



2017–18 Title III Guidance Document

for

County Offices of Education and Local
Educational Agencies

2017–18 Title III Guidance Document for Local Educational Agencies

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Section I- Introduction

1.1 Every Student Succeeds Act Transition

President Obama signed the Every Student Succeeds Act (ESSA) into law on December 10, 2015, reauthorizing the 1965 Elementary and Secondary Education Act (ESEA), the national education law. The ESSA provides states more authority regarding the development and implementation of standards, assessments, accountability, supports, and interventions while preserving the general structure of the ESEA funding formulas.

The 2016–17 school year was a transition year to the ESSA for local educational agencies (LEAs). In order to fully support the transition to the ESSA, California plans to submit the ESSA State Plan in September 2017. In an effort to further align state and federal LEA plans into one coherent document, 2017–18 is a second transition year. Further guidance was issued relevant to State options for collecting, reviewing, and approving Title III LEA plans submitted during 2017–18. Upon review and consideration of this guidance, the California Department of Education (CDE) determined that, for 2017–18 only, LEAs eligible for federal funds are not required to submit a Title III plan to the CDE for funding approval. LEAs are responsible for maintaining locally updated Title III plans and making them available upon request. The 2017–18 Title III ESSA Transition plan template is provided as an optional tool for this purpose.

In order to receive specified categorical aid funds, such as the Title III English Learner and/or Immigrant Student Program Subgrants, eligible LEAs submit an application to document participation in these programs. During the application process in the Consolidated Application and Reporting System (CARS), all eligible LEAs are required to provide assurances that the LEA will comply with the legal requirements related to state and/or federal categorical programs as well as projected budget reports. This document provides guidance to LEAs specific to developing and improving Title III plans and programs while ensuring alignment with the provisions and stipulations of the ESSA during the 2017–18 transition year.

1.2 Access and Equity for English Learners

All students should have an equal opportunity to learn and excel in a safe and supportive environment. There are many students who come to California schools from all over the world. Some, not proficient in English. English learners are defined as follows:

. . . those students for whom there is a report of a primary language other than English on the Home Language Survey and who, on the basis of the state approved language (grades Transitional kindergarten through grade twelve) assessment procedures and literacy, have been determined to lack the clearly defined English language skills of listening comprehension, speaking, reading, and writing necessary to succeed in the school's regular instructional programs.

(CDE Glossary of Terms <http://www.cde.ca.gov/ds/sd/cb/glossary.asp>)

Schools and districts are responsible for ensuring that all English learners have full access to an intellectually rich and comprehensive curriculum, via appropriately designed instruction, and that they make steady—and even accelerated—progress in their English language development. English learners come to school with a range of cultural and linguistic backgrounds, experiences with formal schooling, proficiency in their primary language and in English, migrant status, and socioeconomic status, as well as interactions in the home, school, and community. All of these factors inform how educators support English learners in achieving school success through the implementation of the California English Language Development (CA ELD) Standards in tandem with the California Common Core State Standards for English Language Arts and Literacy and other content standards.

To help English learners achieve their highest potential, school districts need to provide English learners with: (1) equitable access to all areas of curricula, (2) appropriate high-quality instruction that addresses their needs and advances their skills and knowledge, (3) up-to-date and relevant resources, and (4) settings that are physically and psychologically safe, respectful, and intellectually stimulating. California’s English learners are enrolled in a variety of school and instructional settings that influence the application of the CA ELD Standards. The CA ELD Standards apply to all of these settings and are designed for use by all teachers of academic content and of designated ELD in ways that are appropriate to the setting and identified student needs. Whether English learners are enrolled in alternative bilingual or mainstream English programs, all California educators have the dual obligation to support English learners to develop academic English language proficiency and provide them with meaningful access to grade level academic content via appropriate instruction. [Castañeda v. Pickard, 648 F.2d 989 (5th Cir. 1981)]

For more information on access and equity for English learners, please see Chapter 9 of the English Language Arts/English Language Development (ELA/ELD) Framework.

