Budget and Program Evaluation Committee (BPEC) by December 13, 2021. Proposals should be categorized as high, medium, and low with regard to the amount of cost savings for each proposal. All proposals must include an analysis of the "pros" and "cons" regarding the particular proposal. This analysis will be reviewed by BPEC and used in providing a recommendation to the Lawrence Board of Education.

Agenda/Minutes - Please complete minutes using this form.

- I. **Review Data requested.** At your first meeting, you developed a request for data. During the second meeting, your subcommittee reviewed that data and may have generated additional questions or requests. The Business and Finance and Data and Technology Departments have reviewed those questions/requests and provided responses/information/data in your group's shared folder. Take the time to review those responses and record the minutes of any discussion below. Some sample questions are listed below to help your team move toward making a proposal. Feel free to add questions.

Highlights From Previous Meetings

Meeting #1: (ideas are alternately colored to help differentiate between various ones shared)

- **Ideas:** Changing the ratio referenced above to more students/staff; closing schools and relocating students (specifically at Hillcrest); thorough audit of ESOL students receiving services; phasing out at the secondary level; expanding ESOL services to all schools; reduce the amount of bussing to school; cut/eliminate a certain percentage of curriculum resource budget buildings receive; cutting classified staff (particularly @ enrollment center); reconsidering elementary site locations
- **Data Requested:** Curricular material \$ yearly budget; state weighing for ESOL students (as this

changes w/ legislation); [breakdown of spending in all 3 spending sources \(bilingual and title\)](#); enrollment trends of ESOL students; [comparable stats from nearby districts](#); staffing numbers; [program overview \(i.e. role of KELPA and placement\)](#)

Meeting #2:

- Questions Answered:
 - When looking at the data what became clearer? [Enrollment numbers throughout the district; weighting descriptors in the budget.](#)
 - How does the data tell you what our district values? [Maintaining a relatively low staffing ratio of 30:1; maintaining ELL cluster sites.](#)
 - What might we lose if we choose one value over another? [Considering the impact a school closure suggestion would have on other committees, and the actual benefit it would offer after other schools absorb an increase in numbers.](#)
 - After looking at the data, what are you still curious about? [Transportation costs if we were to relocate students to their home schools. Impact on other budget areas.](#)
- Ideas:
 - Increasing the district wide ratio, instead of using a school based staffing ratio.
 - Closing a cluster site and sending students to homeschool or another cluster site.
 - Cutting positions @ ESC.
 - Reabsorbing the proctoring and interpretation at the building level.
 - A combination of all above.
- Decision making model: [consensus](#), [democratic](#), [autocratic](#) or the [consent](#) model.

Meeting #3:

[ESOL Shared Folder](#)

New Information / Data for Review:

- [EL population map](#) (screenshot-can look at live in PS)
- [ELs by Attendance Area KE](#) (includes endorsed T by building)
- Longitudinal EL Population Trends
 - [ELs by Building](#)
 - [Program Status](#)
 - [Population by Grade](#)
- Current factors that weigh into FTE recommendations:
 - Elementary: School size/sections & ELL student #s/ratio
 - Secondary: School size/master schedule, recommended supports & ELL student #s/ratio
 - Other Factors: Ability to...
 - Support S in accessing grade level content
 - Support ELs & families in acculturating and being part of the school culture (family facilitators play a large role in this, but ELL T do the daily / majority of the work)
 - Ensuring that ELL T has the ability to 'cover' the ELs on their caseload (ties to population but also takes into account the proficiency levels of ELL S)
 - Avoiding stigmas associated w/ ELs

Sample Questions

What did you learn?

If you had no fear, what would you say?

What are we willing to let go of?

What unpopular action might lead to progress?

How do we know we are meeting the academic & sociocultural needs of ELs in our district?

- II. **Review your decision-making process.** At your last meeting, your subcommittee discussed how you were going to evaluate each proposal and make decisions. Spend some time reviewing that process and how you will hold each other accountable to that process.

Required Elements: Proposal Name, Estimated Savings, Description, Pros, & Cons

- Step 1: Description feedback to create a detailed proposal description
- Step 2: Update/Insert corresponding numbers to determine wh/ plan is low, medium, and high
- Note: The average cost of a teacher in LPS is \$64,483. Cost to get a gen ed teacher endorsed is approximately \$2,000.

Proposal 1: HIGH- shifting elementary cluster from HC to SH and may have a domino impact on HC's student body population (total)

Proposal 2: MED--switching district EL:teacher ratio to 35:1 and exclude students on "monitoring" status, which then fuels building FTE/ 10% across the board cut to program AND reducing district office classified and certified staff (i.e. proctors at secondary level) placement @ buildings

Proposal 3: LOW--keeping district EL:teacher ratio at 30:1 and exclude students on "monitoring" status, which then fuels building FTE/ 10% across the board cut to program AND reducing district office classified and certified staff (i.e. proctors at secondary level) placement @ buildings

- III. **Identify the three proposals.** Choosing one proposal over another doesn't necessarily feel good, but it is necessary for your group to make progress. Be mindful of the values behind each proposal and know that there is space to acknowledge the losses for a particular group or value in the next step. It is recommended that you set a time limit for this step and honor that boundary. Please give each proposal a title below.

Proposal #1 (Low) - Of the three proposals this one should have the smallest budgetary impact.

Proposal #2 (High) - Of the three proposals this one should have the highest budgetary impact.

Proposal #3 (Medium) - The budgetary impact for this one should be larger than Proposal #1, but smaller than Proposal #2.

- IV. **Pros and Cons.** For each proposal click on the link below. It will force you to make a copy of the proposal form. On the form record the title of your proposal, your subcommittee's **estimate** of the budget savings, and a description of what will be done to provide financial resources that can be allocated to other priorities. Then, spend some time identifying the "pros" and "cons" of each proposal. Please save the proposals in your shared subcommittee folder.

[Proposal #1 \(Low\)](#)

[Proposal #2 \(Medium\)](#)

[Proposal #3 \(High\)](#)

- V. **Recognition and Appreciation.** It is recommended that your group spend a little time appreciating the difficult task that you were charged with and recognizing the losses and competing values that

were at play.

Next Steps: Your subcommittee's proposals will be shared with the Budget and Program Evaluation Committee and the Board of Education. Your committee may be convened at a later time to provide more details or input regarding the proposal. Committee members are encouraged to stay apprised of the Budget and Evaluation Committee's meetings.

Additional Information



Kathy Johnson <kjohnson@usd497.org>

Re: ESOL BPEC Recommendations

1 message

Kasey VanDyk <kasey.vandyk@usd497.org>

Mon, Dec 13, 2021 at 6:06 PM

To: Kathy Johnson <kjohnson@usd497.org>

Cc: Patrick Kelly <pkelly@usd497.org>, Leah Wisdom <lwisdom@usd497.org>, Kevin Etzel <kevin.etzel@usd497.org>, JoLynn Albertson-Sears <jalberts@usd497.org>, Susanne Stoupakis <susanne.stoupakis@usd497.org>, Melissa Blevins <Melissa.Blevins@usd497.org>, Jennifer Schmitt <jschmitt@usd497.org>, Jessica Johnson <jessica.johnson@usd497.org>

Thank you for seeking our input. Also, I forgot one important note. On the current FTE numbers provided, we are currently serving the equivalent of 24.5 FTE at buildings. The differences between actual and what we are utilizing can be found below:

LHS: We have 2.5 formally being used, but there has been a long-term sub in place "filling" the services that would be given if the 3rd FTE were filled.

