

# Title III and the System of Support:

## A Guidance Document for County Offices of Education and Local Educational Agencies

California Department of Education

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## Section I – Introduction

Title III and the System of Support: A Guidance Document for County Offices of Education (COEs) and local educational agencies (LEAs) provides guidance to LEAs specific to the development and improvement of Title III programs and planning documents that delineate the supplemental use of Title III funds in support of those programs, thus ensuring alignment with the provisions and stipulations of the Every Student Succeeds Act (ESSA) during the 2022–23 year.

This document also contains references to resources, and frequently asked questions (FAQs) related to Title III and English learner (EL) programs.

### 1.2 Every Student Succeeds Act

President Obama signed ESSA into law on December 10, 2015, reauthorizing the 1965 Elementary and Secondary Education Act (ESEA), the national education law. The ESSA provides states authority regarding the development and implementation of standards, assessments, accountability, supports, and interventions while preserving the general structure of the ESEA funding formulas. Through various grant programs, these funding formulas provide federal funding to state education agencies (SEAs). In turn, SEAs distribute funds to LEAs through subgrants to improve education.

Title III, Part A, Language Acquisition for English Learners and Immigrant Students, one of the titles of the ESEA operating under these funding formulas, is specifically targeted to benefit English learners and immigrant youth. There are two federal Title III funding sources: the Title III EL Student Subgrant Program and the Title III Immigrant Student Subgrant Program.

LEAs apply to participate in the Title III EL and/or Immigrant Student education programs. During the application process, all eligible LEAs are required to:

* Maintain locally updated plans that outline the use of Title III funds and submit a Local Control and Accountability Plan (LCAP) Federal Addendum with the LEA’s LCAP
* Agree to assurances that the LEA will comply with the legal requirements related to state and/or federal programs.
* Submit projected budget reports on the Consolidated Application and Reporting System

### 1.3 State Board of Education English Learner Roadmap Policy

On July 12, 2017, the State Board of Education (SBE) passed the *California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners (CA EL Roadmap policy)*.



The full text of the image above can be found on the CDE English Learner Roadmap Principles Overview web page at <https://www.cde.ca.gov/sp/ml/rmprinciples.asp>.

Principle 1: Assets-Oriented and Needs-Responsive Schools

Principle 2: Intellectual Quality of Instruction and Meaningful Access

Principle 3: System Conditions that Support Effectiveness

Principle 4: Alignment and Articulation Within and Across Systems

This policy is intended to assist the CDE in providing guidance to LEAs in welcoming, understanding, and educating the diverse population of students who are English learners attending California public schools. English learner students represent a rich diversity of cultural backgrounds and come from families with rich social and linguistic experiences. Additionally, this multilingual and multicultural population brings skills in their primary language that contribute enormously to the state’s economic and social strength.

The impetus for this policy comes from a number of important related developments across the nation, as well as in California. The CA EL Roadmap articulates a common vision and mission for educating English learners to attain college- and career-ready standards while promoting the rich linguistic diversity of this state. California prioritizes practices that help ELs to thrive in a global economy with a culture of learning, innovation, and advanced technology. LEAs are encouraged to implement the EL Roadmap Policy and align LEA and site goals with the EL Roadmap Principles and Elements. For more information on the EL Roadmap, please visit the CDE English Learner Roadmap web page at <https://www.cde.ca.gov/sp/ml/roadmap>.

### 1.4 Access and Equity for English Learner and Immigrant Students

All students should have an equal opportunity to learn and excel in a safe and supportive environment. In California, there are many students and families with diverse backgrounds that help contribute to the economy of our great state, while adding to the rich cultural heritage that makes California a dynamic global leader. Some of these students and families need support in various areas, including but not limited to English proficiency and/or acclimation to the U.S. educational system. In California, the CDE provides additional support to programs and services that help students who may not yet speak, read, write or understand English well because English is not their native language and/or they are still adjusting to life in a new country. The overall goal of Title III programs is to improve the English language skills of English learners and immigrant students, in order to ensure that they meet the same challenging grade level and graduation standards as all other students, while also providing information to their parents and families about Title III services available so that they can participate in decision-making regarding the education of their children.

It is important to note that although it is not uncommon for students to be identified as both an English learner and an immigrant student, this is not always the case. Some immigrant students come to California already proficient in English yet may still benefit from immigrant-targeted programs and services. Many English learners are born in the United States and need programs and services targeting English proficiency and academic success, which differs from immigrant-targeted programs and services.

English learners are defined under ESSA as individuals who:

1. *are aged 3 through 21;*
2. *are enrolled or preparing to enroll in an elementary school or secondary school;*
3. *meet one of the following criteria—*
4. *were not born in the United States, or whose native language is a language other than English;*
5. *are Native American or Alaska Native, or a native resident of the outlying areas; and come from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency (ELP); or*
6. *are migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant—and*
7. *have difficulties in speaking, reading, writing, or understanding the English language, that may be sufficient to deny the individual*
8. *the ability to meet the challenging state academic standards;*
9. *the ability to successfully achieve in classrooms where the language of instruction is English; or*
10. *the opportunity to participate fully in society. (20 United States Code [USC] § 7801[20])*

The term "eligible immigrant student" is defined as an individual student who:

1. *is aged 3 through 21;*
2. *was not born in any state (each of the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico); and*
3. *has not been attending any one or more schools in the United States for more than three full school years. (20 USC § 7011[5])*

Regardless of whether Title III funding is accepted, all LEAs and schools are responsible for ensuring that all English learner students 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 learner students 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 can support English learner students in achieving school success through the implementation of the California English Language Development (CA ELD) Standards in tandem with the California State Standards for English Language Arts and Literacy (CA ELA/Literacy Standards) and other content standards. All Curriculum Frameworks and Content Standards are accessible on the CDE Curriculum Frameworks & Instructional Materials web page at <https://www.cde.ca.gov/ci/cr/cf/>.

To help EL students achieve their highest potential, they must be provided with:

1. Equitable access to all areas of the curricula;
2. Appropriate high-quality instruction that addresses their linguistic and academic needs and advances their skills and knowledge;
3. Relevant, standards-aligned resources that incorporate primary language to help students when appropriate; and
4. Settings that are physically and psychologically safe, respectful, and intellectually challenging.

California’s English learner students are enrolled in a variety of school and instructional settings. The CA ELD Standards apply to all of these instructional settings and provide opportunities for English learners to access, engage with, and achieve in grade-level academic content while they are learning English. Regardless of the instructional setting, all California educators have the dual obligation to support EL students to develop academic English language proficiency and provide them with meaningful access to grade-level academic content via appropriate instruction. An LEA must provide, at a minimum, a program of Structured English Immersion for English learners that includes Designated and Integrated ELD when meeting that dual obligation (5 California *Code of Regulations* [*CCR*] § 11309). For more information on access and equity, please see Chapter 9 of the English Language Arts/English Language Development (ELA/ELD) Framework at <https://www.scusd.edu/sites/main/files/file-attachments/chapter9sbeadopted.pdf>.

**Assembly Bill 2735: English Learner Participation in Standard Instructional Program**

On September 7, 2018, Governor Brown signed Assembly Bill 2735 (O’Donnell et al.), Chapter 304, Statutes of 2018, into law, thereby adding Section 60811.8 to the California *Education Code* (*EC*).

Effective July 1, 2019, and commencing with the 2019–20 school year, **no middle school or high school pupil classified as an English learner may be denied participation in the standard instructional program** of a school by being precluded from any of the following:

1. Enrollment in courses that are part of the standard instructional program;
	* Per *EC* Section 60811.8, a standard instructional program includes, at a minimum, core curriculum courses, courses required to meet state and local graduation requirements, and courses required for middle school grade promotion.
2. Enrollment in a full course load as part of the standard instructional program; and
3. Enrollment in courses that are not part of a school’s standard instructional program and either meet the subject matter requirements for purposes of recognition for college admission or are advanced courses on the sole basis of a pupil’s classification as an English learner.
	* The courses required for college admission are commonly referred to as the “a–g” subject requirements, and the advanced courses are commonly known as Advanced Placement (AP) courses as well as International Baccalaureate.

This new statute does not require schools to create extra courses in languages other than English. Provided that the pupil’s course of study is designed to remedy any academic deficits incurred while learning English and allow the pupil to attain meaningful and equitable participation in the standard instructional program within a reasonable length of time after entering the school system, the following pupils may be denied access to enrollment in a standard instructional program:

* A middle school or high school pupil classified as an English learner and has recently arrived in the United States, as defined in Section 1111(b)(3)(A) of the federal ESSA.
* A middle school or high school pupil classified as an English learner and participating in a program designed to meet the academic and transitional needs of immigrants with a primary objective of English learner proficiency development.

But this shall not be construed to prohibit, restrict, or discourage the enrollment of any pupil in a standard instructional program. All LEAs are encouraged to review their current enrollment practices to assess compliance with *EC* Section 60811.8. For more information regarding legislation affecting English learners, please visit the CDE English Learner Legislation web page at <https://www.cde.ca.gov/sp/ml/ellegislation.asp>.

#### Newcomer Students

Newcomer is an umbrella term for foreign-born students who have recently arrived in the United States. Newcomer students may include, but are not limited to, asylees, refugees, unaccompanied youth, undocumented youth, migratory students, and other immigrant children and youth identified by the LEAs. Newcomer students come from many different countries and diverse cultural backgrounds. These students come to school with various levels of educational experiences and speak a variety of languages, which may or may not include English. As newcomer students enter into a new education system, they may experience different academic, language, and social-emotional challenges from those of U.S. born students.

As educators, it is vital to acknowledge the strengths and abilities newcomer students bring, as well as recognize and assist newcomer students as they navigate these challenges. It is important for LEAs to identify ways to support newcomer students and their families to ensure the students receive the appropriate services and resources to benefit their success. It is also essential to build partnerships with parents, local communities, and organizations to ensure that newcomer students experience a positive school climate.

Newcomer students are protected under federal laws to access a free, accessible, and appropriate public education, regardless of home language or immigration status. Successful local programs serving newcomer students are based in sound educational theory, are implemented effectively with adequate resources, and are proven effective in overcoming language barriers.

The CDE Newcomer Students web page provides information and resources to support local educational agencies serving newcomer students and their families, which is available at <https://www.cde.ca.gov/sp/ml/newcomerstudnts.asp>.

### 1.5 Technical Assistance and Support

California has made meaningful changes to all aspects of the K–12 education system in curriculum and instruction, assessment, school finance, and school accountability systems. At the heart of these changes is a commitment to helping LEAs prepare all students to be ready for college and 21st century careers. These changes reflect an increased focus on improvement, including growth for all student groups and support for ongoing professional learning for educators. California’s diversity requires more than a “one size fits all solution” to help LEAs and schools successfully implement these efforts and meet the needs of all learners.

California's System of Support (SOS) requires increased coordination at the state, regional, and local levels. The focus of the SOS is to build local capacity to sustain improvement and to effectively address disparities in opportunities and outcomes. To do this, there is a need to align federal, state, and regional resources to support LEAs and their schools to meet the needs of each student they serve.