1.3 Technical Assistance and Support

Through partnership, the CDE and the California County Superintendents’ Educational Services Association designate Title III Regional County Office of Education (COE) Leads to provide technical assistance to the LEAs within each of the 11 County Superintendent regions (reference map on p. 17 of this document). Title III Regional COE Leads provide guidance and support to LEAs in the development of Title III plans as well as the implementation and improvement of Title III programs. This guidance and support assists LEAs to carry out the following activities, including, but not limited to:

- Development and implementation of effective Title III programs and services for English learners, including English learners with disabilities and immigrant students

- Evaluation of the effectiveness of current practices, identification of needs, and prioritization of focus areas to implement a cycle of continuous improvement
- Review plans for alignment to identified needs and provision of equity services to narrow the achievement gap for English learners
- Analysis of English learner linguistic and academic performance data and development of effective strategies for program improvement by conducting a root cause analysis
- Description of effective, authorized supplemental Title III activities in the plan, specifically when using multiple funding sources for common goals (e.g., “braiding” funds with other state and federal funding sources)

1.4 Title III Regional COE Leads Contact List

Region 1

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Section II- Title III Plan Development and Application Process

2.1 Purposes of a Title III Subgrant

LEAs use subgrant funds for activities that improve the education of English learners and immigrant children and youth by assisting them to fully access intellectually rich and comprehensive curricula as well as meet the challenging State grade level and graduation standards. LEAs use effective approaches and methodologies for teaching English learners and immigrant children and youth during these activities to:

- Develop and implement new language instruction educational programs and academic content instructional programs for English learners and immigrant children and youth, including early childhood education programs, elementary school programs, and secondary school programs
- Carry out highly focused, innovative, locally designed activities to expand or enhance existing language instruction educational programs and academic content instructional programs for English learners and immigrant children and youth
- Implement, within an individual school, schoolwide programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to language instruction educational programs and academic content instruction for English learners and immigrant children and youth
- Implement agency-wide programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to language instruction educational programs and academic content instruction for English learners and immigrant children and youth

2.2 Title III Plan Development

In 2017–18, each eligible LEA seeking Title III English Learner Program Subgrant funds must update their Title III plan and maintain it locally. The LEA describes and retains current planned services and activities for 2017–18. Revisions and updates to the plan are approved by the local school board and kept on file with the original plan. The 2017–18 Title III Transition Plan template is available as an optional tool but LEAs may elect to use an alternate format that includes the following components:

1. The required content for the Title III English Learner Program Subgrant plan is a narrative description of how the LEA will:
 - **Provide effective professional development** to classroom teachers, principals, administrators, other school leaders, and school or community-based organizational personnel that is of sufficient intensity and duration to have a positive and lasting impact on teachers' performance in the classroom.

Effective professional development is designed to improve instruction and assessment of English learners. It enhances understanding and implementation of curricula, assessment practices and measures, and instructional strategies for English learners. Professional development should be effective in increasing English language proficiency or substantially increasing subject matter knowledge, teaching knowledge, and teaching skills.

- Develop and **implement effective programs and activities**, including language instruction educational programs, for English learners and immigrant children and youth, including early childhood education programs, elementary programs, and secondary programs.
 - **Ensure English proficiency and academic achievement** by assisting English learners to achieve English proficiency, based on the State’s English language proficiency assessment, and meet the challenging State academic standards. LEAs must annually assess the English proficiency of all English learners.
 - **Promote parent, family, and community engagement in the education of English learners.** This includes parent, family, and community input and participation in language instruction educational programs and plans for English learners.
2. The Title III English Learner Program Subgrant plan also includes a narrative description of the other authorized activities to be implemented by the LEA as **supplementary services to the language acquisition program for English learners.**
 3. For LEAs requesting Title III Immigrant Student Program Subgrant funds, the final section of the template should include a narrative description of the **enhanced instructional opportunities for immigrant children and youth.**

2.3 Title III ESSA Transition Plan Template Instructions

Pages 18–19 of this document contain the 2017–18 Title III ESSA Transition Plan template. The step-by-step instructions for completing this template are as follows:

1. The LEA (or consortium lead) enters the following information at the top of the plan template:
 - *CDS Code*: Enter the entire 14-digit County-District-School code. LEAs can find this CDS Code on the CDE California School Directory at <http://www.cde.ca.gov/re/sd/>.