FSHS: It shows we're over by .5, but in actuality we have 1.5 certified and a FT classified para, for a total of 2.0 FTE.

LMCMS: It shows we're at .25 FTE (half-time para), but we have a FT ESOL teacher in place, making a total FTE of 1.25.

My apologies for not including these in the previous notes/comments. Thanks again for your patience and support.

Kasey



Kasey Van Dyk
 ESOL Facilitator
 Educational Support Center
 110 McDonald Drive
 Lawrence, KS 66044
 785/832-5000 x 1476
www.usd497.org
 My Webex Meeting Room

This email is intended for the addressee(s) and may be confidential. If received in error, please delete it and notify me. Unauthorized use, forwarding, printing, copying, or distributing is prohibited and may be unlawful.

On Mon, Dec 13, 2021 at 5:44 PM Kathy Johnson <kjohnson@usd497.org> wrote:

Thanks Kasey!

Kathy

Katharine S Johnson, CPA | Executive Director Finance | Board Treasurer



Lawrence USD #497, Lawrence Public Schools
 785.832.5000 X 2376 Phone | 785.832.5022 Fax

On Mon, Dec 13, 2021 at 5:20 PM Kasey VanDyk <kasey.vandyk@usd497.org> wrote:

Greetings,

The ESOL BPEC committee has discussed a great deal the past few weeks. In considering the ELL budget, there are variables that could change the trajectory/our thinking on everything. While we considered as much as we could during this time, our group wanted to note that there is still a lot we do not know. Please know it **wasn't** a matter of information we could not get (you provided information requested), but given factors such as potential school

closures, changing boundaries, and a shifting ESOL population, it was challenging for our group to come up with 3 solid options for consideration. That said, we did the best we could with what we knew and could rely upon.

After considering what shifts may take place and how ESOL may look/shift, attached are 3-4 proposals we feel could reduce (and/or enhance) the ESOL budget moving forward. None of these feel 'good' to propose, but in thinking creatively on how we could cut costs and maintain the level of support currently provided, this is what we were able to settle on via consent.

[ESOL BPEC FOLDER](#) (with data/information considered)

[HIGH](#)

[MEDIUM / LOW](#)

[LOW / MEDIUM](#)

[INCREASING EL REVENUE](#)

Thank you for seeking this committee's input as well as your time and consideration with these proposals. If you have questions or wish to discuss things further, please do not hesitate to reach out.

Regards,

The ESOL BPEC Committee



Kasey Van Dyk
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Data

SUMMARY OF STATE AID CALCULATION FOR BILINGUAL WEIGHTING

	Contact Hours	FTE (divide by 6)	Weighting Factor	FTE for Funding
2021-2022 (unaudited)	2132.9	355.5	0.395	140.4
2020-2021	2097.5	349.6	0.395	138.1
2019-2020	2058.6	343.1	0.395	135.5
2018-2019	2323.3	387.2	0.395	152.9
2017-2018	2208.6	368.1	0.395	145.4
2016-2017	2331.5	388.6	0.395	153.5
2015-2016	2331.5	388.6	0.395	153.5
2014-2015	2331.5	388.6	0.395	153.5

Block Grant - Same funding as 2014-2015

Block Grant - Same funding as 2014-2015

BSAPP	AMOUNT	Total ESL Costs	Excess of Bilingual Weighting	* Non Wage
4,569	641,488	1,800,000	(1,158,512)	60,000
4,569	630,979	1,755,387	(1,124,408)	34,679
4,436	601,078	1,814,969	(1,213,891)	45,373
4,165	636,829	1,840,291	(1,203,462)	42,256
4,006	582,472	1,837,676	(1,255,204)	49,310
N/A	591,282	1,788,129	(1,196,847)	29,930
N/A	591,282	1,799,069	(1,207,787)	35,159
3,852	591,282	1,777,075	(1,185,793)	38,398

Budget

* Non Wage includes supplies, materials, Apps, Teacher Endorsements

Average Cost of a Teacher	\$64,483
----------------------------------	-----------------

ESTIMATE FOR 2021-2022

	Budget	Actual
	1.000	1.000
	1.000	1.000
	0.500	0.500
	0.500	0.500
Total	3.000	3.000
ESL Building FTE	24.500	23.903
Total	27.500	26.903

Coordinator - ESL Translator

Facilitator ESL

Beginning in 2020-2021, temporary non contracted positions were used for proctoring, in lieu of 1.0FTE is now in place, temporary positions are no longer being used.

0.597 Unfilled at this time

(decrease of .25 budget allocation 27.75 from 20-21))

Loc	Est. Students	School	2021-2022	2021-2022 FTE Used (Full Time)	(Over) /Under	Actual Certified FTE	Actual Classified FTE	CL Conversion to CE FTE	Notes
01	110	LHS	3.500	3.470	0.030	3.000	0.938	0.470	change shows +1 certified (long term sub)
02	90	FSHS	2.000	1.970	0.030	1.500	0.938	0.470	change shows minus .5 certified (from original)
03	47	LMCMS	1.250	1.250	-	1.000	0.500	0.250	change shows that there is a FT ELL T
05	38	WMS	1.250	1.250	-	1.000	0.500	0.250	
07	82	BMMS	2.000	2.000	-	2.000		-	
09	50	SWMS	1.250	1.250	-	1.000	0.500	0.250	
12	43	CD	2.000	2.000	-	2.000		-	
16	178	HILL	6.250	5.713	0.537	5.463	0.500	0.250	interpreter
23	77	SCHW	3.000	3.000	-	3.000		-	
28	50	SUNF	2.000	2.000	-	2.000		-	
00		Not Placed						-	
Total 2021-2022			24.500	23.903	0.597	21.963	3.876	1.940	

23.903 (decrease of .25 budget allocation from

Total 2020-2021 24.750

28.839 Actual FTE

20.463 Actual CE

3.876 Actual Classified FTE

24.339 Subtotal

3.000 Actual Admin

27.339 Actual Total To date

FUND
Pay Class
DEPT

(Multi-terms)
(Multi-terms)
47

2021-2022 Staffing Cost

Sum of TOTAL COST

Row Labels	00	01	02	03	05	07	09	12	16	23	28	51	Grand Total
COORDINATOR I - ESL TRANSLATOR	59,795												59,795
ESL ASSESSMENT PROCTOR												48,756	48,756
ESL TRANSLATOR INTERPRETER									17,604				17,604
FACILITATOR ESL	68,127												68,127
PARA ESL		23,295	22,969	12,204	12,204		12,204						82,876
TEACHER ESL		127,803	146,839		60,297	127,021	58,732	127,940	401,268	207,192	145,165		1,402,257
Grand Total	127,922	151,098	169,808	12,204	72,501	127,021	70,936	127,940	418,872	207,192	145,165	48,756	1,679,415

FUND
Pay Class
DEPT

(Multi-terms)
(Multi-terms)
47

2021-2022 Staffing FTE

Sum of CALC FTE

Row Labels	00	01	02	03	05	07	09	12	16	23	28	51	Grand Total
COORDINATOR I - ESL TRANSLATOR	1.000												1.000
ESL ASSESSMENT PROCTOR												1.000	1.000
ESL TRANSLATOR INTERPRETER									0.500				0.500
FACILITATOR ESL	1.000												1.000
PARA ESL		0.938	0.938	0.500	0.500		0.500						3.375
TEACHER ESL		2.000	2.000		1.000	2.000	1.000	2.000	5.463	3.000	2.000		20.463
Grand Total	2.000	2.938	2.938	0.500	1.500	2.000	1.500	2.000	5.963	3.000	2.000	1.000	27.338