The partnership between the CDE and the California County Superintendents’ Educational Services Association (CCSESA) is an example of such coordination. CCSESA designates Regional County Office of Education English Learner Specialists (Regional COE EL Specialists) to provide technical assistance to the LEAs within each of the 11 County Superintendent regions (see the CDE Regional English Learner Specialists web page at <https://www.cde.ca.gov/sp/ml/t3rels.asp>). The Regional COE EL Specialists communicate, meet, and collaborate with the other agencies of the system of support on a regular basis in a variety of ways, including sharing at quarterly meetings.

Regional COE EL Specialists provide LEAs with resources and tools to support the development, implementation, and evaluation of strategies that ensure each EL student is successful. The specific work in each region depends on the localized needs of the LEAs and COEs within that region. The areas of support that are addressed in the document include, but are not limited to, any or all of the following:

* **Coaching and Capacity** **Building** for systemic improvement in data analysis and data-based decision making, strategic use of resources and technology, high-quality instruction (including both integrated and designated English language development and content subject matter instruction focused on English learner students), LCAP and LCAP Federal Addendum development, program implementation and evaluation, especially as related to English learner students, and implementation of the EL Roadmap.
* **Engagement with Educational Partners** to promote parental involvement and community support by communicating the vision and strategic plan, implementing community engagement practices, educating all educational partners to foster meaningful participation in LEA and school governance, primarily as related to English learners, and implementing the EL Roadmap.
* **Facilitation and Resource Connection** to effectively develop partnerships and mobilize specialized resources and expertise to support the continuous improvement process, to connect COEs and LEAs within each region to resources or expertise within the California System of Support, especially as related to English learner students, and the implementation of the EL Roadmap.
* **EL Program Design** should be informed by various educational partners (students, parents, administrators, teachers, paraprofessionals, school counselors, community leaders, etc.) to receive comprehensive input and establish programs that:
	+ Address educational theory/goals, program components/academic services/rigorous curriculum with high-quality lessons, and evaluation of program effectiveness;
	+ Use clear processes for student identification, assessment, transition, and reclassification policies (including monitoring of reclassified students), that adhere to applicable state requirements;
	+ Champion collaboration and professional development within communities of practice at the local, county, regional, and state levels; and
	+ Support school leaders to ensure equity in education by recognizing, respecting, and attending to the diverse strengths and challenges of the English learner students they serve. The CDE Equity web page is available at <https://www.cde.ca.gov/qs/ea/>).
* **State and Federal Compliance** with minimum legal requirements related to EL and Title III programs to ensure English learners, including immigrant and migrant students, acquire full proficiency in English as rapidly and effectively as possible, and that English learners meet state standards for academic achievement.



### 1.6 Regional COE EL Specialists Contact List

Below is a contact list for the eleven Regional English Learner Specialists.

#### Region 1 (Del Norte, Humboldt, Lake, Mendocino, Sonoma)

Jenn Guerrero, English Learner Specialist

Sonoma County Office of Education

5340 Skylane Boulevard, Santa Rosa, CA 95403

Phone: 707-524-2852

E-mail: jguerrero@scoe.org

#### Region 2 (Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, Trinity)

Holly Harding, Administrator/Title III Regional Lead

Butte County Office of Education

2491 Carmichael Drive, Suite 500

Chico, CA 95928

Phone: 530-828-5299

E-mail: hahmadi@bcoe.org

#### Region 3 (Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, Yuba)

Graciela García-Torres, Curriculum Specialist, EL Programs and Accountability

Sacramento County Office of Education

P.O. Box 269003

Sacramento, CA 95826-9003

Phone: 916-228-2478

E-mail: gtorres@scoe.net

#### Region 4 (Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, Solano)

Lilia Tsui, Coordinator, English Learner Specialist

Contra Costa County Office of Education

77 Santa Barbara Road

Pleasant Hill, CA 94523

Phone: 925-942-5316

E-mail: ltsui@cccoe.k12.ca.us

#### Region 5 (Monterey, San Benito, Santa Clara, Santa Cruz)

Dawn River, State and Federal Programs Coordinator

Santa Clara County Office of Education

1290 Ridder Park Drive, MC 221

San Jose, CA 95131-2304

Phone: 408-453-6899

E-mail: dawn\_river@sccoe.org

#### Region 6 (Amador, Calaveras, San Joaquin, Stanislaus, Tuolumne)

Karin Linn−Nieves, Director of Language & Literacy

San Joaquin County Office of Education

P.O. Box 213030

Stockton, CA 95213-9030

Phone: 209-468-4865

E-mail: klinnnieves@sjcoe.net

#### Region 7 (Fresno, Kings, Madera, Mariposa, Merced, Tulare)

Samantha Tate, Administrator, Educational Resource Services

Tulare County Office of Education

7000 West Doe Avenue, Suite A

Visalia, CA 93291

Phone: 559-302-3638, ext. 3111

E-mail: samantha.tate@tcoe.org

#### Region 8 (Kern, San Luis Obispo, Santa Barbara, Ventura)

Anna "Lisa" Vargas, Title III/Multilingual Education Coordinator, Curriculum Instruction & Accountability

Kern County Superintendent of Schools Office

1300 17th Street – City Centre

Bakersfield, CA 93301

Phone: 661-636-4235

E-mail: anvargas@kern.org

#### Region 9 (Imperial, Orange, San Diego)

Antonio Mora, District Advisor, Multilingual Education and Global Achievement

San Diego County Office of Education

6401 Linda Vista Road #321N

San Diego, CA 92111-7399

Phone: 858-295-8832

E-mail: amora@sdcoe.net

#### Region 10 (Inyo, Mono, Riverside, San Bernardino)

Lisa Winberg, Administrator, Assessment, Accountability and Continuous Improvement

Riverside County Office of Education

3939 Thirteenth Street

Riverside, CA 92502-0868

Phone: 951-249-8822

E-mail: lwinberg@rcoe.us

**Region 11 (Los Angeles)**

Malane Morales-Van Hecke, Coordinator III

Multilingual Academic Support Unit

Los Angeles County Office of Education, Education Center West

12830 Columbia Way, Downey CA 90242

Phone: 562-922-6332

E-mail: morales\_malane@lacoe.edu

## Section II - The California System of Support and Continuous Improvement

### 2.1 Title III Program Evaluation

Effective program improvement is ongoing and involves following a continuous improvement process that includes stages of assessment, planning, and adopting changes (also referred to as a Plan-Do-Study-Act, or PDSA, cycle). First, the continuous improvement process involves addressing three major questions:

1. What are we trying to improve? To answer this question, create aim statements, which set clear and focused goals. The goals should be SMART: specific, measurable, attainable, realistic, and time-limited goals.
2. How will we know that a change is an improvement? To answer this question, create measures that will assess progress toward the aim statements.
3. What changes can we make that will result in improvement? To answer this question, create ideas that will lead to accomplishment of the aim statement. Ideas for change may come from the insights of all levels: community educational partners, parents, students, school site staff, and LEA staff.

Once those important questions have been answered, it is time to implement the stages of a PDSA cycle that continuously repeats to inform the next cycle.

The following sections (2.2–2.5) will expand on each component of the PDSA cycle.

### 2.2 Plan Ahead for Change

In partnership with a representative group of educational partners, develop or update a comprehensive plan to address the high priority needs of the EL program highlighted during data analysis and reflection done during the previous cycle. This plan should be used to inform LEA decisions regarding the use of Title III funds for activities described in the Title III section of the LCAP Federal Addendum and may include specific objectives, with concrete activities that would help facilitate actual implementation at the LEA and site levels (i.e., specific individuals responsible for carrying out each activity, concrete timelines for completing each activity, estimated costs [if applicable] associated with completing each activity, etc.) to address each high priority need. Some resources for creating such a comprehensive plan can include:

* **The** **California EL Roadmap**: California now has the opportunity to develop a system of accountability and continuous improvement that aligns with and extends the provisions outlined in ESSA to support a world-class education for every student in the Golden State.

The *California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners (EL Roadmap*) centers on standards, curriculum frameworks, assessment, accountability/school improvement, educator quality, early childhood/preschool, social and family support services, parent/community involvement, and higher education. Its purpose is to promote local capacity-building and continuous improvement in each of these areas, which are often interrelated. The CDE EL Roadmap web page can be accessed at <https://www.cde.ca.gov/sp/ml/roadmap>.asp and contains the SBE-adopted EL Roadmap Policy, Guidance Document, and web-based resources. The Crosswalk to LCAP document, available in Section IV of this document and on the CDE EL Roadmap web page, assists LEAs in aligning the LCAP priorities to the EL Roadmap principles below.

* + **Four Principles**: These principles provide the foundation of California’s EL Roadmap. Underlying the systemic application of the principles is the foundational understanding that simultaneous development of English learners’ linguistic and academic capacities is a shared responsibility of all educators and that all levels of the schooling system have a role to play in ensuring the access and achievement of English learner students. They are intended to guide all levels of the system towards a coherent and aligned set of practices, services, relationships, and approaches to teaching and learning that together create a powerful, effective, twenty-first century education for our English learner students. The principles are further broken down into elements that make up each principle. These elements are the concrete actions that need to be taken in order to enact each principle.
		- **Principle #1: Assets-Oriented and Needs-Responsive Schools**

Pre-schools and schools are responsive to different EL student strengths, needs and identities, and support the socio-emotional health and development of English learner students. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.

* + - * **Elements:**
				1. The languages and cultures English learner students bring to their education are **assets** for their own learning and are important contributions to learning communities. These assets are valued and built upon in culturally responsive curriculum and instruction and in programs that support, wherever possible, the development of proficiency in multiple languages.
				2. Recognizing that **there is no single EL student profile** and no one-size-fits-all approach that works for all English learner students, programs, curriculum, and instruction must be responsive to different EL student characteristics and experiences. EL students entering school at the beginning levels of English proficiency have different needs and capacities than do students entering at intermediate or advanced levels. Similarly, students entering kindergarten have different needs than students entering in later grades. The needs of long-term English learners are vastly different from recently arrived students (who in turn vary in their prior formal education). LEAs vary considerably in the distribution of these EL profiles, so no single program or instructional approach works for all EL students.
				3. **School climates** and campuses are affirming, inclusive, and safe.
				4. Schools value and build strong **family and school partnerships**.
				5. Schools and LEAs develop a collaborative framework for identifying **English learner students with disabilities** and use valid assessment practices. Schools and LEAs develop appropriate individualized education programs (IEPs) that support culturally and linguistically inclusive practices and provide appropriate training to teachers, thus leveraging expertise specific to English learner students. The IEP addresses academic goals that take into account student language development, as called for in state and national policy recommendations
		- **Principle #2: Intellectual Quality of Instruction and Meaningful Access**

English learner students engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learner students have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.