- *LEA Name*: Enter the complete LEA name or the consortium lead LEA name as listed in the CDE California School Directory.
 - *Fiscal Year*: Enter the fiscal year for which the LEA is submitting an application.
2. The section, ***Plan to Provide Services for English Learner Students***, begins with the required content specific to the following areas: *Title III Professional Development, Title III Programs and Activities, English Proficiency and Academic Achievement, and Parent, Family, and Community Engagement*. In the far right column entitled *Persons Involved/Timeline*, the LEA (or consortium lead) has the option to enter the person responsible and timeline for any activities described. If the LEA is a member of a consortium or decides not to accept English learner funds, this section should be marked not applicable, or N/A.
- In the first row, the LEA (or consortium lead) describes the effective professional development that will be provided to classroom teachers, principals, administrators, other school leaders, and school or community-based organization personnel.
 - In the second row, the LEA (or consortium lead) describes the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase English language proficiency and meet the challenging State academic standards.
 - In the third row, the LEA (or consortium lead) describes how it will ensure that elementary and secondary schools receiving Title III funds will assist English learners in:
 - (A) achieving English proficiency based on the State’s English language proficiency assessment, consistent with the State’s long-term goals; and
 - (B) meeting the challenging State academic standards.
 - In the fourth row, the LEA (or consortium lead) describes the plan to provide and implement effective parent, family, and community engagement activities that enhance or supplement the education of English learner students.
3. The section, ***Plan to Provide Services for English Learner Students***, also includes other authorized activities. In the far right column entitled *Persons Involved/Timeline*, the LEA has the option to enter the person responsible and timeline for any activities described. If an LEA is a member of a consortium, or allocates all funds to the required activities in the English learner program, or decides not to accept English learner funds, mark this section N/A.

- In this section, the LEA (or consortium lead) describes other authorized activities, in addition to those required above, that are consistent with the purposes of the Title III program.
4. The section, ***Plan to Provide Services for Immigrant Students***, includes authorized activities. In the far right column entitled, *Persons Involved/Timeline*, the LEA has the option to enter the person responsible and timeline for any activities described. This section of the plan is applicable to LEAs accepting Title III Immigrant Student funds. If the LEA is not eligible or determines not to accept immigrant student funds, mark this section N/A.
- In this section, the LEA (or consortium lead) describes how the eligible entity will provide enhanced instructional opportunities for immigrant students and their families.

For further guidance regarding the development of the Title III plan and authorized use of funds, please see the *Title III Plan Development Frequently Asked Questions* on the CDE Title III Web page at <http://www.cde.ca.gov/sp/el/t3/>.

2.4 Title III Allocations

After determining which activities the LEA will participate in, it is time to determine how best to distribute the Title III English learner and Immigrant subgrant allocations so that these activities can be appropriately funded. The guidance provided above regarding required and authorized use of Title III funds is very helpful in making these determinations.

Instructions and information regarding the 2017–18 English learner and Immigrant allocation amounts may be accessed on the CDE Web page at <http://www.cde.ca.gov/fg/aa/ca/titleiii.asp>.

The 2016 California School Accounting Manual also provides guidance and may be accessed at this CDE Web page at <http://www.cde.ca.gov/fg/ac/sa/documents/csam2016complete.pdf>.

2.5 Title III Application and Proposed Budget Reports in CARS

- Application for Funding in CARS
 - LEAs intending to apply for a Title III English learner and/or Immigrant student subgrant must submit an Application for Funding on CARS. The Application for Funding declares that the LEA, authorized by the local governing board, is applying for specified categorical aid funds. Instructions for submitting the Application for Funding can be accessed at <http://www.cde.ca.gov/fg/aa/co/ca17sinsaf.asp>.