ESL FTE

ELS Assigned FTE Besides Building Allocations

2020-2021				
	Budget	Actual		
	1.000	1.000	Coordinator - ESL Translator	
	1.000	1.000	Facilitator ESL	
	0.500	0.500	Beginning in 2020-2021, temporary non contracted positions were used for proctoring, in lieu of 1.0FTE is now in place, temporary positions are no longer being used.	
	0.500	0.500		
Total	3.000	3.000		
ESL Building FTE	24.750	22.880	Per Formula - Staffing	
Total	27.750	25.880	1.870 Unfilled at this time	

Loc	School	2020-2021	2020-2021 FTE Used (Full Time)	(Over) /Under	Breakdown of FTE Certified	Breakdown of FTE Classified	CE Equivalent (1/2) for Classified	Notes
01	LHS	3.500	3.720	(0.220)	3.000	1.438	0.720	
02	FSHS	2.000	2.470	(0.470)	2.000	0.938	0.470	
03	LMCMS	1.250	0.250	1.000	-	0.500	0.250	
05	WMS	1.250	1.000	0.250	1.000	-	-	
07	BMMS	2.000	2.000	-	2.000	-	-	
09	SWMS	1.250	1.000	0.250	1.000	-	-	
12	CD	2.000	1.130	0.870	1.000	0.250	0.130	.25 Parent Involvement Facilitator (ESL)
16	HILL	6.500	6.310	0.190	6.000	0.625	0.310	2 FTE will be used for Elementary Teacher Positions 2020-2021 (November 9 forward) - Classified .625 are lterpreters
23	SCHW	3.000	3.000	-	3.000	-	-	
28	SUNF	2.000	2.000	-	2.000	-	-	
00	Not Placed						-	
Total 2020-2021		24.750	22.880	1.870	21.000	3.751	1.880	
							22.880	
Total 2019-2020		25.550						

2019-2020				
Aqui, Mireya	1.00	1.00		Coordinator - ESL Translator
Van Dyk, Kasey	1.00	1.00		Facilitator ESL
Total	2.00	2.00		
ESL Building FTE	25.55	26.48		Per Formula - Staffing
Total	27.55	28.48	(0.93)	

Loc	School	2019-	2019-2020	(Over)	Breakdown	Breakdown	CE	Notes
01	LHS	3.50	3.00	0.50	3.00	-	-	
02	FSHS	2.50	2.47	0.03	2.00	0.94	0.47	Elaine went .5 Gen Ed, They had a full time Para
03	LMCMS	1.25	1.00	0.25	1.00	-	-	Para was funded w/ELL and another source
05	WMS	1.30	1.47	(0.17)	1.00	0.94	0.47	Para was funded w/ELL and another source
07	BMMS	2.00	2.94	(0.94)	2.00	1.88	0.94	Paras were inconsistent, but present most of the year. BMMS has interviewed
09	SWMS	1.25	1.47	(0.22)	1.00	0.94	0.47	Para was funded w/ELL and another source
12	CD	2.00	2.41	(0.41)	2.00	0.81	0.41	
16	HILL	6.75	6.25	0.50	6.00	0.50	0.25	Used some of the funding for building coach & interpreter, Don't know how much
19	KENN	-	0.47	(0.47)	-	0.94	0.47	
23	SCHW	3.00	3.00	-	3.00	-	-	
28	SUNF	2.00	2.00	-	2.00	-	-	
Total 2019-2020		25.55	26.48	(0.93)	23.00	6.95	3.48	
Total 2018-2019		25.58						29.95

LPS: 1:30 board-approved

Ratios from surrounding districts:

Blue Valley: I am sorry, I don't have an easy answer for you. We do not have a set ratio (in order to request additional staffing), and all of our schools are quite different. We weigh schools with a greater number of non-speakers more heavily. In addition, some of our schools have 3 teachers, while some only have .5... (1/2) . We currently have 25 teachers and 420 actively receiving services (does not include monitored and no-service). Our ratios are larger at the elementary level than secondary.

Kasey Note: I'm sure the actual distribution among schools/teachers is different, but 420 Active ELs / 25 teachers = 16.8 students : 1 ESOL teacher

Topeka 501: We try to keep it no higher than 50:1, but at some schools it's creeping up higher since enrollment is picking back up this year.

Manhattan:

I'd love for you to share your findings when you are finished. This has been a topic in our district, but very little discussion or movement.

These are my best estimates.

Early Learning has been about 40:1

K-5 Elementary has been about 45:1

6-8 Middle school has been about 35:1

9-12 grade has been about 25:1

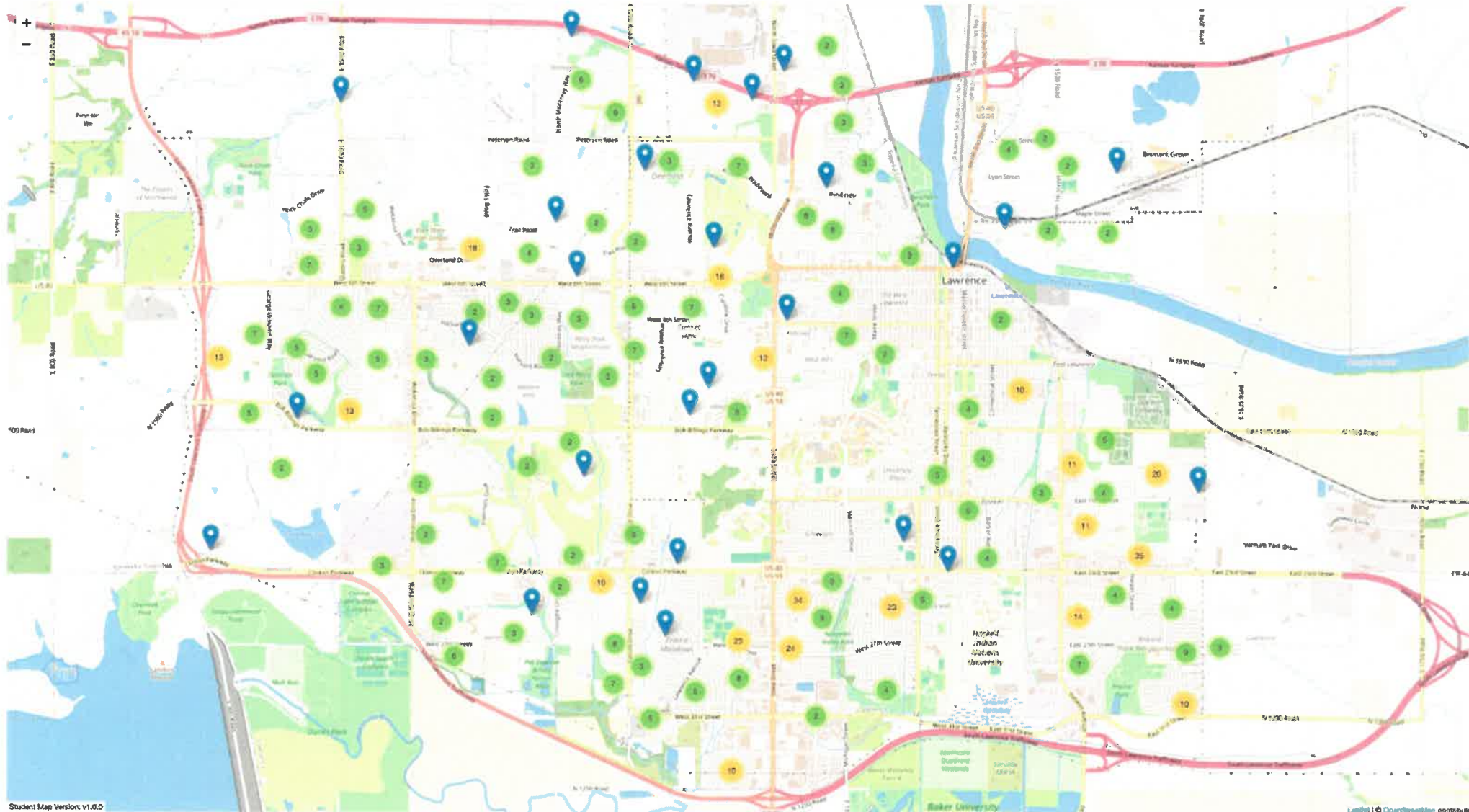
I do include the monitor students in caseloads because of the paperwork, collaboration, etc... (unfunded mandates)

