Inclusion of Title III Funds in the Local Control and Accountability Plan (LCAP)  
“LCAP Three Ways”  
Lilly Rosenberger Region 8 COE Lead, Title III

Goal  
- Learn how to transfer information from the Title III Transition Plan to the LCAP Addendum  
- Learn how to sufficiently reflect use of Title III funds within the goals of an LCAP

Every Student Succeeds Act (ESSA) Transition  
- December 10, 2015: ESSA signed into law  
- ESSA Transition  
  ➢ 2016–17: 1st transition year  
  ➢ 2017–18: 2nd transition year  
- 2018–19: Full ESSA Implementation

Title III ESSA Transition Plan Template

<table>
<thead>
<tr>
<th>2017–18 Title III ESSA Transition Plan</th>
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</tr>
</thead>
<tbody>
<tr>
<td>All English Learner (EL) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.</td>
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<tr>
<td><strong>Plan to Provide Services for English Learner Students</strong></td>
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<td>Please outline information on district-operated programs and provide descriptions of how the ELS is meeting or plans to meet</td>
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<td>How the ELS will:</td>
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<tr>
<td>- Provide effective professional development</td>
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</tr>
<tr>
<td>- Implement effective programs and activities</td>
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<tr>
<td>- Increase English proficiency and academic achievement</td>
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<tr>
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LCAP Addendum Template

2018–20
Every Student Succeeds Act (ESSA)
Local Control and Accountability Plan (LCAP)
Addendum

LEA Name:
Golden State Unified School District

CDS Code:
XXXXXXXXXXXX

Link to your LCAP:
www.gssd.com

Which ESSA programs apply to your LEA?
- Title III - Professional Development (PD)
- Title III - Programs & Activities
- English Proficiency & Academic Achievement
- Parent, Family, & Community Engagement
- Enhanced Instructional Opportunities (Immigrant children and youth)

Addressing Title III Provisions in the Adendum

<table>
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<tr>
<th>TITLE III, PART A</th>
<th>ESSA SECTION</th>
<th>STATE PRIORITY ALLOCATION</th>
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<td>311(h)(2)</td>
<td>1, 2, T (if applicable)</td>
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Title III Professional Development
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.

ESSA Provisions: Title III

- Title III Professional Development (PD)
- Title III Programs & Activities
- English Proficiency & Academic Achievement
- Parent, Family, & Community Engagement
- Enhanced Instructional Opportunities (Immigrant children and youth)

Referencing the LCAP

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Title III Professional Development
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.

How ESSA Provision is Addressed by Your LEA

- LCAP
- OTHER DOCUMENT
- TDD DOCUMENT
- N/A

Please use the space below to address the ESSA provision or to supplement the information in your LCAP or other document.
Addressing Provisions in the LCAP

Referencing the LCAP, cont.

Referencing Another Document
**Review**

1. What are the 5 ESSA provisions in Title III?

1. Title III Professional Development (PD)
2. Title III Programs & Activities
3. English Proficiency & Academic Achievement
4. Parent, Family, & Community Engagement
5. Enhanced Instructional Opportunities (Immigrant Students)

**Review**

2. What are the 3 options for addressing ESSA Title III Provisions?

1. LCAP
2. Other document
3. Title III Addendum

**Purposes of Funding**

- **Title III (Federal)**
  - Instructional support, PD & parent involvement that supplements other services.

- **Title I (Federal)**
  - Supplemental funds for students at risk of not meeting standards in high poverty schools.

- **LCFF Proportionality Obligation to Unduplicated Pupils**
  - Increased supplemental services to support low-income, foster youth, English learners & redesignated pupils to meet LEA goals in state and local priorities.

- **LCFF Base**
  - Basic services for all students and subgroups to meet LEA goals in state and local priorities.

**Let’s check for understanding**

Let's check for understanding.
Paraprofessionals & Instructional Aides

A district proposes to use Title III funds to support the salary of bilingual instructional aides although they are using LCFF funds to support the salary of instructional aides with expertise in Math. English learners will receive services from the bilingual aides during their designated ELD and from the Math aides during their core Math class.

**Why?** As long as English learners have the opportunity to receive services from both the bilingual and Math aides, the bilingual aides are considered supplemental to all other assistance and different funding sources can be used.

**Paraprofessionals & Instructional Aides**

A district proposes to use Title III funds to support the salary of bilingual instructional aides although they are using LCFF funds to support the salary of instructional aides with expertise in Math. Bilingual aides will assist during designated ELD and Math aides will assist during Math instruction. ELD and Math blocks are both scheduled at 10:30 a.m.

**Why Not?** English learners must be allowed the opportunity to receive services from both the bilingual and Math aides. Because both blocks are scheduled at the same time, English learners will not have this opportunity.

After School/Summer Programs

A district proposes to use Title III funds to provide support for optional summer programs. Math Navigator (to uncover student misconceptions and target areas of need), which is funded by Title I funds, and ELLIS (a digital learning EL Curriculum), which is funded by Title III, will both be offered during the 9 a.m.-12 p.m. session.

**Why Not?** These English learners must be allowed the opportunity to attend the Title I-funded option as well. Participation in the Title III option should not hinder participation in other optional activities.

After School/Summer Programs

A district proposes to use Title III funds to provide summer programs that (1) offer language instruction for English learners, (2) are above and beyond what is provided for by the school, LEA, and State, and (3) do not hinder English learner (EL) participation in other optional summer programs offered for which they qualify.

**Why?** These programs are above and beyond what is provided for by the school, LEA, and State, and do not hinder EL participation in other programs for which they qualify.
Supplemental Language

supplemental action will supplement base action as described in the LCAP (or as provided with LCFF funds).

EXAMPLE

The EL Summer Academy will supplement the summer program available to all students that is being provided with LCFF funds.

Thank you!!!!

Contact Information
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Additional Questions?