

## LCAP Federal Addendum Self-Review Checklist

ESSA Title III, Part A Language Instruction for English Learners and Immigrant Students	
<b>ESSA Section 3115(c)(2) Professional Development:</b> Describe the LEA's effective professional development for classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel. To meet this requirement, LEAs must provide a description of the following:	
<input type="checkbox"/>	The LEA's effective professional development for classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.
<p>Complete responses will:</p> <p>Address professional development activities, specific to ELs/Title III purposes and supplemental to all other funding sources for which the LEA is eligible, that are:</p> <ul style="list-style-type: none"><li>• designed to improve the instruction and assessment of English learners</li><li>• designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners</li><li>• effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers</li><li>• of sufficient intensity and duration (which shall not include activities such as 1-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom</li></ul>	
<p><b>Guidance:</b> In meeting this requirement, LEAs are encouraged to review the alignment between their Title III professional growth and improvement systems to California's Quality Professional Learning Standards. Descriptions of high-quality professional growth and improvement systems will address:</p> <ul style="list-style-type: none"><li>• <u>Data</u>: Sources and kinds of information that guide professional learning (PL) priorities, design, and assessments.</li><li>• <u>Content and Pedagogy</u>: Ways in which PL system enhances educators' expertise to increase students' capacity to learn and thrive.</li><li>• <u>Equity</u>: How the PL system addresses equitable access, opportunities, and outcomes for all students, with an emphasis on addressing achievement and opportunity disparities between student groups.</li><li>• <u>Design and Structure</u>: Use of evidence-based approaches such as focused, sustained learning that enables educators to acquire, implement, and assess improved practices.</li><li>• <u>Collaboration and Shared Accountability</u>: How PL facilitates the development of a shared purpose for student learning and collective responsibility for achieving it.</li><li>• <u>Resources</u>: The dedicated resources for PL and how they are adequate, accessible, and allocated appropriately toward established priorities and outcomes.</li><li>• <u>Alignment and Coherence</u>: How the PL contributes to a coherent system of educator learning and support that connects district and school priorities and needs with state and federal requirements and resources.</li></ul>	

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### ESSA Section 3114[d][1] and 3115(e)(1): Enhanced Instructional Opportunities for Immigrant Children and Youth

Describe how the LEA provides enhanced instructional opportunities for immigrant children and youth. To meet this requirement, LEAs must provide a description of the following:

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth. |
|--------------------------|---|

**Guidance:** In its process to provide enhanced instructional opportunities for immigrant children and youth, LEAs should consider:

- The authorized uses of Title III, Part A Immigrant funding.
- How the LEA meaningfully consults with the following stakeholders regarding prioritizing Title III, Part A Immigrant funding for high needs schools:
  - Teachers
  - Principals and other school leaders
  - Paraprofessionals
  - Specialized instructional support personnel
  - Parents
  - Community partners
  - Organizations or partners with relevant and demonstrated expertise in programs and activities
- How Title III, Part A Immigrant funding will be used strategically with other funding streams to support Title III immigrant activities.
- How the LEA considers sustainability for activities supported by Title III, Part A Immigrant funding.

### ESSA Section 3116(b)(1): Title III Programs and Activities

Describe how 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. To meet this requirement, LEAs must provide a description of the following:

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | <ul style="list-style-type: none"> <li>• Address the effective language instruction programs specific to English learners.</li> </ul>   |
| <input type="checkbox"/> | <ul style="list-style-type: none"> <li>• Address activities focused on English learners and consistent with the purposes of Title III that enhance the core program and are supplemental to all other funding sources for which the LEA is eligible.</li> </ul> |

**Guidance:** As an LEA reviews its processes for developing, implementing, and administering effective programs and activities to continuously improve Title III, Part A activities, it should consider:

- The authorized uses of Title III, Part A English learner funding.
- How the LEA meaningfully consults with the following stakeholders regarding prioritizing Title III, Part A English learner funding for high needs schools:

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- Teachers
  - Principals and other school leaders
  - Paraprofessionals
  - Specialized instructional support personnel
  - Parents
  - Community partners
  - Organizations or partners with relevant and demonstrated expertise in programs and activities
- How Title III, Part A English learner funding will be used strategically with other funding streams to support Title III immigrant activities.
  - How the LEA considers sustainability for activities supported by Title III, Part A English learner funding.
  - Outreach to a diverse representation of stakeholders from across the LEA, especially those who work in high-needs schools and in early education, during the development of plans for Title III, Part A funds.
  - Flexible consultation with stakeholders by holding meetings or conferences outside the regular school day hours or by using a variety of communications tools, such as electronic surveys.
  - Informing stakeholders of past and current uses of Title III, Part A funds, and their effectiveness, as well as research or analysis of the new uses being proposed.
  - Adapting consultation materials to specific stakeholder audiences.
  - Genuinely considering concerns identified during the consultation and addressing those concerns with concrete explanations and plans.
  - What are reasonable expectations for success and how can success be measured?
  - What are interim progress and performance milestones that can be tracked?
  - Is there the need or capacity to examine the effectiveness of activities through research or correlational study, or would use of performance data suffice?
  - Are the necessary data being collected and examined at the right frequency to monitor performance and make needed adjustments? Are the data high quality? Are specific populations and subgroups being considered such as long-term English learners, etc.?
  - What have participants in the activities shared about their experience and how the activities were implemented?
  - How could knowledge about these activities be shared with the variety of stakeholders and inform future decision-making?
  - What do stakeholders think the information suggests about how to improve activities going forward?

### ESSA Section 3116(b)(2)(A–B): English Proficiency and Academic Achievement

Describe how the LEA ensures that elementary schools and secondary schools assist English learners in:

- 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
- meeting the challenging State academic standards.

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To meet this requirement, LEAs must provide a description of the following:	
<input type="checkbox"/>	<ul style="list-style-type: none"><li>• How sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.</li></ul>
<input type="checkbox"/>	<ul style="list-style-type: none"><li>• How site activities are supplemental to all other funding sources for which the LEA is eligible.</li></ul>
<p><b>Guidance:</b> As an LEA reviews its processes for ensuring that all school sites assist English learners in achieving English proficiency and academic success to continuously improve Title III, Part A activities, it should consider:</p> <ul style="list-style-type: none"><li>• Outreach to a diverse representation of stakeholders from across the LEA, especially those who work in high-needs schools and in early education, during the development of plans for Title III, Part A funds.</li><li>• Informing stakeholders of past and current uses of Title III, Part A funds (specific to each site) and their effectiveness, as well as research or analysis of the new uses being proposed.</li><li>• Genuinely considering concerns identified during stakeholder engagement activities and addressing those concerns with concrete explanations and plans.</li><li>• What are reasonable expectations for success and how can success be measured?</li><li>• What are interim progress and performance milestones that can be tracked?</li><li>• Are the necessary data being collected and examined at the right frequency to monitor performance and make needed adjustments? Are the data high quality? Are specific populations and subgroups being considered such as long-term English learners, etc.?</li></ul>	

<https://www.cde.ca.gov/re/lc/addendumguidance.asp>