* + - * **Elements:**
				1. Language development occurs in and through subject matter learning and is **integrated** across the curriculum, including content-based integrated ELD and designated ELD.
				2. Students are provided a rigorous, intellectually rich, standards-based curriculum with instructional **scaffolding** that increases comprehension and participation and develops student autonomy and mastery.
				3. Teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking with the same **high expectations** for English learners as for all students in each of the content areas.
				4. English learners are provided **access to the full curriculum** along with the provision of appropriate EL supports and services.
				5. Students’ **home language** is understood as a means to access subject matter content, as a foundation for developing English, and, where possible, is developed to high levels of literacy and proficiency along with English.
				6. Rigorous **instructional materials** support high levels of intellectual engagement. Explicit scaffolding enables meaningful participation by English learners at different levels of English language proficiency. Integrated language development, content learning, and opportunities for bilingual/biliterate development are appropriate according to the program model.
				7. English learners are provided choices **of research-based language support/development programs** (including options for developing skills in multiple languages) and are enrolled in programs designed to overcome language barriers and provide access to the curriculum. Please visit the CDE California Education for a Global Economy (CA Ed.G.E.) Initiative web page at <https://www.cde.ca.gov/sp/ml/caedge.asp> for more information regarding establishing language acquisition programs and the CA Ed.G.E. Initiative.
		- **Principle #3: System Conditions that Support Effectiveness**

Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learner students and their communities, and utilize valid assessment and other data systems that inform instruction and continuous improvement; resources and tiered support is provided to ensure strong programs and build the capacity of teachers and staff to build on the strengths and meet the needs of English learner students.

* + - * **Elements:**
				1. **Leaders** establish clear goals and commitments to English learner students by providing access, growth toward English proficiency, and academic engagement and achievement. Leaders maintain a systemic focus on continuous improvement and progress toward these goals—over and above compliance via the EL Master Plan and English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) regulations.

For ELAC and DELAC requirements, visit the CDE ELAC web page at <https://www.cde.ca.gov/ta/cr/elac.asp> and CDE DELAC web page at<https://www.cde.ca.gov/ta/cr/delac.asp>.

* + - * 1. The school system invests **adequate resources** to support the conditions required to address EL needs.
				2. A **system of culturally and linguistically valid and reliable assessment** supports instruction, continuous improvement, and accountability for attainment of English proficiency, biliteracy, and the academic achievement.
				3. **Capacity building** occurs at all levels of the system, including **leadership development** to understand and address the needs of English learner students. **Professional learning** and **collaboration time** are afforded to teachers. The system makes robust efforts to address the teaching shortage and build a **recruitment and development pipeline** of educators skilled in addressing the needs of English learner students, including bilingual teachers.
		- **Principle #4: Alignment and Articulation Within and Across Systems**

English learner students experience a coherent, articulated and aligned set of practices and pathways across grade levels and educational segments beginning with a strong foundation in early childhood and continuing through to reclassification, graduation, and higher education. These pathways foster the skills, language(s), literacy, and knowledge students need for college- and career-readiness and participation in a global, diverse multilingual twenty-first century world.

* + - * **Elements:**
				1. EL educational approaches and programs are designed for continuity, **alignment, and articulation** across grade levels and system segments beginning with a **strong foundation in early childhood** (preschool), and continuing through elementary and secondary levels onto graduation and postsecondary education and career preparation.
				2. Schools plan schedules and resources to **provide** **extra time** in school (as needed) and build partnerships with after-school and other entities to provide additional support for English learner students, to accommodate the extra challenges they face in learning English and accessing/mastering all academic subject matter.
				3. EL educational approaches and programs are designed to be **coherent** across schools within LEAs, across initiatives, and across the state.
* **English Learner Roadmap Self-Reflection Rubric**: This Self-Reflection Rubric can be used to evaluate practices at schools, districts, and county offices of education from preschool through higher education. School, district, and county teams can use this self-reflection tool to engage in dialogue, assess current status in enacting the EL Roadmap Principles, and identify areas needing improvement. To download the rubric, visit the CDE EL Resources web page at <https://www.cde.ca.gov/sp/ml/rmresources.asp>.
* **California Practitioners’ Guide for Educating English Learners with Disabilities**: The California Practitioners’ Guide for Educating English Learners with Disabilities is structured to make valuable information readily available to busy educators. It contains lists of key questions addressed in each chapter, sample forms, checklists, illustrative scenarios, tables, illustrations, frequently asked questions, links to additional resources, and other visual and organizational elements to improve the accessibility of the text. To download the guide, visit the CDE English Learners with Disabilities web page at <https://www.cde.ca.gov/sp/se/sr/elpracguideswd.asp>.
* **Statements of Model Practices**: The Statements of Model Practices are designed to support LEAs and their educational partners with the identification of strategies and practices that support improved outcomes for all students. The Statements of Model Practices are organized to correspond to the Local Control Funding Formula (LCFF) priorities and can be accessed via the CDE LCFF Priorities/Whole Child Resource Map web page at <https://www.cde.ca.gov/eo/in/lcff1sys-resources.asp>. They help LEAs in their analysis of progress by:
	+ Providing qualitative statements describing examples of effective practices and processes for LEAs to consider and compare to existing practices and processes in place;
	+ Describing additional actionable information not obtained from quantitative analysis of the indicators alone; and
	+ Providing additional data that can assist users in instructional decision making and improving student achievement at the system, school, and classroom levels.
* **California System of School Support**:

The California System of Support is designed to build local capacity and assist LEAs in identifying and eliminating inequities, as part of the continuous improvement process. This support includes three levels.

1. **Support for All**: Various state and local agencies provide an array of support resources, tools, and voluntary technical assistance that all LEAs may use to improve student performance at the LEA and school level and narrow disparities among student groups across the LCFF priorities, including recognition for success and the ability to share promising practices.
2. **Differentiated Assistance**: County superintendents, charter authorizers, the CDE, and the California Collaborative for Educational Excellence (CCEE) provide differentiated assistance for LEAs, in the form of individually designed assistance, to address identified performance issues, including significant disparities in performance among student groups.
3. **Intensive Intervention**: The State Superintendent of Public Instruction may require more intensive interventions for LEAs with persistent performance issues and a lack of improvement over a specified time period.

The new system is made up of numerous support providers, and all are expected to work collaboratively to provide coordinated support to LEAs. The CCEE and the CDE were directed to establish a process to select, subject to the approval of the Executive Director of the SBE, lead agencies with specialized expertise to co-administer the initiatives. Multiple COEs with specialized expertise have been selected as agencies with a lead role in supporting this work as facilitators, resource connectors, and capacity builders. The Title III COE Liaison Agency communicates information between the Regional COE EL Specialists and other lead agencies of the California System of Support. Those agencies include:

* + **Regional COE EL Specialists** (represented and informed by the Title III COE Liaison Agency) are charged with providing guidance and support to LEAs in the implementation and improvement of Title III programs as well as the development of LCAP Federal Addendum, using resources such as the EL Roadmap. The CDE Regional COE English Learner Specialists web page is available at <https://www.cde.ca.gov/sp/ml/t3rels.asp>.
		- The Regional COE EL Specialists, as an extension of CDE, provide guidance and support to LEAs as they:
			* Develop and implement effective programs and services for English learner students, including English learner students with disabilities and immigrant students
			* Evaluate the effectiveness of current practices, identify areas of need, and prioritize focus areas to implement a continuous improvement process
			* Assist in development and review of LCAP Federal addenda for state and federal fund alignment to the identified needs of the LEA and the goal of providing equitable services to narrow the achievement gap for English learners
			* Assist LEAs in the analysis of EL linguistic and academic performance data and help them develop effective strategies for program evaluation and improvement by first conducting a root cause analysis
			* Clearly describe effective supplemental Title III activities in the LCAP Federal Addendum, which is especially important when using multiple funding sources for common goals (referred to as “braiding” funds with other state and federal funding sources)
	+ The **Geographic Lead Agencies** are charged with building LEA capacity to support the continuous improvement of student performance and address the gaps in achievement between student groups. The Geographic Lead Agencies will also support communication among the other lead agencies within California's System of Support. For more information, visit the CDE Geographic Lead Agencies web page at <https://www.cde.ca.gov/sp/sw/t1/crss.asp>.
	+ **The Educator Workforce Investment Grant (EWIG) Program** provides professional learning opportunities for teachers and paraprofessionals across the state for implementation of the EL Roadmap Policy and Special Education. For more information, visit the CDE EWIG web page at <https://www.cde.ca.gov/pd/ps/ewig.asp>.
		- For more information on the EWIG: EL Roadmap Policy Implementation grant, visit the web page at <https://www.cde.ca.gov/sp/ml/ewigelrmpolicy.asp>.
	+ The lead agency for the **Community Engagement Initiative** is charged with building capacity in communities to expand successful community engagement practices for LEAs statewide.
	+ The **Special Education Local Plan Area (SELPA) Resource** leads consist of two types of statewide special education leads: SELPA Systems Improvement Leads and SELPA Content Leads. The main goal of the SELPA Leads is to grow differentiated assistance provided to LEAs with a focus on improving the outcomes of students with disabilities.
	+ The **Equity Leads** build the capacity of school LEAs and public schools to promote equity and increase opportunities for underserved students.
	+ The **Early Literacy Support Block (ELSB) Grant Program** awards funds to LEAs with the 75 schools that have the highest percentage of students in grade three scoring at the lowest achievement standard level on the State Summative ELA assessment. For more information on the ELSB Grant Program, visit the web page at <https://www.cde.ca.gov/pd/ps/elsbgrant.asp>.
	+ The **21st Century California School Leadership Academy** provides high-quality professional learning for administrators and other school leaders. For more information on the 21st Century California School Leadership Academy, visit the web page at <https://www.cde.ca.gov/pd/ai/ca21csla.asp>.
	+ The [**Statewide System of Support for Expanded Learning**](https://www.cde.ca.gov/ls/ex/stsystemofsup.asp) is the technical assistance network for supporting After School Education and Safety Program and 21st Century Community Learning Program grantees throughout California. For more information on the Statewide System of Support for Expanded Learning, visit the web page at <https://www.cde.ca.gov/ls/ex/stsystemofsup.asp>.
	+ **Multi-Tiered System of Support (MTSS)** lead agencies are charged with building LEA capacity for MTSS implementation. MTSS is an integrated, comprehensive framework that focuses on Common Core State Standards, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students’ academic, behavioral, and social success. For more information, visit the CDE MTSS web page at <https://www.cde.ca.gov/ci/cr/ri/>.
		- MTSS offers the potential to create needed systematic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students. Some of these supports include:
			* Interventions within Response to Instruction and Intervention processes
			* Supports for Special Education, Title I, and Title III
			* Support services for English learner students, American-Indian students, and those in gifted and talented programs
	+ The CDE and CCEE serve in an administrative role convening regular meetings of representatives from these entities and providing state-level information, coordination, and training on various topics. For more information on the California System of Support, please visit the CDE California's System of Support web page at <https://www.cde.ca.gov/sp/sw/t1/csss.asp>.

Once a plan has been formed, the team should analyze and predict the results of the proposed actions and strategies in order to compare to the actual results documented. Create a concrete data collection plan for each action that will be implemented. Data points should be closely aligned with the action (e.g., collect pre- and post-test data for all English Learners, compare the growth of the students that participate in the planned intervention to the students that do not). Ensure all involved are aware of the data they are responsible for collecting, at what frequency, and where the data will be recorded.