If a single teacher has a caseload of more than 25, we try and hire a full time aide to support as well. If a single building has more than 50 students we try and have 2 Core ESOL teachers.

Middle School and High school is such a challenge because of all of the courses offered and expectation for Core ESOL teacher to do the modification and intervention. We typically have more aides for High School support.

As a district, we continue to try and get ESOL Endorsements, but it doesn't seem to have much impact on direct language instruction in the core classroom.

Our biggest challenge now is recruitment and hiring of Core ESOL teachers. We simply don't have applicants for our positions.



COUNT of Student Number	ESOL Status					Approx. # of Endorsed or POF staff
School	ESOL Activ	ESOL Decli	ESOL Moni	ESOL Trans	Grand Total	
Billy Mills	34	8	2	14	58	8
Broken Arrow	1	8			9	2
Cordley	36	1	3	2	42	25
Deerfield		14	3		17	8
EC	23				23	5
Free State HS	31	7	5	11	54	11
Hillcrest	125	2	2	25	154	31
Langston Hughes	1	32	19		52	5
LawrenceHS	71	6	2	12	91	17
Liberty Mem. Central MS	13	1	8	2	24	8
LVS		20	2		22	4
New York		2			2	10
Pinckney		6			6	2
Prairie Park		16	1		17	10
Quail Run	1	6	5		12	5
Schwegler	46	1		12	59	20
Southwest MS	14	4	5	10	33	12
Sunflower	27			13	40	25
Sunset Hill		12	2		14	3
West MS	16	4	2	5	27	11
Woodlawn		2			2	6
Grand Total	439	152	61	106	758	230

ESOL Count by
Status & School

COUNT of Student Number																					
Current School		Billy Mills	Broken Arrow	Cordley	EC	Free State HS	Hillcrest	Langston Hughes	LawrenceHS	Liberty Mem. Central MS	Quail Run	Schwegler	Southwest MS	Sunflower	West MS	West MS	West MS	West MS	West MS	West MS	Grand Total
Billy Mills	48																				48
Broken Arrow		1																			1
Cordley			12	5				4		1	7	1	2							6	38
EC					23																23
Free State HS						42															42
Hillcrest		17	11	1			22	1			19	2	34	14	3			26			150
Langston Hughes								1													1
LawrenceHS									83												83
Liberty Mem. Central MS										15											15
Quail Run											1										1
Schwegler												58									58
Southwest MS													24								24
Sunflower														40							40
West MS																21					21
Grand Total	48	18	23	6	23	42	22	6	83	15	20	9	35	17	61	24	40	26	21	6	545

cluster to CD		35												-15	15	24	-24	42	-42	
cluster to SH			-6	-22						28				2	76	48	16	68	-21	
cluster to SW																				
cluster to SF		-18				-35			53											
Total												-17	23	-6						
30:1 Ratio	30	53	17	-16	-12	22	13	59	111	9	3	32	29							
36:1 Ratio		2						2	4			2	1		3	2		3	19	
adjusted		2						2	4			1			3	2		2	16	
								4	2			3			1.5	2.5		4	19	
ELL Endorsements	2	25	8	31	10	10	2	20	3	6	5	25	5	8	11	8	12	17	11	219

ELs by Attendance Area: Active & Transition

COUNT of Student Number																											
Current School	My Millen	Aordleer	EC	Statllcrest	on Hrencem	CLVS	w Ymckn	rairie	Paruail	Ruchweg	luthwest	inflow	unset	Hest	Moodla	Grand Total											
Billy Mills	56																56										
Broken Arrow		9															9										
Cordley			13	5			4			1	7		1	2			6										
Deerfield				14													14										
EC					23												23										
Free State HS						49											49										
Hillcrest		18	11	1			22	1			19	2	35	14	3		26										
Langston Hughes								33									33										
LawrenceHS									89								89										
Liberty Mem. Central MS									16								16										
LVS										20							20										
New York											2						2										
Pinckney												6					6										
Prairie Park													16				16										
Quail Run														7			7										
Schwegler															59		59										
Southwest MS																28	28										
Sunflower																	40										
Sunset Hill																		12									
West MS																			25								
Woodlawn																				2							
Grand Total	56	27	24	20	23	49	22	38	89	16	20	22	15	52	23	62	28	40	38	25	8	697					
cluster to CD		97			-52	-22	-15							0	0	0	0	0	0								
cluster to SH			-20	-22				42						52	23	62	28	40	38								
cluster to SW		-27			0			27																			
cluster to SF											-23	61	-38														
cluster to LH											0	0	0														
Total	29	124	4	-2	-29	27	7	65	131	8	-3	83	-23														
30:1 Ratio		5						3	5			3	-1	2	1	3	1	2	2			26					
35:1 Ratio		4						2	4			3	-1	2	1	2	1	2	2			22					
40:1 Ratio		4						2	4			3	-1	2	1	2	1	1	1			20					
50:1 Ratio		3						2	3			2	-1	2	1	2	1	1	1			17					
ELL Endorsements	2	25	8	31	10	10	2	20	3	6	5	25	5	8	11	8	12	17	11			219					

ELs by Attendance Area MINUS ELs on Monitor Status

		Residing School																					
COUNT of Student Number																							
Attending School	Current School	ly Milen Aordleerfie EC Statllcre: on Hrencem. CLVS:w Ycnckn	rairie Parauail Richweglerthwest	nflowinset	Hest Moodlav	Grand Total																	
	Billy Mills	58																					58
	Broken Arrow		9																				9
	Cordley			15	6			4			1	7		1	2						6		42
	Deerfield				17																		17
	EC					23																	23
	Free State HS						54																54
	Hillcrest		18	11	2			22	1				19	2	35	15	3			26			154
	Langston Hughes								52														52
	LawrenceHS									91													91
	Liberty Mem. Central MS										24												24
	LVS											22											22
	New York												2										2
	Pinckney														6								6
	Prairie Park															17							17
	Quail Run																12						12
	Schwegler																	59					59
	Southwest MS																		33				33
	Sunflower																			40			40
Sunset Hill																				14		14	
West MS																					27	27	
Woodlawn																					2	2	
Grand Total		58	27	26	25	23	54	22	57	91	24	22	22	15	53	29	62	33	40	40	27	8	758
cluster to CD			45				-22	-15					-8		-24	24	33	-33	54	-54			
cluster to SH				-25	-22					47					29	53	95	0	94	-14			
cluster to SW			-27				-53			80													
cluster to SF													0										
cluster to LH													-29	-40	69								
Total		31	72	1	3	-30	32	7	137	138	16	-7	-18	84									
30:1 Ratio			3						5	5			-1	3		2	4		4			25	
35:1 Ratio			3						4	4			-1	3		2	3		3			21	
40:1 Ratio			2						4	4			-1	3		2	4		4			22	
50:1 Ratio			2						4	4			-1	3		2	4		4			22	
ELL Endorsements		2	25	8	31	10	10	2	20	3	6	5	25	5	8	11	8	12	17	11		219	

