English Learner Support Division Updates

The English Learner Support Division (ELSD) warmly welcomes Brian Shedd as a new Education Programs Consultant (EPC) to the Language Policy and Leadership Office (LPLO). Brian is originally from Georgia and has worked at the local, district, and state education level. Brian has extensive background in both English learner (EL) and Migrant student programs. Brian will lead the development of the Accountability Leadership Institute.

LPLO is pleased to welcome back Sandra Covarrubias, EPC. Sandra was assigned to the Technical Assistance and Monitoring Office when LPLO divided into two offices. We are happy to welcome her back. Sandra is leading the LEA Plan Goal 2 Annual Update.

ELSD is also seeking individuals interested in working at the state level. Currently, there are two EPC positions within the division: one consultant position at the division level working directly with Veronica Aguilera, Division Director, and one consultant position in the Migrant Education Office. Interested individuals should contact the California Department of Education (CDE), Selection Services Office at 916-319-0857.

State Seal of Biliteracy

LPLO is pleased to announce the number of Seals awarded this year surpassed the previous year's total. The number of students earning the State Seal of Biliteracy (SSB) in the 2014–15 school year is 31,816. In addition, the number of participating local educational agencies (LEAs) also increased in number. A letter announcing the SSB program and updated insignia request forms will be posted to the CDE SSB Web page by mid-October. For more information about the SSB, visit the CDE State Seal of Biliteracy Web page at http://www.cde.ca.gov/sp/er/er/sealofbilitation.asp

<table>
<thead>
<tr>
<th>Type of LEA (2014–15)</th>
<th>Number</th>
<th>Seals Issued</th>
</tr>
</thead>
<tbody>
<tr>
<td>School District</td>
<td>220</td>
<td>20,218</td>
</tr>
<tr>
<td>Charity Office of Education</td>
<td>1</td>
<td>204</td>
</tr>
<tr>
<td>Charter School</td>
<td>5</td>
<td>159</td>
</tr>
<tr>
<td>Totals</td>
<td>266</td>
<td>21,581</td>
</tr>
</tbody>
</table>
Accountability Leadership Institute for English Learners and Immigrant Students

The 16th Annual Accountability Leadership Institute (ALI) for English Learners and Immigrant Students will be held in Downtown Los Angeles at the Westin Bonaventure Hotel and Suites, December 7–8, 2015. This year’s theme, Internal Accountability Systems to Build Instructional Capacity for Deeper Learning, will highlight LEAs that have tackled implementation of the English Language Development (ELD) standards and the English Language Arts (ELA)/ELD Framework, their challenges and successes. The institute brings together district superintendents, program directors, site administrators, county office of education administrators, researchers, and faculty from institutions of higher education to interact with confirmed presenters such as Pauline Gibbons, Kenji Hakuta, Diane Staehr Fenner and Supreet Anand.

Registration is now open. To register for the 2015 ALI, visit the CDE Conference Registration Web page at https://www3.cde.ca.gov/conferenceregistration/index.aspx?eventid=38.

Please remember that registration is a two-step process. Registration is not complete until payment is received. Send payment information after the registration confirmation is received.

English Language Arts/English Language Development Framework Professional Learning Launch Event

Please join CDE staff and their implementation partners for the next “Launching the 2014 English Language Arts/English Language Development Framework”. Due to popularity, five events have been for the 2015–16 school year. The next event will be held on September 30, 2015, in San Bernardino, at the Etiwanda Gardens. Other events will be held in Chico, LAX, Orange County, and Santa Clara County.

For dates, event information and registration, visit the CDE ELA/ELD Framework Launch Events Web page at http://www.cde.ca.gov/ci/te/cf/elaeldfwlaunchevents.asp.

Correspondence Study of the California English Language Development Standards to the California State Standards for Mathematics and the California Next Generation Science Standards

The CDE contracted with WestEd to conduct a correspondence study between the California English Language Development Standards (CA ELD Standards) and the California State Standards for Mathematics and between the CA ELD Standards and the California Next Generation Science Standards. The correspondence study was approved by the State Board of Education (SBE) at the July 2015 board meeting.