### 2.3 Do (Execute the Plan)

Now it is time to execute or set the plan in motion. Actions and strategies from the plan should be implemented with fidelity while taking note of problems and unexpected observations. The purpose of this step is experimentation trying the change for a short period of time (4-6 weeks). It is important to learn from the successes and consequences of the planned actions by asking questions similar to these:

* What was observed at all levels?
* Did everything go as planned at all levels?
* Are modifications to the plan necessary at any levels?

By tracking and analyzing the data associated with the implemented changes, LEAs can determine which change is actually making an impact.

### 2.4 Study (Program Evaluation: Assess and Analyze Data)

An assessment of needs consists of the selection of an appropriate assessment instrument to evaluate a program; the engagement of key educational partners in the assessment process; and a critical and reflective analysis of the assessment data, also known as a root cause analysis. Data analysis can support the identification of specific elements including identification of:

* Core program and program weaknesses
* Program misalignments
* Ineffective program elements or implementation
* Gaps in student performance

#### Selecting the Evaluation Instrument:

The evaluation process begins with the selection of evaluation tools. Evaluation tools should be selected that can be used to analyze the degree and effectiveness of the implementation of strategies in the LCAP and LCAP Federal Addendum. Following are descriptions of useful tools:

* 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.
* 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. For a quick reference to the Dashboard's features and design, please see the California School Dashboard Reference Guide at <https://www.caschooldashboard.org/assets/pdf/fast-start-guide-v2.pdf>.
	+ The state and local measures referenced below provide critical support and data for LEAs with continuous improvement efforts. These measures and the Dashboard are accessible on the CDE California School Dashboard and System of Support web page at <https://www.cde.ca.gov/ta/ac/cm/>.
	+ State Indicators (For each state indicator, performance levels are provided for all students and for certain student groups, including English Learner students, at the LEA or school.)
		- Performance on the state indicators is based on both current performance (**Status**) and progress over time (**Change**).
			* **Status** is based on the most recent year of data for each indicator. There are five Status levels: Very high, High, Medium, Low, and Very low.
			* **Change** is the difference between current and prior year performance. There are five Change levels: **Increased** **significantly**, **Increased**, **Maintained**, **Declined**, and **Declined** **significantly**.
			* Combining Status and Change results in a performance level for each state indicator for LEAs, schools, and student groups with 30 or more students. There are five performance levels, and each is assigned a different color. The five color-coded performance levels in order are: **blue** (highest performance), **green**, **yellow**, **orange**, and **red** (lowest performance). For most state indicators, the goal is to achieve a high percent in Status and Change.
		- Academic Indicator (**State Priority 4**)
			* Based separately on the ELA/literacy and mathematics proficiency results from the statewide assessments (Smarter Balanced) for grade levels 3 through 8 and 11.
			* Includes students who are English learners during the testing year **AND those students who were reclassified as fluent-English-proficient within the past four years.**
		- English Learner Progress Indicator (ELPI): The Every Student Succeeds Act requires that all schools and student groups meet the 95 percent participation requirement for ELA and mathematics and that the participation rate be factored into the Academic Indicator. (**State Priority 4**)

Includes current annual ELP assessment results for grade levels 1 through 12

* + - * The ELPI determines progress using two data sources:
				+ Annual ELP assessment results, which are provided by the Educational Data Systems (EDS), and
				+ EL reclassification, which is obtained from the California Longitudinal Pupil Achievement Data System (CALPADS).
		- Graduation Rate Indicator: Grades 9–12 (**State Priority 5**)
			* Based on four-year cohort graduation rates and applies to LEAs and schools that have 30 or more students in the four-year cohort.
			* Includes students who are English learners at any time during high school (grades 9–12).
		- Chronic Absenteeism Indicator (**State Priority 5**)
			* In the Dashboard, performance on this measure is determined by 1) the percent of students in a school or LEA or student group who were absent for 10 percent or more of instructional days they were enrolled to attend, and 2) whether results (i.e., the chronic absenteeism rate) increased or declined between the prior year and the current one.
			* Includes students who are English learners at any time during the academic year.
		- Suspension Rate Indicator (**State Priority 6**)
			* Has a distribution for each LEA type (elementary, high, and unified) and each school type (elementary, middle, and high) to account for higher rates at the high school level.
			* Desired outcome is to have a low suspension rate and, thus, a low percent for Status and Change (this is different from most other state indicators).
			* Includes students who are English learners at any time during the academic year.
		- College/Career Readiness Indicator (**State Priorities 7/8**)
			* Contains both college and career measures recognizing the various options to prepare for postsecondary and allows for fair comparisons across all LEAs and schools.
			* Includes students who are English learners at any time during high school (grades 9–12).
			* There are three levels that measure postsecondary preparedness:
				+ Prepared
				+ Approaching Prepared
				+ Not Prepared
	+ **Local Indicators**
		- For each local indicator, performance is determined by the LEA based on state-adopted standards. LEAs will use the self-reflection tools included in the evaluation rubrics. These tools allow them to measure and report their progress through the California School Dashboard and decipher whether they have “Met” the performance standards. Please see the **Local Indicators Quick Reference Guide** on the “Resources” tab at <https://www.cde.ca.gov/ta/ac/cm/> for further information.
		- The California Assessment of Student Performance and Progress (CAASPP) is designed to give information to teachers, students, and their families about what students know and are able to do and whether they are on track to be ready for success in college or a career when they graduate from high school. **CAASPP Results**, a **CAASPP Back-to-School Toolkit**, and various other CAASPP resources can be found on the CDE CAASPP System web page at <https://www.cde.ca.gov/ta/tg/ca/>.

#### Engaging Key Educational Partners in the Evaluation Process:

With factors identified, the LEA will have the information necessary to develop an effective improvement plan and should compose a representative team of educational partners to be involved in the evaluation process. Educational partners play an important role in all school improvement activities, whether it is developing a plan, monitoring progress, or celebrating accomplishments. All of these activities will be most effective if done through a collaboration with all educational partners. Each educational partner has unique insights, resources, and skills that contribute to a school environment where students thrive and each group should be consulted to inform school improvement activities.

Effective family and community engagement require an intentional and systemic partnership of educators, the students themselves, families and guardians, other school and program staff; institute of higher education representatives, business owners, community leaders, social service providers, and other educational partners. These partners share responsibility for a student’s preparation for school, work, and life, from the time the child is born to young adulthood. To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students learning and thriving.

Active participation of key educational partners in the evaluation process, beyond traditional acts of family involvement such as chaperoning educational excursions, fundraising, and attending parent meetings (i.e., English Learner Advisory Committee and School Site Council) is important. It will help build trust and ownership in the results, which helps to facilitate needed program changes. For further information, videos, and resources, please visit the CDE Quality Schooling Framework: Family and Community web page at <http://www.cde.ca.gov/qs/fc/index.asp>.

#### Data Analysis and Reflection:

Work with a representative team of educational partners to collect, summarize, reflect on the data, and conduct a root cause analysis. Program evaluation is essential to ensuring that the needs of all English learner students are being addressed. Collecting information in order to make necessary decisions about program implementation can be done in a variety of ways, including but not limited to:

* **Self-Evaluation and Needs Assessment**
	+ EL Roadmap Self-Reflection Rubric
		- This tool can be used to evaluate practices at schools, LEAs, and COEs from preschool through higher education.
* **Review of Discrete Data Collected During PDSA Cycles**
	+ Pre- and Post-Test growth data from Universal Screener where data is compared for students that participated to those that did not
	+ Intervention performance
	+ Effectiveness Indicators for positions funded from Title III, such as:
		- Paraprofessional
		- Instructional Coach
		- Bilingual Aide
		- Parent/Family/Community Liaison
		- Sample Evaluation Tool to Collect Data: <https://docs.google.com/document/d/1uImLs6OCVSYUYeWZl3eJn3Zoq3S0CtnN/edit?usp=sharing&ouid=105499148335196030879&rtpof=true&sd=true>
* **Review of Academic Achievement Data** (Data to gather to determine EL Subgroup performance and high priority needs)
	+ Local benchmark and diagnostic assessment data available to the LEA. These assessments are administered more frequently than statewide assessments. LEAs should disaggregate and analyze this data by school and grade level.
	+ Smarter Balanced Assessments, California Alternate Assessments, and California Science Tests yield achievement results for Reading, Language Arts, Math, and Science. This data is analyzed at the LEA and site levels.
	+ The ELPAC are administered initially to determine English language proficiency. Identified English learner students are then tested annually with the ELPAC summative assessment to measure progress in English language development. The test is also used as one of the assessment measurements for the reclassification of English learners.
	+ GPAs and A–G results are collected at the end of each spring semester. GPAs are gathered for academic courses (i.e., English, Math, Science, and Social Science) and for all courses (cumulative GPAs), and for courses that meet the University of California’s A–G course requirements.
	+ Graduation data is collected at the end of each school year. The number and percent of students in grade twelve who graduate at the end of the school year including the summer school are determined, as well as the number and percent of students in grade twelve who graduate having met the University of California A–G course requirements.
	+ Growth Model: On May 12, 2021, the SBE approved a student-level growth model using grades four through eight growth scores. The development and adoption of this growth model was accomplished due to the valuable input from a broad range of educational partners, and the expertise of CDE's assessment vendor, Educational Testing Service, and the Technical Design Group. More information is available at the CDE Growth Model web page at <https://www.cde.ca.gov/ta/ac/acctgrowthmod.asp>.
* **Data Analysis** (to help schools and LEAs maximize targeted conversations around the EL subgroups specific to the site)
	+ EL 09 Template- Evaluation of Title III Funded Services and Programs Form: <https://cde.app.box.com/v/fpmtraining2223/file/989446282416>
	+ Language fluency is evaluated by comparing results from different language proficient groups such as:
		- English-only students (EOs)
		- English learners (from different language groups)
		- Initially fluent speakers of English (I-FEPs)
		- Reclassified students (RFEPs)
			* **It is critical to disaggregate English learner and RFEP data in order to obtain precise data measurements (available on the Dashboard for Math/ELA)**
	+ Performance of English learners is evaluated in light of their time in the LEA and prior schooling history for:
		- English Learners making adequate progress
		- Newcomers
		- Students with Limited or Interrupted Formal Education (SLIFE)
		- At-Risk of Becoming Long-Term English Learners (AR-LTELs) or At-Risk (AR)
		- Long-Term English Learners (LTELs)
		- Ever English Learners (Ever-ELs)
		- State Seal of Biliteracy data
	+ The Census of English learners provides statistics on English learners that can be accessed at <https://www.census.gov/programs-surveys/sis/2020census/2020-resources/ell-adult-esl.html>.
	+ Attendance and Suspension data desegregated by the subgroups listed above.
* **Organization of Data Results**
	+ Profiles of English learners
		- Major Language Groups
		- Instructional Services
		- Language Fluency
		- Enrollment by Time in LEA
	+ Gains in English Proficiency
		- Reclassification Rate
		- Data from monitoring of students who have RFEP status. State and federal laws require four years of monitoring of students who have exited from English learner status
		- Distribution of the RFEPs who achieved full proficiency by language
			* Time to Reclassification (compared to prior years) using
	+ Annual Summative ELPAC results
	+ Academic Achievement among English learners
		- Academic gains of English learners are measured annually by their performance level scores
	+ Graduation Rates for English learners
		- Academic gains of English learners are measured annually by their performance level scores (compared to EOs as well)
	+ Cohort Study of Long-term English learners
		- Academic gains of English learners are measured annually by their performance level scores (compared to EOs as well)
		- Suspension increase or decrease (compared to EOs as well)
		- Attendance increase or decrease (compared to EOs as well)
		- Participation in Gifted and Talented Education (GATE) programs (compared to EOs as well)
		- Other data indicators analyzed by the LEA

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 the identification, etc.) can provide useful data.
* Are there any clear data trends?
* What are the program’s strengths? What evidence supports this?
* Which areas require improvement? What evidence supports this?
* Which areas can be addressed immediately and which ones require longer-term solutions?
	+ Being that English learners are a significant subgroup for multiple indicators, LEAs should conduct a deeper data analysis to find root causes for the lower performance level of the EL subgroup when:
		- A “red” or “orange” performance level has been assigned for the **Academic Indicator, Graduation Rate Indicator, College/Career Readiness Indicator**, and/or **ELPI** (ELPI is Status only for 2019).
		- A “blue” or “green” performance level has been assigned for the **Chronic Absenteeism Indicator** and/or the Suspension Rate Indicator.