ELs by Attendance Area: ALL

All ELs									Ratio 30	Potential Transportation Pop Changes		
Cluster Site	Feeders	EL Pop	Total ELs	1:30 Ratio	Resultin g FTE	Net Changes				Cluster Site	Feeders	EL Pop
						Changes	Change Description	Current FTE				
Cordley	Cordley	45	71	2.37	2.5			2	*could move FTE to 3.5 as there are a high # of ELs on monitor (and then use .5 for interpreter elsewhere)	Cordley	Cordley	45
	New York	22				0.5	Add one FT para				New York	22
	Pinckney	15									Pinckney	15
	Woodlawn	8									Woodlawn	8
Sunset Hill	Sunset Hill	47	87	2.90	3	-3	HC ESOL T to SH	6.25		Sunset Hill	Sunset Hill	47
	Hillcrest	22					Reallocate interpreter				Hillcrest	22
	Deerfield	25					Reallocate 3 ESOL T				Deerfield	25
Schwegler	Schwegler	80	142	4.73	5	2	Add two ESOL T	3		Schwegler	Schwegler	80
	Broken Arrow	27									Broken Arrow	27
	Prairie Park	53									Prairie Park	35
Langston *	Langston	69	126	4.20	4		SF ESOL T to LH	2		Langston	Langston	6
	Quail Run	29				3	Add one ESOL T				Quail Run	29
	Sunflower	40									Sunflower	
West	West	27	51	1.70	2	-0.25	Reallocate PT para @ LMC*	2.5		West	West	27
	LMCMS	24				-0.25	Reallocate PT para @ WMS				LMCMS*	15
BMMS	BMMS	58	91	3.03	3			3.25		BMMS	BMMS	58
	SWMS	33				-0.25	Reallocate para @ SWMS				SWMS*	24
LHS	LHS	91	145	4.83	5	1.5	Add one FT T & on FT para	5.5		LHS	LHS	91
	FSHS	54					Reelloate .5 ESOL T				FSHS	42
			713	23.77	24.5							

Alternate w/ 2 HS ESOL Sites..

LHS	LHS	103	103	3.43	4.00	0.5	Add one FT T & reallocate para OR Add 1 FT para	3.5
FSHS	subtract low prof. ELs.	54	42	1.40	1.50	-0.5	Reallocate .5 ESOL T	2
				23.77	25.00			

ELs minus those on Monitor Status								
Cluster Site	Feeders	EL Pop	Total ELs	1:30 Ratio	Resultin g FTE	Net Changes		
						Changes	Change Description	Current FTE
Cordley	Cordley	24	121	4.03	4			2
	Prairie Park	52				2	Add 2 ELL T	
	New York	22						
	Pinckney	15						
	Woodlawn	8						
Sunset Hill	Sunset Hill	38	87	2.90	3	-3	HC ESOL T to SH	6.25
	Hillcrest	22					Reallocate interpreter	
	Deerfield	20					Reallocate 3 ESOL T	
Schwegler	Schwegler	62	89	2.97	3			3
	Broken Arrow	27						
Sunflower	Sunflower	40	101	3.37	4			2
	Langston	38				2	Add 2 ELL T	
	Quail Run	23						
West	West	25	41	1.37	1.5			2.5
	LMCMS	16					Reallocate 1 ELL T	
BMMS	BMMS	56	84	2.80	3			3.25
	SWMS	28					Reallocate 1 part-time para	
LHS	LHS	89	138	4.60	4.5		Reallocate .5 ESOL T	5.5
	FSHS	49					Reallocate 1 FT Para	
				22.03	23	24.5		

Alternate w/ 2 HS ESOL Sites..

LHS	LHS	89	101	3.37	3.5			3.5
FSHS	subtract low prof. ELs.	49	37	1.23	1.5		Reallocate FT Para	2
				22.03	23.5			

Current Potential Transportation #s

Cluster Site	Feeders	EL Pop	Total Poss. Transp.
Cordley	Deerfield	25	117
	Langston	69	
	Pinckney	15	
	Woodlawn	8	
Hillcrest	Sunset Hill	47	156
	Broken Arrow	27	
	Prairie Park	53	
	Quail Run	29	
		Total	273

A&T onlyTransport. w/ only 1 element. Change

Cluster Site	Feeders	EL Pop	Total Poss. Transp.
Cordley	Deerfield	25	117
	Langston	69	
	Pinckney	15	
	Woodlawn	8	
Sunset Hill	Hillcrest	22	131
	Broken Arrow	27	
	Prairie Park	53	
	Quail Run	29	
			248

Diff from original
25

LHS	LHS	
FSHS	subtract low prof. ELs.	12
		285

Potential Transportation Pop Changes		
Cluster Site	Feeders	EL Pop
Cordley	New York	22
	Pinckney	15
	Woodlawn	8
	Prairie Park	35
Sunset Hill	Sunset Hill	
	Hillcrest	22
	Deerfield	25
Schwegler	Schwegler	
	Broken Arrow	27
Sunflower	Langston	6
	Quail Run	29
West	West	
	LMCMS*	15
BMMS	BMMS	
	SWMS*	24
LHS	LHS	
	FSHS	42
		270

*A&T only

**low prof. ELs only

Current Potential Transportation #s		
Cluster Site	Feeders	EL Pop
Cordley	Deerfield	25
	Langston	69
	Pinckney	15
	Woodlawn	8
Hillcrest	Sunset Hill	47
	Broken Arrow	27
	Prairie Park	53
	Quail Run	29
		273

A&T only

A&T only

A&T only

A&T only

A&T only

A&T only

LHS	LHS	
FSHS	subtract low prof. ELs.	12
		240

LPS ESOL Site Totals						
Row Labels	ESOL Active	ESOL Decline	ESOL Monitor	ESOL Transition	Not ESOL	Grand Total
Billy Mills	34	8	2	14	491	549
Cordley	35	1	3	2	239	280
EC	23				195	218
Free State HS	31	7	5	11	1772	1826
Hillcrest	125	2		27	193	347
LawrenceHS	72	6	2	12	1498	1590
Liberty Mem.	13		2	8	472	495
Schwegler	47	1	1	11	242	302
Southwest MS	14	3	5	10	598	630
Sunflower	26	1	1	12	432	472
West MS	16	4	2	5	583	610
Grand Total	436	33	23	112	6715	7319

Current Ratios		
Active & Transition	Monitor	Decline
1.60	0.07	0.27
1.23	0.10	0.03
0.77	0.00	0.00
1.40	0.17	0.23
5.07	0.00	0.07
2.80	0.07	0.20
0.70	0.07	0.00
1.93	0.03	0.03
0.80	0.17	0.10
1.27	0.03	0.03
0.70	0.07	0.13
18.27	0.77	1.10