In addition to the correspondence study, WestEd produced documents to explicitly illustrate how the CA ELD Standards correspond to the state standards for math and science and includes descriptions, explanations, and examples.
The documents are designed to provide math and science educators clearer guidance for the development of curricula, instruction and assessment that integrates English language development knowledge, skills and abilities with math and science practices and concepts. The documents are also designed to assist large-scale test developers to design items and tasks that more precisely target the language use and linguistic resources required to engage successfully in math and science discourse, reading and writing.

The documents will be presented to the SBE for final approval at the January 2016 meeting. The documents are open for public review and comment until September 17, 2015. For more information, visit the CDE English Language Development Standards Web page at http://www.cde.ca.gov/sp/eo/st/edstandards.asp.

Education for English Learners Listserv

LPLO has established a listserv for teachers and school administrators of ELs across California. The listserv continues to provide resources and information to educators regarding education for ELs. Currently, the listserv is supporting over 10,000 teachers and school administrators. Teachers may join the listserv by sending a blank e-mail to join-ed-for-el@milst.cde.ca.gov.

Title III Program and Fiscal Updates

Federal Program

The U.S. Department of Education (ED) provided new regulations governing federal grant awards. The Education Department General Administrative Regulations (EDGAR) and the Office of Management and Budget (OMB) circulars have been updated into a document called Uniform Grants Guidance. This handbook was published in the Federal Register on December 19, 2014, and is now in effect.

The collection of resources includes all key documents an administrator needs to run compliant federal programs. The new regulations in the uniform guidance documents can be found at http://www.gpo.gov/fdsys/pkg/FR-2014-12-19/pdf/2014-28697.pdf. You will find the relevant sections of EDGAR and OMB circulars applicable to federal education grant programs. These regulations cover all the critical cross-cutting compliance measures that federal programs must meet including, but not limited to, the application process, financial management, procurement, inventory management, time and effort, record retention, program oversight, and audit resolution. Please be sure to refer to these documents (Part I, II, and III) as reference when administering Title III and other federal programs.

LEP Funding

Those LEAs eligible to receive a Title III, Part A, Limited English Proficient (LEP) formula subgrant must apply via the Consolidated Application Reporting System (CARS). Those LEAs eligible to receive a LEP subgrant of $10,000 must apply as a member of a consortium via the online consortia application process. LEAs must apply to receive funds. Information on eligibility is available on the CDE Title III Web page at http://www.cde.ca.gov/tp/eo/t3/index.asp.

Immigrant Program Subgrant consortia formation is not required.
In order for an LEA to receive a Title III Subgrant, the LEA must have a **substantially approvable** updated LEA plan for the grant year. LEAs operating Title III LEP and/or Immigrant programs must update, implement, and monitor Goal 2 of the approved LEA Plan for each fiscal year an application is made for subgrant funding. (20 U.S.C. §§ 6312 (b)(1)(A)(i), (ii), (iii), 6826). The plan must indicate the English learner program services to be provided and include a proposed budget for the amount in grant year. For LEP consortia eligible LEAs, the consortium lead LEA must submit a single consortium-level LEA Plan (Goal 2) for all consortium members. LEA plans must be substantially approvable, before any funds are released. Substantially approvable means there is no visible evidence of non-allowed expenditures or issues of non-compliance with the grant terms.

Additionally, EDGAR 34 CFR 76.770 requires the state educational agency to review and substantially approve applications for subgrants to ensure compliance with applicable statutes and regulations.

The CDE reviewed all submitted LEA plans and determined which LEAs met the requirements for the release of Title III funds. CDE consultants are working to assist LEAs that did not provide approvable plans in preparation for the second release of funds. All funds will be released upon completion of all requirements.

For information regarding the Title III LEP Student Subgrant Program, visit the CDE Title III Language Instruction for LEP Students Web page at [http://www.cde.ca.gov/sp/le3/lep.asp](http://www.cde.ca.gov/sp/le3/lep.asp).

For information regarding the Title III Immigrant Student Subgrant Program, visit the CDE Title III Immigrant Education Program Web page at [http://www.cde.ca.gov/sp/le3/immigrant.asp](http://www.cde.ca.gov/sp/le3/immigrant.asp).

**Immigrant Student Repatriation**

LEAs will certify student information files are accurate via the California Longitudinal Pupil Achievement Data Systems (CALPADS). For questions pertaining to CALPADS certification of student information, please contact the CALPADS Service Desk by phone at 916-325-9210 or by e-mail at CALPADS-support@cdes.ca.gov.