### 2.5 Act (Improve)

Faithful and thorough implementation is critical to the successful application of a continuous improvement process. In order to employ the process with fidelity, LEAs should continuously monitor their progress in carrying out the process at each site. The following questions could be considered:

* 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 does the plan impact the classroom-level experience for English learner students?
	+ How is this measured?
	+ Is the site meeting its benchmarks?
	+ What impact is the plan making for English learner students’ experience?
	+ How often is the process reviewed?
	+ Who is involved in the review of the process?
	+ Is it effectively leading to a marked improvement in the resources and services that are being delivered to students?
	+ How did the results compare to the predictions of the team during the **Plan** stage?
	+ Do all key site personnel understand the priorities of the year and the plan to address these needs?
* 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 educational partners?
* Who is involved in the review process of the effectiveness of the plan?

Continuous improvement does not have a set, scheduled finishing point or stage of completion and, instead, necessitates an organizational commitment to an ongoing cycle of learning, self-analysis, adjustment, and growth. It is critical to reassess the needs of the program and begin the cycle all over again. Because of the cyclical nature of the continuous improvement process, success presents itself in the form of incremental, ongoing improvements, rather than breakthrough changes.

#### Improving Education for Multilingual and English Learner Students: Research to Practice

In California, over 40 percent of the 6.2 million students speak a language other than English in their homes, and half of those students are English learners. Therefore, a quality education for these students includes not only building English language skills for success in all subject areas, but also nurturing the unique resources that multilingual learner students possess. *Improving Education for Multilingual and English Learner Students: Research to Practice* **provides the field with reflection tools, best practices, resources, and guidance, as well as examples from districts that have implemented successful programs for multilingual and English learner students.** Educators can use these to provide that quality education for these students.

The publication is available for free download on the CDE Improving Education: Research to Practice web page at <https://www.cde.ca.gov/sp/ml/improvingmleleducation.asp>.

## Section III - Application Process and LCAP Federal Addendum

### 3.1 Purposes and Requirements of a Title III Subgrant

Per Title 20 of the USC Section 6824, there are two types of Title III subgrants that the CDE can make to LEAs. The purpose of both the Title III EL Student Program and the Title III Immigrant Student Program is to ensure that all English learners and immigrant children and youth attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic standards as all other students (20 USC § 6812). To support this goal, the U.S. Department of Education allocates Title III funds to the CDE, and in turn, the CDE provides subgrants to LEAs with EL populations in California.

LEAs use Title III subgrant funds to supplement other federal, state, and local public funds and improve the education of English learners and immigrant children and youth. LEAs carry out activities that use effective approaches and methodologies to help English learners and immigrant children and youth fully access intellectually rich and comprehensive curricula. The purposes of these activities are to:

* Develop new or strengthen existing 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) with the inclusion of highly focused, innovative, locally designed supplemental activities to expand or enhance these programs
* Implement 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 at all levels (i.e. focus on both school-wide and agency-wide programs)

**Title III EL Student Program Overview**

The purpose of the Title III EL Student Program is to ensure that all EL students attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic standards as all other students.

All school districts, county offices of education and direct-funded charter schools that report the enrollment of one or more EL students on the California Longitudinal Pupil Achievement Data System are eligible to participate in the Title III EL Student Program Subgrant.

Funds must be used for the following supplementary services as part of the language instruction program for EL students:

* Increase the English language proficiency of English learners by providing effective language instruction educational programs;
* Provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel; and
* Provide activities and strategies that enhance educational programs for English learners which include parent, family and community engagement.

In addition, Title III English learner student program funds may be used for:

* Upgrading program objectives and effective instructional strategies;
* Improving the instructional program for English learners by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures;
* Providing to English learners tutorials and academic or career and technical education; and intensified instruction;
* Developing and implementing effective preschool, elementary school, or secondary school language instruction educational programs that are coordinated with other relevant programs and services;
* Improving the English language proficiency and academic achievement of English learners;
* Providing community participation programs, family literacy services, and parent and family outreach and training activities to English learners and their families;
* Improving the instruction of English learners, which may include English learners with a disability;
* Offering early college high school or dual or concurrent enrollment programs or courses designed to help English learners achieve success in postsecondary education;
* Direct administration expenses for a fiscal year not to exceed two percent of such funds for the cost of administering the program;
* Local educational agencies are authorized to assess indirect cost rates to the portion of the subgrant that is not reserved for direct administrative costs; and;
* Other activities that are consistent with the purposes of the program.

The CDE Title III English Learner Student Program web page is available at <https://www.cde.ca.gov/sp/ml/t3el.asp>.

**Title III Immigrant Student Program Overview**

Title III Immigrant Student Education Program funds are to be specifically targeted to eligible immigrant students and their families through the provision of supplementary programs and services for the underlying purpose of assuring that these students meet the same challenging grade level and graduation standards as mainstream students.

The purpose of the Title III Immigrant Student Education Program subgrants is to pay for enhanced instructional opportunities to immigrant students and their families. LEAs may choose from activities authorized by Title III.

* Family literacy, parent and family outreach, and training activities designed to assist parents and families to become active participants in the education of their children;
* Recruitment of, and support for, personnel, including teachers and paraprofessionals who have been specifically trained, or are being trained, to provide services to immigrant children and youth;
* Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;
* Identification, development, and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds;
* Basic instructional services that are directly attributable to the presence of immigrant children and youth in the LEA involved, including the payment of costs are directly attributable to such additional basic instruction services;
* Other instructional services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education;
* Activities, coordinated with community-based organizations, institutions of higher education, and families of immigrant children and youth by offering comprehensive community services;
* Recommended direct administration expenses for a fiscal year may not exceed two percent of such funds for the cost of administering this subpart;
* LEAs are authorized to assess approved indirect cost rates to the portion of the subgrant that is not reserved for direct administrative costs; and
* Other activities that are consistent with the purpose of the program.

The CDE Title III Immigrant Student Program web page is available at <https://www.cde.ca.gov/sp/ml/t3immigrant.asp>.

### 3.2 Title III Planning and the LCAP Federal Addendum

The LCAP planning process supports continuous cycles of action, reflection, and improvement. The LCAP is the primary strategic planning document for each LEA. The LCAP is a tool LEAs use to set goals, plan actions, and leverage resources in consultation with educational partners to improve student outcomes with specific activities to address LCFF state and local priorities. The LCAP describes how an LEA intends to meet annual goals for all students and to increase or improve services for English learners, Foster Youth, and low-income students in proportion to the additional funding apportioned based on the number and concentration of the enrollment of these student groups within the LEA.

The LCAP Federal Addendum is meant to supplement the LCAP and allows an LEA to:

* Complete a single LCAP to meet both state and ESSA federal requirements
* Align state and federal resources
* Help minimize duplication of effort at the local level
* Document their approach in aligning state and federal resources to maximize the impact of federal investments in support of underserved students

All LEAs applying for ESSA funding are required to complete the appropriate sections of the LCAP Federal Addendum in concert with their LCAP development. LEAs wishing to apply for ESSA Title III funding must complete and submit this addendum to the CDE for SBE approval once. If there is an SBE-approved LCAP Federal Addendum on file, an LEA’s application for federal funds can be considered for approval. If there is not an SBE-approved LCAP Federal Addendum on file, an LEA must submit an LCAP Federal Addendum for approval via the LCAP Federal Addendum submission system. The submission system is available for LEA access at the CDE Local Control and Accountability Plan Deferral Addendum System web page at <https://www2.cde.ca.gov/lcapfas>. Without an SBE-approved LCAP Federal Addendum, applications will be considered incomplete.

Once an LEA has applied for funding and ensured SBE-approval of the LCAP Federal Addendum, it is time to implement a continuous improvement process (as described in Section II above) that will inform necessary program adjustments. Federal law requires LEAs to evaluate services and adjust programs locally each year (20 U.S.C. § 6826). This typically includes the development of or local adjustments to the LCAP Federal Addendum using a local board approval process, alignment with all other LEA planning documents, and public posting on the LEA’s website.

The LCAP Federal Addendum addresses the required provisions of the following ESSA programs:

* **Title I, Part A**: Improving Basic Programs Operated by State and Local Educational Agencies
* **Title I, Part D**: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
* **Title II, Part A**: Supporting Effective Instruction
* **Title III, Part A**: Language Instruction for English Learners and Immigrant Students
* **Title IV, Part A**: Student Support and Academic Enrichment Grants

When completing the LCAP Federal Addendum template, LEAs are initially asked to respond to two prompts describing the LEA’s plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs:

1. **Strategy**: Explain the LEA’s strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA’s LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA’s broader strategy reflected in the LCAP.
2. **Alignment**: Describe the efforts that the LEA will take to align the use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Each program is then further categorized by federal provisions that **are** addressed by an approvable LCAP (LEA actions to address ESSA provisions are apparent from the descriptions of the goals, actions, and services provided in an approvable LCAP) and federal provisions that **are not** addressed by an approvable LCAP (LEA plans to address ESSA provisions are not apparent from the descriptions of the goals, actions, and services provided in an approvable LCAP). The LCAP Federal Addendum includes helpful information for LEAs trying to determine whether an ESSA provision has already been addressed in the LCAP. LEAs may refer to the “ESSA Section” within the LCAP Federal Addendum template available at the web page <https://www.cde.ca.gov/re/lc/documents/lcapfedadd.docx> for legal citations for each provision and “State Priority Alignment” to find out which LCFF priorities align with each ESSA provision.