- All Title III English learner subgrants of \$10,000 or more are direct-funded and LEAs may apply directly via the CARS. However, LEAs scheduled to receive a formula subgrant of less than \$10,000 must apply as a member of a consortium. Consortium leads and member LEAs will apply on the CDE Title III online consortia application. In the case of a consortium, only the lead LEA is the grantee. For further information, please see Title III EL Consortium Details at <http://www.cde.ca.gov/sp/el/t3/elconsortium.asp>.
- All Title III Immigrant subgrants are direct-funded and all LEAs must apply directly via the CARS. For further information regarding eligibility criteria, please see the 2017–18 Funding Profile at <http://www.cde.ca.gov/sp/el/t3/immigrant.asp>.
- Title III Part A English Learner and Immigrant Student Program Subgrant Budgets in CARS
 - LEAs intending to apply for a Title III English learner and/or Immigrant student subgrant, including consortia leads and members, must provide a proposed budget for each Title III program. Instructions for doing this for the English Learner Student Program Subgrant can be found at <http://www.cde.ca.gov/fg/aa/co/ca17sinst3paelspsb.asp>. Instructions for doing this for the Immigrant Student Program Subgrant can be found at <http://www.cde.ca.gov/fg/aa/co/ca17sinst3paimmspsb.asp>.
 - When completing the proposed budgets in CARS, LEAs will be asked to enter:
 - Direct administration costs
 - This amount cannot exceed two percent of the estimated entitlement
 - Indirect costs
 - The 2017–18 indirect cost rates, which are posted on the CDE Indirect Cost Rates Web page at <http://www.cde.ca.gov/fg/ac/ic/index.asp>, are the rates that should be used by LEAs in 2017-18.
 - Any substantial revisions and updates to the budget reports should be approved by the local school board and kept on file with the original plan.

2.6 Assurances in CARS:

- Submission of the Certification of Assurances in CARS is required every fiscal year. Instructions for submitting the Certification of Assurances can be found at <http://www.cde.ca.gov/fg/aa/co/ca17sinsca.asp>. The complete list of legal and program assurances are available at <http://www.cde.ca.gov/fg/aa/co/ca17asstoc.asp>.

Section III- Implementing a Continuous Improvement Cycle

Effective program improvement is ongoing and involves a continuous cycle of assessment, planning, and improvement. Implementing a continuous improvement cycle involves three major stages that continuously repeat to inform the next cycle.

3.1 Discover (Assess and Analyze Data)

An assessment of needs consists of the selection of an appropriate assessment instrument; the engagement of key stakeholders in the assessment process; and a critical and reflective analysis of the assessment data, a root cause analysis.

- **Selecting the Assessment Instrument:** The assessment process begins with the selection of assessment tools. In addition to the California School Dashboard Report (Dashboard), LEAs are encouraged to examine a variety of instruments and select those that best suit their needs. They may also develop tools of their own. Ideally, the administration of any instrument would be supplemented with other assessment strategies, including, for example; focus groups, interviews, and on-site observations. Following are descriptions of useful tools:
 - The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, weaknesses, and areas in need of improvement. LEAs are required to use data from the Dashboard to inform the development of specific sections of the LCAP.
 - The Dashboard may be accessed on the CDE California Accountability Model & School Dashboard Web page at <http://www.cde.ca.gov/ta/ac/cm/>. The focus of the data analysis can support the LEA with important program improvement efforts. Data analysis can support the identification of specific elements including:
 - Identifying core program and program weaknesses
 - Identifying program misalignments
 - Identifying ineffective program elements or implementation
 - Identifying gaps in student performance
 - State Indicators (For each state indicator, performance levels are provided for all students and for certain student groups, including English Learners, at the local education agency or school.)
 - Academic Indicator (**State Priority 4**)
 - ✓ based separately on the English language arts/literacy (ELA) and mathematics proficiency