**Private School Participation - Title III LEP/Immigrant**

LEAs must conduct timely and meaningful consultation with appropriate private school officials. The consultation must take place before the LEA makes any decisions that impact the participation of private school students and teachers in the Title III program. LEAs must provide educational services (not funds) to English learner students, their teachers, or other educational personnel in private schools that are located in the geographic areas served by the district. Additional guidance on private schools can be found on the ED Web page at [http://www2.ed.gov/programs/titleiparta/ equitable/finalguidance.pdf](http://www2.ed.gov/programs/titleiparta/ equitable/finalguidance.pdf).

**EOLEP - English of Limited English Proficiency**

LEAs report on CARS, the private schools they will serve with Title III LEP funds in FY 2015–16 as well as the private school students they served with Title III LEP funds in FY 2014–15.

LEAs are reimbursed in FY 2015–16 for private school students served in FY 2014–15, as reported by the LEA in CARS.
Private schools submitted immigrant student data via the Student National Origin Report (SNOR) in spring 2015. LEAs that are eligible to apply for Title III Immigrant Education Student Subgrant Program funding and have one or more eligible non-profit private schools within the LEAs' jurisdiction, received a letter in June of 2015 from the CDE inviting them to participate in the Title III Immigrant Education Student Subgrant Program. Private schools within the jurisdiction of LEAs participating in the FY 2015–16 Title III Immigrant program reported data in June 2015 via online SNOR collection.

For more information regarding the SNOR, visit the CDE Student National Origin Report Web page at http://www.cde.ca.gov/sp/e1/13/snor.asp.

For questions pertaining to private school SNOR submission, please contact Geoffrey Ndirangu, EPC, LPLO, by phone at 916-323-5831 or by e-mail at gndirang@cde.ca.gov.

Note: Private school immigrant student data should reflect the counts taken in October 2014.

Title III Apportionments:

To receive a payment, an LEA must have a substantially approvable LEA plan; have applied on CARS (if not in a consortium), or applied for a consortium (though the consortia application process); have reported a cash balance low enough to obtain funds; and have all prior year available entitlements fully paid out. Payments are anticipated to be released in September 2015 or early October 2015 for LEAs meeting the criteria. Payment information is available on the CDE Title III, LEP and Immigrant Program Web page at http://www.cde.ca.gov/fg/aa/ca/lobtiii.asp. Warrants are mailed and received by county treasurers.

Cash Management Data Collection System

The last reporting period was July 10–31, 2015. The next reporting period is October 10–31, 2015. For more information on the CMDC system, including instructions, reporting dates and frequently asked questions, visit the CDE Federal Cash Management Web page at http://www.cde.ca.gov/fg/aa/cm.

For CMDC questions, please contact Karen Almquist, Education Fiscal Services Assistant, School Fiscal Services Division, by phone at 916-327-4406 or by e-mail at FederalCashManagement@cde.ca.gov.

Data Reporting: CARS 2015 Spring Release

The following Title III data collections will be included in the release:

2013–14
Title III, Part A Immigrant YTD Expenditure Report, 24 Months
Title III, Part A LEP Nonprofit Private School Reimbursement
Title III, Part A LEP YTD Expenditure Report, 24 Months

2014–15
Title III, Part A Immigrant YTD Expenditure Report, 12 Months
Title III, Part A LEP Nonprofit Private School Reimbursement

English Learner Programs Update 5
2015–16
Application for Funding
Other Elementary Secondary Education Act (ESEA) Nonprofit Private School Participation

The next CARS data reporting period is the Winter release from January 15–February 28, 2016.

For fiscal questions regarding the Title III LEP and Immigrant Education Student Subgrant programs, please contact Patty Stevens, Associate Governmental Program Analyst, LPLO, by phone at 916-323-5838 or by e-mail at pstevens@cdes.ca.gov.

For program questions regarding the Title III LEP and Immigrant Education Student Subgrant Subgrant programs, please contact Geoffrey Ndirangu, EPC, LPLO, by phone at 916-323-5831 or by e-mail at gndirangu@cdes.ca.gov.