* For **Title III Part A: Language Instruction for English Learners and Immigrant Students**, there is one federal provision that is addressed by an approvable LCAP and does not need to be addressed in the LCAP Federal Addendum: **Parent, Family, and Community Engagement**. With county approval of the LCAP, this provision is considered addressed.
* Federal provisions that **are not** addressed by an approvable LCAP and must be addressed in the LCAP Federal Addendum, unless the provision is not applicable to the LEA (i.e., consortia members or LEAs that are not applying for Immigrant funding) include:
	+ **Title III Professional Development**: The LEA provides effective high-quality professional development for classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.
	+ **Enhanced Instructional Opportunities for Immigrant Children and Youth**: The LEA provides enhanced instructional opportunities for immigrant children and youth.
	+ **Title III Programs and Activities**: The LEA develops, implements, and administers effective programs and activities, including language instruction educational programs, to help English learners increase English language proficiency and meet the challenging state academic standards.
	+ **English Proficiency and Academic Achievement**: The LEA ensures that elementary schools and secondary schools assist English learners in achieving English proficiency and meeting the challenging state academic standards.

In the same cyclical nature, LEAs should review the Title III section of the LCAP Federal addendum annually with their LCAP. ESSA funding should be considered in yearly strategic planning and adjustments to specific actions may be necessary. Each Title III Subgrant is a separate subgrant for that fiscal year and is reported as such. Per 20 USC Section 6825(a), “a State educational agency may make a subgrant to an eligible entity . . . only if the entity agrees to expend the funds to improve the education of English learners by assisting the children to learn English and meet the challenging State academic standards.”

Input from educational partners help to keep the needs and outcomes of students at the forefront and is vital when developing or updating the LCAP and LCAP Federal Addendum. The effective programs and activities proposed to be developed and implemented under the subgrant must be approved by the local school board annually. Each LEA should develop a process for engaging educational partners in the improvement of quality and content for all programs and plans, such as the implementation of an improvement cycle. A cycle of improvement continuously repeats itself. At regular junctures, to be determined by the LEA (e.g., annually, semi-annually, quarterly), it is important to reassess the needs of the program and students to determine what adjustments are necessary to the LCAP Federal Addendum for improvement. The local board is then updated on progress towards goals, as well as proposed adjustments, and the improvement cycle begins again.

**It is important to note that this addendum should not drive your LCAP development. ESSA funds are supplemental to state and local funds, just as this addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA activities into their LCAP development as much as possible to promote strategic planning of all resources**.

For further guidance regarding the development of the LCAP/LCAP Federal Addendum and authorized use of funds, please visit the Plan Development Resources tab on the CDE Regional COE English Learner Specialists web page at <https://www.cde.ca.gov/sp/ml/t3rels.asp>.

#### Posting Requirements:

Per California *EC* Section 52065, school districts and COEs must prominently post on the homepage of the internet website or links to any LCAP approved by the governing board and any updates, revisions, or addenda, including those to comply with federal law (LCAP Federal Addendum). School districts and COEs must also post or link to any LCAP, LCAP updates, revisions, or addenda for charter schools authorized by the LEA.

### 3.3 Title III Allocations and Transferability

After determining which activities the LEA will implement, LEAs should consider how best to distribute Title III EL and Immigrant subgrant allocations so that activities can be appropriately funded. The guidance on the CDE Title III Authorized Costs web page at <https://www.cde.ca.gov/sp/ml/t3authorizedcosts.asp> is very helpful in making these determinations and includes examples of authorized subgrantee activities for both the Title III EL and Immigrant Student Programs. Instructions and information regarding EL and Immigrant allocation amounts for each fiscal year may be accessed on the CDE Title III English Learners & Immigrant Programs web page at <https://www.cde.ca.gov/fg/aa/ca/titleiii.asp>.

The State and Local Transferability Act provides flexibility for LEAs that want to transfer funding received under certain Federal programs, such as Title II and IV, to allocations under other programs, such as Title III. Transferability allows for flexibility per Title 20 of the USC Section 7305b, permitting LEAs to transfer a portion of the Title II or Title IV funding they receive to their allocations under Title I or Title III. Once funding is transferred to Title I or Title III, these funds cannot be removed. Transferability can be a powerful tool to assist LEAs in pursuing their own strategies for raising student achievement and can also help facilitate the development and implementation of integrated approaches to effectively address the needs and priorities of both LEAs and their students. For further guidance, visit the CDE Title V, Part A: Federal Transferability web page at <https://www.cde.ca.gov/sp/ft/>.

### 3.4 Title III Application, Proposed Budget Reports, and Assurances

* **Application for Funding**: The following steps are taken when an LEA wishes to receive Title III funding:
	+ Each LEA intending to apply for a Title III EL and/or Immigrant student subgrant must submit an Application for Funding on the Consolidated Application and Reporting System (CARS). The Application for Funding declares that the LEA, authorized by the local governing board, is applying for specified Federal funds. Instructions for submitting the Application for Funding can be accessed at the CDE Consolidated Application and Reporting System web page at <https://www.cde.ca.gov/fg/aa/co/cars.asp>.
	+ An LEA that certified enrollment of one or more English learners during the previous fiscal year is eligible to apply for a Title III EL subgrant.
		- All Title III EL subgrants of $10,000 or more are direct-funded and LEAs may apply directly via the CARS.
		- LEAs scheduled to receive a subgrant of less than $10,000 must apply as a member of a group called a consortium.
			* One of the LEA members of a consortium must agree to serve as the lead LEA of the consortium and act as the sole grantee, administering the subgrant on behalf of all consortium members.
			* The lead LEA will be responsible for acting as the fiscal and program agent for the consortium and will file the required expenditure reports via CARS and maintain fiscal records. This includes reporting cash balances quarterly during the Federal Cash Management Data Collection window.
		- In addition to submitting individual applications on CARS, consortium leads submit applications on each consortium’s behalf using the CDE Title III online consortia application. For further information, please see the CDE Title III EL Consortium Details web page at <https://www.cde.ca.gov/sp/ml/elconsortium.asp>.
	+ An LEA that certified **enrollment of five or more eligible immigrant students** during the previous fiscal year **and** has **experienced a half of one percent or greater growth in the enrollment of eligible immigrant students** in the current year compared with the average of the two preceding fiscal years can apply for a Title III Immigrant subgrant.

All Title III Immigrant subgrants are direct-funded. LEAs apply directly via CARS. For further information regarding eligibility criteria, please see the CDE Title III Immigrant Program web page at <http://www.cde.ca.gov/sp/ml/t3immigrant.asp>.

* **Title III, Part A, EL and Immigrant Student Program Subgrant Budgets**
	+ LEAs intending to apply for a Title III EL and/or Immigrant student subgrant, including consortia leads and members, provide a proposed budget for each Title III program on the CARS. Instructions for doing this for the Immigrant Student Program Subgrant can be found at <https://www.cde.ca.gov/fg/aa/co/cars.asp>.
	+ When completing the proposed budgets on the CARS, LEAs will be asked to enter:
		- Direct administrative costs
			* This amount cannot exceed two percent of the estimated entitlement.
		- Indirect costs
			* The indirect cost rates posted on the CDE Indirect Cost Rates web page at <https://www.cde.ca.gov/fg/ac/ic/index.asp>, are the rates that LEAs should use to calculate indirect cost amounts.
			* Formula for calculating indirect cost: The Indirect cost amount claimed should not exceed the entitlement, less the direct administrative cost reservation, multiplied by the LEA’s approved indirect cost rate (i.e., [LEA entitlement − direct administrative cost reservation] x LEA’s approved indirect cost rate)
			* Example 1: If an LEA reserves 0 percent for direct administrative costs, the LEA can apply the indirect cost rate to the entire entitlement (100 percent)
			* Example 2: If an LEA reserves 1 percent for direct administrative costs, the LEA can apply the indirect cost rate to 99 percent of the entitlement
			* Example 3: If an LEA reserves 2 percent (maximum rate allowed) for direct administrative costs, the LEA can apply the indirect cost rate to 98 percent of the entitlement
		- Direct Administration and indirect costs must be program related and supplemental. Please see “Relevant Legal References” (Section 4.5 of this document) for more information regarding direct and indirect costs.
	+ Any substantial revisions and updates to the budget reports must be locally approved and kept on file with the original plan.
* Submission of the **Certification of Assurances** on CARS is required every fiscal year. **Consolidated Application Program Guidance, Instructions, and Legal Assurances** are available at the CDE Consolidate Application web page at <https://www.cde.ca.gov/fg/aa/co/>.
	+ As a condition of receiving funding, each Title III subgrantee accepts certain assurances, including the requirement to make reports as necessary to enable the state agency to perform its duties.
	+ Each year, between August and September, the CDE makes available two online surveys to comply with this reporting requirement for Title III subgrants: one survey for the Title III EL Program and one survey for the Title III Immigrant Student Education Program:
		- Title III EL Program subgrantees report on language instruction programs and activities conducted. The survey questions relate to the implementation of language instruction programs in the LEA during the previous school year, whether or not Title III funds were used to pay for the activity. The Title III Immigrant Student Education Program survey consists of two questions, which relate to the participation of immigrant students in Title III-funded activities in the LEA.
		- For more information about these online surveys, please see the **EL Program Annual Survey** and/or the **Immigrant Education Program Annual Survey** on the CDE Title III web page at <https://www.cde.ca.gov/sp/ml/title3.asp>.

### 3.6 Title III Private School Consultation

An LEA that receives a Title III EL student subgrant is required to serve EL students enrolled in private schools whenever the administration of a particular private school requests to participate in the program. LEAs are required to annually conduct timely and meaningful consultation with the nonprofit private schools that are within the LEA’s geographic jurisdiction. After consultation, private schools have the option to participate in the Title III, Part A, Equitable Services.

Private schools wishing to participate collaboratively develop, with the LEA, a Memorandum of Understanding (MOU) that identifies the products, services, and programs the private school wishes to receive from the LEA. The MOU, at a minimum, should include a description of the services and/or products to be provided, the estimated costs, and the dates of their provision. A sample MOU can be found on the CDE Title III EL Student Program Private Schools web page: <https://www.cde.ca.gov/sp/ml/documents/samplemou.docx>.

**LEAs may not allocate Title III funds directly to private schools but instead must provide services and products to EL students enrolled in the private schools.** LEAs are paid in arrears for their services to private school students. Each spring, the LEAs submit the Other ESEA Nonprofit Private School Participation Report on CARS with the number of private school students served in the current school year. The count of private school students served is added to the public school count when calculating the following year’s award amount. Private schools and LEAs should agree to use similar identification procedures to public schools for the purpose of identifying private school students eligible for Title III services that adhere to the following:

* The LEA is responsible for the oversight and costs of initial identification.
* The private school is responsible for identifying students being considered for participation in the Title III program and administering a Home Language Survey (HLS).
	+ This is completed by the parent or guardian of selected private school students using the same HLS used by the LEA. The template for the HLS can be found on the CDE English Learner Forms web page: <https://www.cde.ca.gov/ta/cr/elforms.asp>.
	+ If a language other than English is indicated on the HLS, the LEA is required to administer an initial, approved language assessment (the ELPAC are restricted and not allowed for this purpose) to those students. The LEA is responsible for costs and oversight of initial assessments.
		- These assessments must have technical data demonstrating their validity and reliability to measure listening, speaking, reading, and writing skills in English for non-native speakers.
		- A list of tests that may be used for assessing English Language Proficiency of English learners in private schools may be found on the CDE Title III EL Student Program Private Schools web page at <https://www.cde.ca.gov/sp/ml/elprivateschools.asp>.