Alternate Ratios		
Active & Transition	Monitor	Decline
#DIV/0!	#DIV/0!	#DIV/0!
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Non-ELL Site Totals				
Row Labels	ESOL Active	ESOL Decline	ESOL Monitor	Grand Total
Broken Arrow		8		255
Deerfield		14	3	450
Langston Hg	1	33	20	393
LVS		21	2	973
New York		2		186
Pinckney		6		192
Prairie Park		16	1	364
Quail Run	1	6	5	402
Sunset Hill		12	2	372
Woodlawn		2		204
Grand Total	2	120	33	3791

Current Ratios		
Active & Transition	Monitor	Decline
0.00	0.00	0.27
0.00	0.10	0.47
0.03	0.67	1.10
0.00	0.07	0.70
0.00	0.00	0.07
0.00	0.00	0.20
0.00	0.03	0.53
0.03	0.17	0.20
0.00	0.07	0.40
0.00	0.00	0.07
0.07	1.10	4.00

Alternate Ratios		
Active	Monitor	Decline
#DIV/0!	#DIV/0!	#DIV/0!
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#DIV/0!	#DIV/0!	#DIV/0!
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ESOL Elementary Sites						
Row Labels	ESOL Active	ESOL Decline	ESOL Monitor	ESOL Transition	Not ESOL	Grand Total
Cordley	35	1	3	2	239	280
Hillcrest	125	2		27	193	347
Schwegler	47	1	1	11	242	302
Sunflower	26	1	1	12	432	472
Grand Total	233	5	5	52	1106	1401

Current Ratios		
Active & Transition	Monitor	Decline
30.00	30.00	30.00
1.23	0.10	0.03
5.07	0.00	0.07
1.93	0.03	0.03
1.27	0.03	0.03
9.50	0.17	0.17

Alternate Ratios		
Active & Transition	Monitor	Decline
#DIV/0!	#DIV/0!	0.03
#DIV/0!	#DIV/0!	0.07
#DIV/0!	#DIV/0!	0.03
#DIV/0!	#DIV/0!	0.03

	Active	Transition	Active & Transition	Monitor	Grand Total
Total ELs Receiving Support at Elementary ELL Sites:	233	52	285	5	290

Current Ratios		
Active & Transition	Monitor	Decline
9.50	0.17	0.17

Alternate Ratios @ All Elementary ELL Sites		
Active & Transition	Monitor	Decline
#DIV/0!	#DIV/0!	#DIV/0!

ESOL Cluster Sites						
Row Labels	ESOL Active	ESOL Decline	ESOL Monitor	ESOL Transition	Not ESOL	Grand Total
Cordley	35	1	3	2	239	280
Hillcrest	125	2		27	193	347
Grand Total	160	3	3	29	432	627

Current Ratios		
Active & Transition	Monitor	Decline
1.23	0.10	0.03
5.07	0.00	0.07
6.30	0.10	0.10

	Active	Transition	Active & Transition	Monitor	Grand Total
Total ELs Receiving Support at Elementary ELL Cluster Sites:	160	29	189	3	192

Current Ratios		
Active & Transition	Monitor	Decline
6.3	0.1	0.1

Alternate Ratios @ All Elementary Cluster Sites		
Active & Transition	Monitor	Decline
#DIV/0!	#DIV/0!	#DIV/0!

ESOL Middle School Sites						
Row Labels	ESOL Active	ESOL Decline	ESOL Monitor	ESOL Transition	Not ESOL	Grand Total
Billy Mills	34	8	2	14	491	549
Liberty Mem.	13		2	8	472	495
Southwest MS	14	3	5	10	598	630
West MS	16	4	2	5	583	610
Grand Total	77	15	11	37	2144	2284

Current Ratios		
Active & Transition	Monitor	Decline
1.60	0.07	0.27
0.70	0.07	0.00
0.80	0.17	0.10
0.70	0.07	0.13
3.80	0.37	0.50

	Active	Transition	Active & Transition	Monitor	Grand Total
Total ELs Receiving Support at ELL Middle School Sites:	77	37	114	11	125

Current Ratios		
Active & Transition	Monitor	Decline
3.80	0.37	0.50

Alternate Ratios @ Middle Schools		
Active & Transition	Monitor	Decline
#DIV/0!	#DIV/0!	#DIV/0!

ESOL High School Sites						
Row Labels	ESOL Active	ESOL Decline	ESOL Monitor	ESOL Transition	Not ESOL	Grand Total
Free State HS	31	7	5	11	1772	1826
LawrenceHS	72	6	2	12	1498	1590
Grand Total	103	13	7	23	3270	3416

Current Ratios		
Active & Transition	Monitor	Decline
1.40	0.17	0.23
2.80	0.07	0.20
4.20	0.23	0.43

	Active	Transition	Active & Transition	Monitor	Grand Total
Total ELs Receiving Support at ELL High School Sites:	103	23	126	7	133

Current Ratios		
Active & Transition	Monitor	Decline
4.20	0.23	0.43

Alternate Ratios @ High Schools		
Active & Transition	Monitor	Decline
#DIV/0!	#DIV/0!	#DIV/0!

Purpose of this Document:

ESOL support encompasses many things. This document explains processes for identifying students eligible for ESOL support & describes our ESOL program in LPS.

Quick Links

[What is ESOL in LPS?](#)

[ESOL Sites & Feeder Schools](#)

[Eligibility for ESOL Screening](#)

[School Choice \(K-5\)](#)

[COVID-19 Related Information \(08.26.20\)](#)

[ESOL Statuses & Status Durations](#)

[Exiting ESOL Support](#)

[Areas of ESOL Support](#)

[Structures that Provide ESOL Support:](#)

- [Elementary](#)
- [Secondary](#)

[Circumstances that May Describe Potential ELs](#)

[Home Language Survey \[HLS\] Questions & Extended HLS](#)

What is ESOL in LPS?

The ESOL program in Lawrence Public Schools supports students that are or come from homes that are culturally and linguistically diverse. Our support is *customized based on individual student needs*. ESOL support is provided in one or more of the following ways:

Areas of ESOL Support

- **Language:** Our ESOL program supports students in learning language and attaining proficiency in English.
- **Accessing Content:** Our ESOL program supports students in accessing content so they can learn, gain confidence, and demonstrate their learning.
- **Acculturation:** Our ESOL program supports students in learning about and/or navigating their school community and the U.S. school system

'Subcategories' of ELs

- **Long-term ELs:**
- **Immigrant :**
- **First Language is English:**
 - **Indigenous**

ESOL Sites & Feeder Schools in Lawrence Public Schools

Level	ESOL Site	Other Information	# of ESOL Support Staff
Elementary Schools	Schwegler	Populated by ELL students in attendance area	3 FT Teachers
	Sunflower	Populated by ELL students in attendance area	2 FT Teachers
	Cordley	ESOL Cluster Site. Populated by students from: Deerfield Langston Hughes Pinckney Woodlawn	2 FT Teachers
	Hillcrest	ESOL Cluster Site. Populated by students from: Broken Arrow New York Prairie Park Quail Run Sunset Hill	6 FT Teachers
Middle Schools	Billy Mills MS	Populated by ELL students in attendance area	2 FT Teachers
	Liberty Memorial Central MS	Populated by ELL students in attendance area	1 FT Teacher .5 Paraeducator
	Southwest MS	Populated by ELL students in attendance area	1 FT Teacher .5 Paraeducator
	West MS	Populated by ELL students in attendance area	1 FT Teacher .5 Paraeducator
High Schools	Free State HS	Populated by ELL students in attendance area	1.5 FT Teachers 1 Paraeducator
	Lawrence HS	Populated by ELL students in attendance area	3 FT Teachers 1 Paraeducator

Non-ELL Sites in Lawrence Public Schools

Students that are EL at these schools must transfer to an ELL site to have ELL supports available. If they choose to stay at the non-ELL site, they must decline ESOL support.