2015–16 Title III LEP and Immigrant Accountability Requirements and Technical Assistance

The ESEA, Title III, Part A, provides supplemental funding to LEAs to implement supplemental programs designed to help ELs attain English proficiency and meet the state's academic and content standards. Title III Accountability is a series of annual academic performance goals calculated for each LEA or consortia of LEAs receiving Title III funding to hold them accountable for progress and performance of English learners in the Title III programs. Accountability targets and criteria are established for each of the three Annual Measurable Achievement Objectives (AMAOs).

Title III Accountability

Title III, Part A, Subpart A, sections 3121 and 3122 of the ESEA requires that each state:

- Establish English language proficiency standards
- Conduct an annual assessment of English language proficiency
- Define two Annual Measureable Achievement Objectives for increasing the percentage of EL students developing and attaining English proficiency
- Include a third AMAO relating to meeting the Adequate Yearly Progress (AYP) for the EL subgroup at the LEA or consortium level
- Hold LEAs and consortia accountable for meeting the three AMAOs
An AMAO is a performance target that LEAs receiving Title III subgrants must meet each year for their EL populations. All Title III LEAs and consortia are required annually to meet the three AMAOs.

<table>
<thead>
<tr>
<th>AMAO 1: Percentage of ELs Making Annual Progress in Learning English</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>California English Language Development Test (CELDT)</td>
<td></td>
</tr>
<tr>
<td>AMAO 2: Percentage of ELs Attaining the English Proficient Level</td>
<td>CELDT</td>
</tr>
<tr>
<td>AMAO 3: Percentage of ELs Meeting AYP in the EL Subgroup</td>
<td>CAASPP*/2014–15 Waiver</td>
</tr>
<tr>
<td>*CAASPP = California Assessment of Student Performance and Progress System administered in grades 3 through 11.</td>
<td>System in development</td>
</tr>
</tbody>
</table>

Consequences of Not Meeting the Annual Measurable Achievement Objectives

The ESEA requires that all Title III funded LEAs and consortia annually meet Title III accountability criteria. These LEAs and consortia will be identified as in need of improvement if they do not meet one or more AMAO in a year.

1. Not Meeting AMAO for One Year

An LEA receiving Title III funding that does not meet any one or more AMAO in any one year is considered in Year 1 Improvement Status. ESEA, Section 3122(b)(2) This LEA must:

- Inform the parents of all ELs in the LEA or the whole consortium that the AMAOs have not been met

This notification should be provided within 30 days of the public release of the Title III Accountability Report by the CDE. Sample parent notification letters are available in English, Spanish and other languages on the CDE Title III Accountability Requirements Web page at [http://www.cde.ca.gov/sp/el/t3/t3amaotargets.asp](http://www.cde.ca.gov/sp/el/t3/t3amaotargets.asp). The consortium lead is responsible for ensuring that parents of ELs within each consortium member LEA are notified if AMAOs are not met.

2. Not Meeting AMAO for Two Consecutive Years

An LEA receiving Title III funding that does not meet any one or more AMAO for two consecutive years is considered in Year 2 improvement status. ESEA, Section 3122(b)(2) This LEA, in addition to the Year 1 parent notification, must also:

- Develop an improvement plan that will ensure all AMAOs are met

The improvement plan shall specifically address the factors that prevented the LEA or consortium from achieving the AMAO targets. This requirement can be addressed by submitting the Title III Year 2 Improvement Plan Addendum (IPA) to CDE. More information on the improvement plan is available on the CDE Title III Accountability Requirements Web page at [http://www.cde.ca.gov/sp/el/t3/t3amaotargets.asp](http://www.cde.ca.gov/sp/el/t3/t3amaotargets.asp).

LEAs will be identified as not having met one or more AMAOs for two consecutive years based on data from the 2014–15 Title III Accountability Reports expected to be released in the fall of 2015.

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Upon release of the Title III Accountability Reports, a list of LEAs in Year 2 improvement status will be available on the CDE Title III Accountability Reports Web page at http://www.cde.ca.gov/ela/ac/3/3reports.asp.

I. Not Meeting Standards for Three Consecutive Years

An LEA receiving Title III funding that does not meet any one or more AMAOs for three consecutive years is considered in Year 3 Improvement Status. In addition to notifying the parents of all ELs in the LEA or consortium, the LEA may continue to implement its improvement plan developed as a Year 2 Improvement LEA if the same AMAOs are not met. If the LEA did not meet the AMAO targets for different reasons than those addressed in the IPA, the LEA must adjust its plan to address the specific factors that prevented it from meeting the AMAOs.