The CDE annually collects the number of immigrant students enrolled in private schools via the CDE Student National Origin Report (SNOR) Online Reporting web page to determine the amount of Title III Immigrant Education Student Subgrant funding for services to eligible private school students. The SNOR report is optional for nonprofit private schools to complete. However, nonprofit private schools are encouraged to participate regardless of whether they receive Title III products and services since the U.S. Department of Education uses this data to allocate Title III funds to states. In addition, the identification of eligible immigrant students via SNOR may have an effect on the growth and eligibility at the LEAs level. LEAs will only be reimbursed for those immigrant students that are reported on SNOR.

### 3.7 Federal Cash Management Data Collection (CMDC)

LEAs receiving allocations under the Title III EL and/or Immigrant Student Education Program Subgrant programs must report the cash balance for each of these programs on a quarterly basis to the CDE in order to receive their apportionments for those programs. The LEAs report the data through the web-based CMDC system. Only one CMDC report will be submitted per quarter for each Title III program; the CMDC report will have a separate line on which to report the cash balance for each of the Title III programs. For further guidance regarding reporting federal cash management data, please visit the CDE Federal Cash Management Instructions web page at <https://www.cde.ca.gov/fg/aa/cm/fcmdcinstructions.asp>.

The CDE will use the reported cash balance to determine the apportionment to release in each reporting period. The apportionment will be equal to 25 percent of the LEA’s annual program entitlement minus the cash balance it reported for that period. Calculations will be done for each of the two programs. Apportionment for a particular fiscal year grant award will be paid after the entitlements for any prior year grant award(s) have been fully paid, unless the authority to obligate those funds has expired. Please note that the data submitted under the CMDC system does not affect how program entitlements are calculated, only how much of the LEA’s entitlement will be released each quarter.

For more information about the CMDC, please visit the CDE Federal Cash Management web page at <https://www.cde.ca.gov/fg/aa/cm/>.

### 3.8 Receiving Title III Subgrant Apportionments

In order to receive subgrant fund apportionments, LEAs must:

* **Apply for funding on CARS**: LEAs must apply for Categorical Program Funding, submit budget projections, and agree to assurances using this system. Please refer to Section 3.4 Title III Allocations and Transferability of this document for additional funding information regarding Title III allocations and transferability.
* **Develop or update and locally approve an LCAP Federal Addendum**: LEAs applying for ESSA funding must complete the appropriate sections of the LCAP Federal Addendum, in concert with their LCAP annual review and revisions, as part of a continuous improvement process.
* **Report cash balances during the reporting window**: LEAs must submit the CMDC report for a particular quarter in order to receive an apportionment for that quarter.
* **Meet the CMDC system payment threshold**: LEAs must maintain a cash balance that is below a certain threshold. For more information about the CMDC, please visit the CDE Federal Cash Management web page at [https://www.cde.ca.gov/fg/aa/cm/.](https://www.cde.ca.gov/fg/aa/cm/)

## Section IV - Title III Templates and Resources

### 4.1 LCAP ESSA Federal Addendum Template (Title III, Part A)

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the LEA Plan provisions of the ESSA. The template document is located at <https://www.cde.ca.gov/re/lc/documents/lcapfedadd.docx>.

Below are guiding questions to consider while completing the Federal Addendum Template.

#### Title III, Part A

Title III Professional Development
ESSA Section 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

**This ESSA provision is addressed below:**

* Describe how professional development activities specific to English learners/Title III purposes are:
	+ Designed to improve the instruction and assessment of English learners.
	+ Designed to enhance the ability of teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners.
	+ Effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of teachers.
	+ Of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom.

Enhanced Instructional Opportunities
ESSA Sections 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

**This ESSA provision is addressed below:**

* Describe the supplemental activities implemented that provide enhanced instructional opportunities for immigrant children and youth.
* Describe how the LEA meaningfully consults with educational partners (teachers, principals, paraprofessionals, specialized support personnel, charter school leaders, parents, and community partners) regarding prioritizing Title III, Part A immigrant funding for high needs schools.
* Describe how the LEA considers sustainability for activities supported by Title III, Part A, Immigrant funding.

Title III Programs and Activities
Essa Section 3116(b)(1)

Describe 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 their English language proficiency and meet the challenging State academic standards.

**This ESSA provision is addressed below:**

* Describe the effective programs and activities the LEA is implementing that will help EL students increase their language proficiency and meet the challenging State academic standards, including, but not limited to: how the district addresses effective language instruction programs specific to English learners, the activities focused on English learners, and ensure consistency with the purposes of Title Ill, that supplement the core program.

**Engagement with Educational Partners**

* How does the LEA meaningfully consult with educational partners (teachers, principals, paraprofessionals, specialized instructional support personnel, parents, and community members) regarding prioritizing Title III, Part A, funding for high needs schools? Include in your description: how the district reaches out to a diverse representation of educational partners (especially those who work in high needs schools and early childhood education) and how materials are adapted to meet the diverse needs of all educational partners.
* How does the district provide flexible consultation with educational partners outside the regular school hours or by using a variety of communication tools, such as an electronic survey?
* How does the district inform educational partners of past and current uses of Title III funding and their effectiveness as well as the research behind what is being proposed?
* How does the district genuinely consider concerns identified during consultation and address those concerns with concrete explanations or plans?
* What do educational partners think the information suggests about how to improve activities moving forward?

**Metrics**

* What are reasonable metrics for success and how can it be measured?
* What are interim progress and performance milestones that can be tracked?
* Is there a need or capacity to examine the effectiveness of activities through research or a correlation study, or would performance data suffice?
* Are the necessary data being collected and examined at the right frequency to monitor performance and make needed adjustments? Is the data high quality? Are specific populations being considered (i.e. Newcomers, LTELs)?
* What have participants in the activities shared about their experience and how the activities were implemented?

English Proficiency and Academic Achievement
Essa Section 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State’s English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State’s long-term goals, as described in Section 1111(c)(4)(A)(ii); and

(B) meeting the challenging State academic standards.

**This ESSA provision is addressed below:**

* How will the LEA ensure that elementary and secondary schools assist English learners in achieving English proficiency and meeting challenging state standards?
* How will sites be held accountable for meeting English acquisition progress for English Learners, including how educational partners are involved and what interim metrics will be used to determine success?
* How will sites be held accountable for meeting achievement goals for English Learners, including how educational partners are involved and what interim metrics will be used to determine success?

The LCAP Federal Addendum template above, which includes instructions, was created by the Riverside County Office of Education and is available as a Google document at: <https://docs.google.com/document/d/1VNKBEksOl_ghJefGeD83DIw6aLqhFVNDi0IxYsI1Wlo/edit>.

#### Title III, LCAP Addendum Criteria and Guidance

Criteria, guidance, and resources for LEAs to meet the provisions of the (LCAP Federal Addendum Title III, Part A – Language Instruction for English Learner and Immigrant Students can be accessed on the CDE Title III, LCAP Addendum Criteria and Guidance web page at <https://www.cde.ca.gov/sp/ml/t3lcapguidance.asp>.

### 4.2 Title III Federal Addendum Consortium Summary

This template is a tool that can be used by consortia leads and members when summarizing each consortium’s Title III activities and programs. The template is located on the CDE Title III Federal Addendum Consortium Summary web page at <https://www.cde.ca.gov/sp/ml/t3templtinstruc.asp>.

### 4.3 Crosswalk of the CA EL Roadmap Principles and Elements to the LCFF and LCAP

The CA EL Roadmap sets a common direction for the state and provides guidance for LEAs in local planning and improvement of programs and services for English learners. It was designed to speak to the eight state priorities embedded in the LCFF and LCAP. Local leadership and governing boards will find it useful to consider the alignment of local goals and policies with the mission, vision, and principles of the CA EL Roadmap and to use the principles as a lens for assessing strengths and needed improvements in services, programs and, approaches to EL education. The following crosswalk between the CA EL Roadmap principles and the eight state priority areas can facilitate this process. The following crosswalk and additional resources can be accessed in the EL Roadmap Guidance document available at <https://californianstogether.app.box.com/s/z1wj2vi6kn3wu4a2w1dshi67b0wq67yv>.

| **CA EL Roadmap Principles and Elements** | **Principle One****Assets-Oriented and Needs- Responsive Schools** | **Principle Two****Intellectual Quality of Instruction and Meaningful Access** | **Principle Three****System Conditions that Support Effectiveness** | **Principle Four****Alignment and Articulation Within and Across Systems** |
| --- | --- | --- | --- | --- |
| **LCAP One****Basic (Conditions of Learning) Teachers, Materials, Facilities** | Elements A, C & E | Elements A, B, & D | Elements B & D | Elements A, B, & C |
| **LCAP Two****State Standards (Conditions of Learning)** | Elements A, B & E | Elements A, B, F, & G | Elements B & D | Elements B & C |
| **LCAP Three****Parental Involvement (Engagement)** | Elements B, D & E | Element D | Element D | Element C |
| **LCAP Four****Pupil Achievement (Pupil Outcomes)** | Element C | Elements A, B, & C | Elements A & B | Elements B & C |
| **LCAP Five****Pupil Engagement (Engagement)** | Elements B, C, & D | Elements E & F | Element D | Element C |
| **LCAP Six****School Climate (Engagement)** | Elements A & D | Elements A & D | Element D | Element C |
| **LCAP Seven****Course Access (Conditions of Learning)** | Elements B & D | Elements D, E, & G | Element C & D | Elements B & C |
| **LCAP Eight****Other Pupil Outcomes (Pupil Outcomes)** | N/A | N/A | Elements A, C, & D | Elements A & C |

#### Definition of Terms for the LCAP State Priorities

The following definitions provide detailed descriptions about the LCAP State Priorities included in the crosswalk above.

##### **Priority I** **(LCAP One): Basic (Conditions of Learning):**

Rate of teacher misassignment as relates to equity, professional learning, resource alignment, and teachers; student access to standards-aligned instructional materials as relates to curriculum, instruction, and resource alignment; facilities in good repair as relates to school culture and climate and resource alignment.

##### Priority II (LCAP Two): State Standards

Implementation of academic content and performance standards adopted by the SBE for all pupils, including English learners as relates to assessment, curriculum, equity, instruction, and professional learning.

##### Priority III (LCAP Three): Parental Involvement

Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups as relates to culture and climate, equity, and family and community.

##### Priority IV (LCAP Four): Pupil Achievement

Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a score of 3 or higher, share of pupils determined prepared for college by the Early Assessment Program as relates to assessment, curriculum, equity, and instruction.

##### Priority V (LCAP Five): Pupil Engagement

School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates as relates to culture and climate, equity, and family and community.