Level	Non-ELL Site		
Elementary	Broken Arrow	Deerfield	Langston Hughes
	New York	Pinckney	Prairie Park
	Quail Run	Sunset Hill	Woodlawn
K-12	Lawrence Virtual School		

Eligibility for ESOL Screening

Students are identified as eligible for ESOL screening based on their responses to the Home Language Survey portion of the student registration and enrollment process. If a language other than English is indicated, state and federal guidelines mandate that we screen the student to see if they would qualify for ESOL support.

Students qualifying as ESOL are a diverse group of learners. Some enter LPS with little to no proficiency in English, while others enter *only* speaking English. Both sets of students may qualify for ESOL support. The purpose of the HLS and subsequent ESOL screening is to inform the district of the potential impact on a student's development due to the transfer and/or influence of another language and culture. Again, it is ***NOT*** assumed that a student who has a language other than English in their home is any less proficient *in English* due to the presence of another language.

For students that qualify for ESOL support, LPS uses several sources of information and data to ensure that the support provided is individualized based on their needs and/or aspirations. The ultimate goal is to provide an extra layer of support to help students be successful learners in LPS. For further information regarding the variety of students eligible for ESOL testing, please visit the [sample circumstances](#) portion of this document.

School Choice: Elementary Only

In LPS there are 4 elementary schools that provide formal support for ELs. Two of them, Schwegler and Sunflower, draw their ELL population from students living within their attendance area boundaries. The other two elementary ESOL sites, Cordley & Hillcrest, draw their ELL population from students living within and outside of their attendance boundaries. 'Feeder' schools for Cordley & Hillcrest are listed below.

As there are only 4 elementary schools in LPS that formally offer ESOL support, ELs coming from non-EL site attendance areas are bussed to the ESOL site by the district (free for parents).

Cordley ESOL Feeder Sites		Hillcrest ESOL Feeder Sites	
Deerfield	Pinckney	Broken Arrow	Prairie Park
Langston Hughes	Woodlawn	Kennedy	Quail Run
		New York	Sunset Hill

For rationale regarding 'why' there are 4 elementary ESOL sites, please refer to the [description of elementary ESOL support](#) provided in the [What is ESOL in LPS?](#) section of this document.

COVID-19 Related Information (08.26.20)

Due to recent (COVID-related) changes in our ESOL identification process, students indicating a language other than English on their Home Language Survey (during registration) are eligible to prequalify for ESOL support.

LPS **STILL HAS** an obligation to screen students that are prequalified for ESOL support. ESOL screening may be done online, in person, or at the school site. Screening can take place prior to enrollment, within 14 days of starting school, or within 14 days of B/M attendance.

Exiting ESOL Support

ELs that have passed the Kansas English Language Proficiency Assessment, or KELPA, may begin the process of exiting ESOL support. Depending on the student's ESOL status and progress prior to passing the KELPA, they will move to an ESOL Transition Status for one year and/or an ESOL Monitor Status for two years. During these time periods, students no longer participate in the KELPA.

ESOL Statuses

Students that take an ESOL screener and qualify for ESOL support fall in to one of the following categories:

ESOL Status Descriptions			
Status	Description	KELPA Participation	Eligible for state bilingual funding
Active ESOL	These ELs have elected to receive integrated and explicit ESOL support. The amount and format of ESOL support is dependent upon the student's needs.	YES	YES*
ESOL Transition	These ELs recently passed the KELPA and may begin to exit ESOL support. They may still participate in explicit and integrated ESOL support, but no longer take the KELPA. If there are concerns about the readiness of a student on transition to exit EL support, school staff will request the student participate in ESOL screener to determine if the student needs to return to an ESOL Active status or is ready to move on to an ESOL Monitor status.	NO	YES*
ESOL Decline	These ELs have elected to forgo explicit ESOL support. LPS is still responsible for their linguistic and academic progress; however, the student may not receive support from ESOL staff. They may benefit from integrated ESOL support, but the integrated ESOL support is incidental and not targeted.	YES	NO
ESOL Monitor	These ELs may have recently been on ESOL Transition or ESOL Decline status. Regardless of their previous designation, LPS ESOL has an obligation to monitor their academic progress without ESOL explicit ESOL support. Any integrated ESOL support received is purely incidental.	NO	NO

*Students are funded with state bilingual aid if they arrive prior to 9/20 of a given school year. If they arrive after, they need to receive ESOL support, but are not eligible to be funded until the next academic year.

Status Durations: Vary by student and their Active or Decline status when eligible for ESOL Support

Duration	ESOL Active	Active Example	ESOL Decline	Decline Example
Varies	Until the S passes the KELPA	S passes KELPA in 2021	Until the S passes the KELPA	S passes KELPA in 2021
School Year AFTER KELPA is passed (ex. 21.22)	Student moves to ESOL Transition Status (S served & funded)	S is on Transition Status for 21.22 school year	Student Moves to ESOL Monitor (Y1) status	Monitor (y1) for 21.22 school year
Next School Year (ex. 22.23)	Student Moves to ESOL Monitor (Y1) status	Monitor (y1) for 22.23 school year	Student Remains on ESOL Monitor (Y2) status	Monitor (y2) for 22.23 school year
Next School Year (ex. 23.24)	Student Moves to ESOL Monitor (Y1) status	Monitor (y2) for 23.24 school year	ESOL status removed	ESOL status removed
Next School Year	ESOL Status removed	ESOL Status removed		

Structures Providing ESOL Support

Structures in place to provide ELs with support for learning language, accessing content, and/or joining our learning communities are dependent on the grade level and support needs of the student.

While there are students that need language support, ESOL programming also helps to provide academic and sociocultural support for students. If a student needs support to learn language, access content, or navigate the school setting or US education system, ESOL specialists are there. If a student is doing well with the integrated gen-ed ESOL support available, they may not even realize they are in the ESOL program. In those instances, ESOL support serves as a 'safety net,' to monitor the student's academic and sociocultural progress.

ESOL Support Structures in LPS (descriptions of for each level found below this table)	
Elementary School	Middle & High School
<p>ESOL support is integrated in the general education setting by all school staff as <i>ALL</i> administrators and teachers have received ESOL training. All certified staff have an ESOL Endorsement, a licensed certification to work with students identified as EL.</p> <p>EL specialists are available to monitor and support student learning and school-related family needs.</p>	<p>EL specialists are available to monitor and support student learning and school-related family needs.</p> <p>ESOL support is integrated in the general education setting through an ESOL staff member, paraeducator, and/ or an ESOL endorsed content teacher.</p> <p>The amount of ESOL support within a student's daily schedule is determined on an individual basis.</p> <p>Sheltered content and ESOL elective courses are offered as needed.</p>

Elementary ESOL Support

At the elementary level, LPS ESOL program provides support that is deeply integrated into the general education classroom setting as *all* teachers at elementary ESOL sites are highly qualified to work with students that are ESOL. In addition to this, there are ESOL specialists available that can be an "extra set of eyes" to monitor and support students as needed. If students need enrichment or additional support to learn language, access content, or adjust to the school setting, our ESOL specialists are there. If a student is doing well with the integrated gen-ed ESOL support available, they may not even realize they are in the ESOL program.