results from the statewide assessments (Smarter Balanced) for 3rd–8th grade

- ✓ Includes English Learners who have been reclassified as fluent-English-proficient for up to four years
- English Learner Progress Indicator (ELPI) (**State Priority 4**)
 - ✓ Includes current annual California English Language Development Test (CELDT) test takers in K–12 and students reclassified in the prior year
 - ✓ The ELPI determines progress using two data sources:
 - Annual CELDT results, which are provided by the Educational Data Systems (EDS), and
 - EL reclassification, which is obtained from California Longitudinal Pupil Achievement Data System
- Graduation Rate Indicator: Grades 9–12 (**State Priority 5**)
- Chronic Absenteeism Indicator (**State Priority 5**)
- Suspension Rate Indicator (**State Priority 6**)
- College/Career Readiness Indicator (**State Priorities 7 & 8**)
- Local Indicators (For each local indicator, performance is determined by the LEA based on state-created standards. Please see the *Local Indicators Quick Reference Guide* on the “Resources” tab at <http://www.cde.ca.gov/ta/ac/cm/> for further information.)
- **Engaging Key Stakeholders in the Assessment Process:** With factors identified, the LEA will have the information necessary to develop an effective improvement plan. Compose a representative team of stakeholders to be involved in the assessment process. Older students, parents, teachers, administrators, site coordinators and program staff, as well as IHE representatives and key community leaders should be consulted to inform the results. Active participation of key stakeholders in the assessment process is important. It will help build trust and ownership in the results, which helps to facilitate needed program changes.
- **Data Analysis and Reflection:** Work with a representative team of stakeholders to collect, summarize, reflect on the data, and conduct a root cause analysis. Consider the following questions and, based on the responses, identify a few (three to five) high priority needs on which to focus:
 - Is all necessary data available? Is further data collection necessary?

- Establishing cohorts in longitudinal studies of English learners based on specific characteristics (i.e. family literacy, amount of time in the program, age and grade level at time of identification, etc.) can provide useful data.
- Are there any clear data trends?
- What are the program's strengths?
- Which areas require improvement?
- Which areas can be addressed immediately and which ones require longer-term solutions?

3.2 Design (Plan and Support)

In partnership with a representative group of stakeholders, develop a comprehensive plan to address the high priority needs of the English learner program. This plan should be used to inform LEA decisions regarding the use of Title III funds in activities described in the Title III subgrant plan and may include specific details such as:

- Specific objectives to address each priority.
- A detailed plan to meet each objective. This plan might include specific and concrete activities for each objective that would help facilitate actual implementation at the district and site levels such as:
 - Specific individuals responsible for carrying out the activity
 - A concrete timeline for completing the activity
 - Estimated costs (if applicable) associated with completing the activity

3.3 Deliver (Improve)

Critical to the success of any plan is its faithful and thorough implementation. In order to implement the plan with fidelity, the following questions should be considered:

- Do all key site personnel understand the priorities of the year and the plan to address these needs?
- Who is responsible for ensuring the plan's implementation? (Note: This is not necessarily the individuals assigned to carry out specific activities within the plan.)
- How is the plan's implementation being monitored?

- How is staff being supported to meet the plan's goals? What professional development and coaching are in place to build the necessary skills in staff to successfully implement the plan?
- How often is the plan reviewed during the year? Is there a process to fine-tune or adjust the plan based on new data or feedback from staff, parents, and/or stakeholders?

Sites should continuously monitor their progress in implementing the plan. Is the plan being implemented with fidelity? How is this measured? Is the site meeting its benchmarks? What impact is the plan making? Is it effectively leading to marked improvement in the resources and services that are being delivered to students?

A cycle of improvement means that the process continuously repeats itself. At regular junctures, to be determined by the site (e.g., annually, semi-annually, quarterly), it is important to reassess the needs of the program and students to determine what adjustments are necessary for improvement. Once these adjustments are identified, the improvement cycle begins again.