II. Not Meeting Standards for Four Consecutive Years

An LEA receiving Title III funding that does not meet any one or more AMAO for four consecutive years is considered in Year 4 Improvement Status. ESEA Section 3122(b)(4) In addition to notifying the parents of all EL in the LEA or consortium, the LEA must also:

- Modify its curriculum, program, and method of instruction

This requirement can be addressed by submitting the Title III Year 4 IPA to CDE. More information on the improvement plan is available on the CDE Title III Accountability Requirements Web page at http://www.cde.ca.gov/ela/ac/3/3amaotargets.asp. Due dates for submission of the IPA will be available upon release of the Title III Accountability Reports.

LEAs will be identified as not having met one or more AMAOs for four consecutive years based on data from the 2014–15 Title III Accountability Report expected to be released in the fall of 2015. A list of LEAs in Year 2 improvement status will be available upon release of the Accountability Reports at the CDE Title III Accountability Reports Web page at http://www.cde.ca.gov/ela/ac/3/3reports.asp.

III. Not Meeting AMAOs for More Than Four Consecutive Years

The accountability requirements in ESEA Section 3122(b)(4) continue to apply when an LEA does not meet one or more AMAO for more than four consecutive years (Year 4+). In addition to notifying the parents of all EL in the LEA or consortium, these LEAs are required to continue to modify their curriculum, program, and method of instruction. This requirement can be addressed in the annual budget justification, submitted during the application process that links Title III, Part A expenditures to the curriculum changes the LEA plans to implement.

IV. Accountability for LEAs Receiving Only Title III Immigrant Program Funds

Recent guidance from ED states that the accountability requirements for AMAOs apply to the extent the immigrant children and youth served under the subgrant are also ELs. Since all immigrant EL students must take the CELDT every year, LEAs receiving a Title III Immigrant program subgrant are accountable for meeting AMAOs. Immigrant students who are not EL are not included in the LEA’s AMAO calculation.
Title I and Title III are working together to align support for LEAs in improvement status. LEAs identified for program improvement under Title I and/or Title III are subject to requirements under each accountability system. LEAs and consortium leads subject to Title I and/or Title III Accountability requirements are notified by letter of their improvement status and directed to appropriate CDE Web links for details on the specific accountability requirements.

The CDE designated technical assistance providers within each of the 11 county superintendents' regions. These county office of education regional leads (Title III COE Leads) assist identified LEAs with the development, implementation, and monitoring of the Year 2 and Year 4 IPAs. The Title III COE Leads contact information is available on the CDE COE Leads Contact Web page at http://www.cde.ca.gov/ta/tc/a Telephone.

For questions regarding Title III Accountability Requirements and Technical Assistance, please contact Lilia G. Sánchez, Education Programs Consultant, by phone at 916-319-0265 or by e-mail at lsanchez@ced.ca.gov.

**Bilingual Coordinators Network Meetings**

The Bilingual Coordinators’ Network (BCN) consists of representatives from each of the county offices of education, the Title III Regional Leads, teacher education programs at the institutions of higher education, the 20 largest EL enrolling LEAs, and agencies with English learner specialists. There are approximately 90 members of the BCN. Each member disseminates the information discussed at the meeting to LEAs, teachers, and other interested individuals within their jurisdiction. The purpose of the BCN is to promote the initiatives of the CDE, assist in the dissemination of information, and advise the CDE on issues related to English learner student programs.

The 2015–16 BCN meetings will be held at the Courtyard by Marriott Cal Expo, in Sacramento. BCN members are asked to complete the registration and submit the annual membership fee prior to the first meeting. The room capacity is contracted to accommodate BCN members only. To confirm attendance and ensure we do not exceed capacity, please RSVP to the BCN mailbox at bcn@ced.ca.gov

Future dates for BCN meetings:

- September 17–18, 2015
- November 19–20, 2015
- March 17–18, 2016
- May 19–20, 2016

Handouts and PowerPoint presentations will be available on the My Digital Chalkboard Supporting California’s English Learners Community Group Web page at http://el.mydigitalchalkboard.org/