As there are only 4 elementary schools in LPS that formally offer ESOL support, ELs coming from non-EL site attendance areas are bussed to the ESOL site by the district (free for parents).

Secondary ESOL Support

At the secondary level, ESOL support is delivered in a variety of ways depending on the needs of the student. Support can be integrated within a general education class or explicit in the form of an ESOL elective. Below you will find a description of the secondary ESOL support available in LPS. Please note that students present as part of a student foreign exchange program may not explicitly receive ESOL support.

Secondary ESOL Support Descriptions	
Support	Description
Sheltered Content Course	<p>Sheltered instruction courses are content-area courses (ELA, Social Studies, Science, Math, etc.) that provide structures that increase linguistic support of a content area in order to focus upon the integrity and rigor of the course subject matter. The linguistic scaffolds provide a model for and promote English language development for a variety of English proficiency levels.</p> <p>In sheltered content courses, ELs with <i>intermediate to high proficiency</i> in English are equipped to take their learning deeper levels. They are pushed to higher levels of academic accountability as the linguistic scaffolds hold them accountable for communicating academic content knowledge. For students that are EL and have <i>low proficiency</i> in English, the linguistic scaffolds enable them to access meaningful, grade-level content.</p> <p>Strategies sheltered instruction uses may include, but are not limited to, the following: Use of context clues and models, making connections to students' prior knowledge, demonstrations, visuals, graphic organizers, cooperative learning, building background knowledge, use of manipulative materials, use of paraphrasing, use of comprehensible content and modified speech (rate and tone).</p>
ESOL 1, 2, & 3	<p>ESOL 1, 2, & 3 are elective courses ELs working towards social and academic proficiency in English receive culturally relevant, direct English instruction explicitly focused on listening, speaking, reading, and writing. Literacy in English will be developed through learning and practicing targeted English language structures and vocabulary. These courses are based ESOL and ELA state standards.</p>
CLD Strategies	<p>In this course ELs at various proficiency stages of becoming emerging bilinguals will receive culturally relevant instruction in English listening, speaking, reading, and writing. This focused instruction will support their success in academic content areas, navigating their school and local communities, and</p>

	<p>exploring areas of personal interest. Using the ESOL state standards, these skills will be developed through the lens of school and district culture, the U.S. Educational system, and U.S. culture.</p> <p>At the middle school level, CLD strategies often takes the form of a student's flex period, a school designated time for all students to receive academic support.</p>
Paraeducator Support	ESOL paraeducators join general education courses to support ELs and other students in learning and demonstrating knowledge of a specific course content.
Content Teachers with an ESOL Endorsement	These are general education courses taught by an educator that has completed or is participating in training and assessment to work with ELs. They have or are working towards a state-level endorsement in ESOL.

Circumstances that May Describe Potential ELs

Students that qualify for ESOL support are quite diverse. Below are several circumstances and next steps involving the potential identification of a student as EL. This is not an all inclusive list.

Circumstance	Next Step
Student was born in the U.S. and comes from a culturally and linguistically diverse home.	The student needs to participate in an LPS ESOL screener to see if they qualify for ESOL support.
Student was born in the U.S., only speaks English, but lives or regularly interacts with/ communicates (daycare, family member(s), etc.) with an individual that is culturally and linguistically diverse.	<p>The student needs to participate in an LPS ESOL screener to see if they qualify for ESOL support.</p> <p>Additional information that may help:</p> <ul style="list-style-type: none"> • ELs comprise 1 in 10 K-12 students in the U.S. • English is the 4th most common home language for ELs (2019, National Center for Education Statistics). It's preceded by Spanish, Arabic, and Chinese.
Student was born in the U.S., only speaks English, but has regular interaction with/ communicates with an individual that is culturally and linguistically diverse (grandparent, etc.).	The student needs to participate in an LPS ESOL screener to see if they qualify for ESOL support.
Parent does not think S will qualify.	The student needs to participate in an LPS ESOL screener to see if they qualify for ESOL support.
The student is participating in a Foreign Exchange Program.	The student <i>should not be screened</i> or qualify for ESOL support.
<u>Past LPS ESOL Student</u> : The new student was actually previously enrolled in LPS. Their most recent HLS from registration does not indicate a language other than English. However, a previous HLS from registration does indicate a language other than English and/or ESOL support eligibility (declined or active).	<p>ESOL status is reactivated. Evidence of an ESOL screener or KELPA score is needed.</p> <p>It needs to be may need to be administered in order to have the most Note: this is not a clear statement</p>

<p>Parent does not think S will qualify: Parent feels very strongly that his/her student would not qualify for English Language Learner services. Student was born in the USA/KS, completed preschool/some schooling in the US and then attended an English school the last two years in _____. Both parents know other language(s) but they only speak English around their students and in the home.</p>	<p>The student needs to participate in an LPS ESOL screener to see if they qualify for ESOL support.</p>
<p>A parent speaks to grandparents parents in Spanish, but the student doesn't get much contact with the grandparents. They speak English at home and the parent occasionally tries to practice his Spanish by teaching them new words.</p>	<p>If the parent regularly uses Spanish and the student is around, then we should screen the student and siblings. The screening wouldn't necessarily be because of language, but as English is the 4th most common language for ELs, screening and potential ESOL support would be to honor the norms and values they practice at home due to language and culture. If qualified and accepted, ESOL support would essentially be the 'extra set of eyes' to support the family in navigating school and only truly be used should the student and/or siblings need it.</p> <p>If the parent's use of Spanish isn't frequent and there aren't norms in their house that are unique due to language or culture, then we can forgo screening. (refer to shaded HLS questions)</p> <p>Additional Commentary: We now work a lot with the children of immigrants. For those folks, ESOL supports most frequently are needed with acculturation and identity. The families that are becoming increasingly 'American' and are attempting to hold on to their heritage norms and values in different ways. There are times these students (and families) benefit from ESOL support as, depending on the circumstances, they interact with peers that look like them and whose families are experiencing similar transitions. ESOL support can help them to navigate their heritage identity and view it in a positive light.</p>
<p>Student is a sibling that lives in the home with a student that has been screened for ESOL support (sibling lives in the same culturally and linguistically diverse home.)</p>	<p>The HLS completed for the student screened for ESOL applies to a household. Getting an updated extended HLS for the new student (sibling) is recommended.</p> <p>The student needs to participate in an LPS ESOL screener to see if they qualify for ESOL support.</p>
<p>Student is indigenous. Speaks English in the home but uses heritage language for specific events or circumstances.</p>	<p>The student needs to participate in an LPS ESOL screener to see if they qualify for ESOL support.</p>

LPS Home Language Survey Questions

HLS questions asked to all students are shaded. They trigger the extended HLS questions.

Registration Question

Date of first entry into a US school.

What was the first language learned by the student?

What is the primary language this student speaks/uses at home?

What language do you speak/use with your child?

What is the primary language used in the home, regardless of the language spoken by the student?

What language(s) do the adults who are regularly present in the home speak/use?

Has your child attended a US school?

What language does the primary caregiver speak to your child?

What is the language most frequently spoken at home?

What language(s) do you speak? (parent/guardian)

Other Language

In what situations do you speak a second language? (parent/guardian)

Has the student had academic instruction other than English?

Please describe the language(s) understood by your child.

Other Language

What is the student's country of origin?

Communication from school is in English. If available, in what additional language would you like to receive communication?

Has this student received English as a Second Language (ESL) services?