Section IV-Title III Templates and Resources

4.2 2017–18 Title III ESSA Transition Plan Template

2017–18 Title III ESSA Transition Plan

All English Learner (EL) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

CDS Code: _____ LEA Name: _____ Fiscal Year: _____

Plan to Provide Services for English Learner Students

Please summarize information from district-operated programs and provide descriptions of how the LEA is meeting or plans to meet each requirement.	
How the LEA will:	Persons Involved/Timeline (Optional)
Required Content	Provide effective professional development
	Implement effective programs and activities
	Ensure English proficiency and academic achievement
	Promote parent, family, and community engagement in the education of English learners

LEAs receiving or planning to receive Title III English learner funding may include authorized activities.		Persons Involved/Timeline
Other Authorized Activities	<p>Describe all authorized activities chosen by LEA relating to: Supplementary services as part of the language instruction program for English learner students</p> <p>*Please see http://www.cde.ca.gov/sp/el/t3/authorizedcosts.asp for a list of authorized EL activities</p>	

Plan to Provide Services for Immigrant Students

Please complete this table if the LEA is receiving or planning to receive Title III Immigrant funding.		Persons Involved/Timeline
Authorized Activities	<p>Describe all authorized activities chosen by LEA relating to: Enhanced instructional opportunities for immigrant children and youth</p> <p>*Please see http://www.cde.ca.gov/sp/el/t3/authorizedcosts.asp for a list of authorized Immigrant activities</p>	

4.3 Other Title III Resources:

- **Education of English learners in California**

CDE ESSA Web page: <http://www.cde.ca.gov/re/es/>

CDE English learner Web page: <http://www.cde.ca.gov/sp/el/>

(includes links to the following CDE Web pages: [California Education for a Global Economy Initiative](#), [English Learner Roadmap](#), [Equal Opportunity & Access](#), [Reclassification](#), [State Seal of Biliteracy](#), [Technical Assistance and Monitoring](#), and [Two-Way Immersion](#))

CDE Title III Web page: <http://www.cde.ca.gov/sp/el/t3/>

CDE Title III Frequently Asked Questions Web page:
<http://www.cde.ca.gov/sp/el/t3/title3faq.asp>

CalEdFacts Web page (compilation of statistics and information on a variety of issues concerning education in California): <http://www.cde.ca.gov/re/pn/fb/>

- **U.S. Department of Education Resources**

“English Learner Tool Kit” (resources for program evaluation):

<https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html>

Office of English Language Acquisition: <https://www2.ed.gov/about/offices/list/oela/index.html>

- **Relevant Frameworks and Standards**

ELA/ELD Framework (specifically Ch.1–2 regarding the EL Proficiency Level Descriptors and Ch.8 & 11 regarding monitoring progress of English learners):

<http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>

Common Core State Standards: <http://www.cde.ca.gov/re/cc/>

California English Language Development Standards (Kindergarten Through Grade 12):

<http://www.cde.ca.gov/sp/el/er/eldstandards.asp#Implementation>

- **Assessment Resources**

CDE English Language Proficiency Assessments for California Web page:

<http://www.cde.ca.gov/ta/tg/ep/>

2016–17 and 2017–18 CELDT Information Guide: <http://www.cde.ca.gov/ta/tg/el/resources.asp>

Smarter Balanced Digital Library (professional learning and instructional resources to support the assessment process): <http://www.cde.ca.gov/ta/tg/sa/diglib.asp>

- **Data Evaluation Resources**

CDE California Accountability Model & School Dashboard Web page:
<http://www.cde.ca.gov/ta/ac/cm/>

The California Model: Academic Indicator Webinar:
<http://www.cde.ca.gov/ta/ac/cm/documents/academicindicatorwebinar.pdf>

The California Model: Suspension and English Learner Progress Indicators Webinar:
<http://www.cde.ca.gov/ta/ac/cm/documents/elpisuspensionwebinar.pdf>

The California Model: Graduation Rate and College/Career Indicators Webinar:
<http://www.cde.ca.gov/ta/ac/cm/documents/gradcciwebinar.pdf>

The California Model: Local Indicators, Chronic Absenteeism, and Statements of Model Practices Webinar:
<http://www.cde.ca.gov/ta/ac/cm/documents/localindicatorwebinar.pdf>

DataQuest (system that provides reports about California's schools and school districts):
<http://www.cde.ca.gov/ds/sd/cb/dataquest.asp>