##### Priority VI (LCAP Six): School Climate

Pupil suspension rates, pupil expulsion rates, and other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness as relates to culture and climate, equity, and family and community.

##### Priority VII (LCAP Seven): Course Access

Pupil enrollment in a broad course of study that includes all of the subject areas described in *EC* Section 51210(a)–(i), and *EC* Section 51220, as applicable, as relates to curriculum, equity, and professional learning.

##### Priority VIII (LCAP Eight): Other Pupil Outcomes

Pupil outcomes in the subject areas described in *EC* Sections 51210(a) –(i), and *EC* Section 51220, as applicable, as relates to curriculum, equity, and professional learning.

### 4.4 Regional COE EL Specialist Metrics

The Regional COE EL Specialists report to the CDE the information charted below. The information is analyzed to determine effectiveness and necessary adjustments for alignment with the System of Support.

#### Regional COE EL Specialist Metrics for the 11 Regional COEs

#### (to demonstrate improved performance within their respective regions)

| **Quantitative** | **Qualitative** |
| --- | --- |
| Number of COEs and LEAs actively discussing English learners in the LCAP process and including Title III funds in their LCAPs and LCAP Addenda for each region | Description or evidence of technical assistance provided to LEAs that supports the inclusion of English learners and Title III funds in the LCAP process and in their LCAPs and LCAP Addenda (i.e., guidance documents, professional development, workshops for LEAs, data analysis tools, EL Roadmap training, etc.) |
| Number of quarterly and annual meetings attended (i.e., Regional COE EL Specialists, Bilingual Coordinators’ Network, etc.) in order to provide updates and disseminate information received throughout each region | Results of a COE Self-Reflection Survey identifying successes and barriers for providing district supports |
| Number of LEAs receiving Title III targeted assistance with EL outcomes for each region | Results of an LEA Title III Support Survey assessing the effectiveness of technical assistance provided |
| Number of meetings with COE staff to coordinate EL supports with other programs | Description of communication networks in place that ensures alignment with the larger System of Support (i.e., communication with County support teams, LEAs, other COE leaders, etc.) |

### 4.5 Acronym and Initialisms Glossary

**AR**: At-Risk (of becoming a Long-Term English Learner)

**BCLAD**: Bilingual Cross-cultural Language and Academic Development

**CA** **ELD**: California English Language Development

**CAASPP**: California Assessment of Student Performance and Progress

**CALPADS**: California Longitudinal Pupil Achievement Data System

**CARS**: Consolidated Application and Reporting System

**CDE**: California Department of Education

**CLAD**: Cross-cultural Language and Academic Development

**CMDC**: Cash Management Data Collection

**COE**: County Office of Education

**DELAC**: District English Learner Advisory Committee

**EDS**: Electronic Data Systems

**EL**: English Learner (when used as an adjective)

**ELA**: English Language Arts

**ELAC**: English Learner Advisory Committee

**ELD**: English Language Development

**ELPAC**: English Language Proficiency Assessments for California

**ELPI**: English Learner Progress Indicator

**ESSA**: Every Student Succeeds Act

**FEP**: Fluent-English Proficient

**IEP**: Individualized Education Plan

**IFEP**: Initial Fluent-English Proficient

**IHE**: Institute of Higher Education

**LCAP**: Local Control and Accountability Plan

**LCFF**: Local Control Funding Formula

**LEA**: Local Educational Agency (school district, independent charter school, county office of education, community alternative or special education district)

**LTEL**: Long-Term English Learner

**PD**: Professional Development

**RFEP**: Re-designated or Reclassified Fluent-English Proficient

**SDAIE**: Specially-Designed Academic Instruction in English

**SEA**: State Educational Agency

**SEI**: Structured English Immersion

**USC**: United States Code

### **4.6** **Resources for Educating English Learners in California**:

#### CDE COVID-19 Relief Funding Summary Sheet:

<https://www.cde.ca.gov/fg/cr/relieffunds.asp>

#### CDE English Learner Support Resources

English learner web page:
<https://www.cde.ca.gov/sp/ml/index.asp>

California Education for a Global Economy Initiative web page: <https://www.cde.ca.gov/sp/ml/caedge.asp>

Equal Opportunity & Access web page:
<https://www.cde.ca.gov/re/di/eo/>

Title III EL Student Program Private Schools web page: <https://www.cde.ca.gov/sp/ml/elprivateschools.asp>

Reclassification web page:
<https://www.cde.ca.gov/sp/ml/reclassification.asp>

Educator Workforce Investment Grant Program web page: <https://www.cde.ca.gov/pd/ps/ewig.asp>

State Seal of Biliteracy web page: <https://www.cde.ca.gov/sp/ml/sealofbiliteracy.asp>

Technical Assistance and Monitoring web page: <https://www.cde.ca.gov/ta/cr/elmonthome.asp>

Title III web page:
<https://www.cde.ca.gov/sp/ml/title3.asp>

Regional COE English Learner Specialists web page: <https://www.cde.ca.gov/sp/ml/t3rels.asp>

English Learner Roadmap web page:
<https://www.cde.ca.gov/sp/ml/roadmap.asp>

California Practitioners’ Guide for Educating English Learners with Disabilities: <https://www.cde.ca.gov/sp/se/ac/documents/ab2785guide.pdf>

Title III Frequently Asked Questions web page: <https://www.cde.ca.gov/sp/ml/title3faq.asp>

Improving Education for Multilingual and English Learner Students: Research to Practice web page:

<https://www.cde.ca.gov/sp/ml/improvingmleleducation.asp>

Integrated and Designated ELD Video Series web page: [https://www.cde.ca.gov/sp/ml/eldstandards.asp#video](https://www.cde.ca.gov/sp/ml/eldstandards.asp%22%20%5Cl%20%22video)

Learning Acceleration: Support for English Learners web page: <https://www.cde.ca.gov/sp/ml/ellearningaccleration.asp>

#### CDE Relevant Frameworks and Standards

Curriculum Frameworks and Instructional Materials web page (links to all Curriculum Frameworks and Content Standards, K-12): <https://www.cde.ca.gov/ci/cr/cf/>

CA ELA/ELD Framework (specifically Ch.1–2 regarding the EL Proficiency Level Descriptors and Ch.8 and 11 regarding monitoring progress of English learners) web page:
<https://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>

CA State Standards web page:
<https://www.cde.ca.gov/re/cc/>

California English Language Development Standards (Kindergarten Through Grade 12):
<https://www.cde.ca.gov/sp/ml/documents/eldstndspublication14.pdf>

#### CDE Assessment Resources

English Language Proficiency Assessments for California (ELPAC) web page: <https://www.cde.ca.gov/ta/tg/ep/>

Test Results for California's Assessments web page:
<https://caaspp-elpac.cde.ca.gov/caaspp/>

ELPAC Regulations web page: [https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=I15E929ACF42C48E48BA8F97D182599C4&originationContext=documenttoc&transitionType=Default&contextData=(sc.Default)](https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=I15E929ACF42C48E48BA8F97D182599C4&originationContext=documenttoc&transitionType=Default&contextData=(sc.Default)%20)

2022–23 ELPAC Information Guide: <https://www.cde.ca.gov/ta/tg/ep/documents/elpacinfoguide22.docx>

#### CDE Data Evaluation Resources

California School Dashboard and System of Support web page: <https://www.cde.ca.gov/ta/ac/cm/>

English Learner Data web page:

<https://www.cde.ca.gov/ds/ad/top.asp>

Graduation Rate and College/Career Indicators: <https://www.cde.ca.gov/ta/ac/cm/documents/gradcci2019.pdf>

The California Model: Suspension and Chronic Absenteeism: <https://www.cde.ca.gov/ta/ac/cm/documents/suspchron2019.pdf>

DataQuest (system that provides reports about California’s schools and LEAs) web page:
<https://dq.cde.ca.gov/dataquest/>

#### CDE System of Support Resources

California’s System of Support web page: <https://www.cde.ca.gov/sp/sw/t1/csss.asp>

ESSA web page:
<https://www.cde.ca.gov/re/es/>

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

LCFF Priorities/Whole Child Resource Map web page: <https://www.cde.ca.gov/eo/in/lcff1sys-resources.asp>

Local Control and Accountability Plan (LCAP) web page (includes LCAP Federal Addendum Template):
<https://www.cde.ca.gov/re/lc/>

Family Engagement Framework: <https://www.cde.ca.gov/ls/pf/pf/documents/famengageframeenglish.pdf>

Family Engagement Toolkit:
<https://www.cde.ca.gov/fg/aa/lc/documents/family-engagement.pdf>

Quality Schooling Framework web page:
<https://www.cde.ca.gov/qs/>

Multi-Tiered System of Supports (MTSS) web page: <https://www.cde.ca.gov/ci/cr/ri/>

State Board Adopted Instructional Materials web page: <https://www.cde.ca.gov/ci/rl/im/rlaadoptedlist.asp>

#### Other California Resources

CA EL Roadmap Implementation Guide and Toolkits for Administrators

<https://californianstogether.org/english-learner-roadmap-main/>

CA EL Roadmap Teacher Toolkits

<https://californianstogether.org/english-learner-roadmap-toolkits/>

#### U.S. Department of Education Resources

“English Learner Tool Kit” (resources for program evaluation) web page: <https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html>

Newcomer Tool Kit:
<https://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/ncomertoolkit.pdf>

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

Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships:
<https://www2.ed.gov/documents/family-community/partners-education.pdf>

#### Relevant Legal References

20 USC Chapter 70, Subchapter III: Language Instruction for English Learners and Immigrant Students (Federal Statute for Title III): <https://uscode.house.gov/view.xhtml?path=/prelim@title20/chapter70/subchapter3&edition=prelim>

Code of Federal Regulations (Sections §200.412 through §200.414: (Direct/Indirect Costs)

[https://www.ecfr.gov/cgi-bin/text-idx?SID=637a284c2f2f77cf38ea3d17e1028e1b&mc=true&node=sg2.1.200\_1411.sg13&rgn=div7](https://www.ecfr.gov/cgi-bin/text-idx?SID=637a284c2f2f77cf38ea3d17e1028e1b&mc=true&node=sg2.1.200_1411.sg13&rgn=div7%20)

LCFF Regulations: [https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=IE1B0865195AD11E38DAFC4EEE81B8018&originationContext=documenttoc&transitionType=Default&contextData=(sc.Default)](https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=IE1B0865195AD11E38DAFC4EEE81B8018&originationContext=documenttoc&transitionType=Default&contextData=(sc.Default)%20)

State and Local Transferability Act:

<https://uscode.house.gov/view.xhtml?hl=false&edition=prelim&req=granuleid%3AUSC-prelim-title20-section7305b&f=treesort&num=0&saved=%7CKHRpdGxlOjIwIHNlY3Rpb246NzMwNSBlZGl0aW9uOnByZWxpbSkgT1IgKGdyYW51bGVpZDpVU0MtcHJlbGltLXRpdGxlMjAtc2VjdGlvbjczMDUp%7CdHJlZXNvcnQ%3D%7C%7C0%7Cfalse%7Cprelim>