**Title III English Learner Program Annual Online Report
Fiscal Year 2022–23**

**Part I: Language Instruction Educational Programs**

This section collects information about language instruction educational programs (LIEPs) as required by the Elementary and Secondary Education Act (ESEA), as reauthorized by the Every Student Succeeds Act, Title III, Part A (20 United States Code [20 U.S.C.] sections 3121[a] and 3122[a-b]).

Thorough, accurate, and timely data submission is critical to this reporting process.

**Instructions:**

**Definition of Language Instruction Educational Program**

Per ESEA 20 U.S.C. Section 3201(7), the term “language instruction educational program” means an instruction course (A) in which an English learner is placed for the purpose of developing and attaining English proficiency, while meeting challenging state academic standards; and (B) that may make instructional use of both English and a child’s native language to enable the child to develop and attain English proficiency, and may include the participation of English proficient children if such course is designed to enable all participating children to become proficient in English and a second language.

**Types of Programs**

In the table below, enter “Yes” or "No" to indicate which LIEPs were implemented in your agency during 2022–23, whether or not they were paid for with Title III funds. Include only programs that are specifically designed to provide language support for English learner (EL) students. If there were LIEPs implemented in your agency that are not listed in the table, then please explain in the comment box.

**Language of Instruction**

The language of instruction is the language used by teachers to teach and communicate in a class. For each type of program implemented in your agency during 2022–23, enter the names of the languages of instruction used in the programs. More than one language may be entered for the same program.

| **Yes/No** | **Types of Programs** | **Language(s) of Instruction** |
| --- | --- | --- |
| enter yes or no | Transitional Bilingual | enter languages |
| enter yes or no | Dual Language or Two-way Immersion | enter languages |
| enter yes or no | English as a Second Language (ESL) or English Language Development | enter languages |
| enter yes or no | Content classes with Integrated ESL support | enter languages |
| enter yes or no | Newcomer programs | enter languages |
| enter yes or no | Other (explain in comment box below) | enter languages |

**Comment Box:**

Other types of programs not listed above (response is limited to 1,000 characters):

**Part II: Teacher Information**

This section collects information about teachers as required under ESEA 20 U.S.C. Section 3122(b)(5).

**Instructions:**

Provide the number of teachers who, during 2022–23, were working in the LIEPs indicated by your agency in Part I, even if they were not paid with Title III funds. Do not include teachers who were not working in LIEPs during 2022–23. Divide the number into two groups in the table below. Teachers who held the appropriate authorization to instruct EL students required by their assignment should be included in the first box. Teachers who did not hold the appropriate authorization to instruct EL students required by their assignment should be included in the second box. Please visit the California Commission on Teacher Credentialing web page at <https://www.ctc.ca.gov/docs/default-source/leaflets/cl622.pdf?sfvrsn=c1862043_10> to view the authorization requirements for teaching EL students.

| **Description** | **Number** |
| --- | --- |
| Number of teachers working in LIEPs during 2022–23 **who held the appropriate authorization to instruct EL students required** **by their assignment**. If none, enter zero. | Enter Number Here |
| Number of teachers working in LIEPs during 2022–23 **who did not hold the appropriate authorization to instruct EL students required by their assignment**. If none, enter zero. | Enter NumberHere |
| **Total** | **(Auto calculated)** |

In the table below, enter the estimated number of **additional** teachers authorized to instruct EL students that your agency will need for LIEPs in the next five fiscal years. This number should reflect the additional teachers needed over the entire five years, not the number needed for each year. Do not include teachers currently working in LIEPs. Do not include teachers who will be hired as replacements. This is an estimate of new positions only.

| **Description** | **Number** |
| --- | --- |
| Estimated number of **additional** teachers authorized to instruct EL students that your agency will need for LIEPs in the next five fiscal years. If none, enter zero. | Enter NumberHere |

**Part III: Activities Related to the Teaching and Learning of English Learners**

**Instructions:**

In the tables below, enter “Yes” or "No" to indicate the required activities and the optional activities that were conducted in your agency during 2022–23, whether or not they were paid for with Title III funds. Count only activities that relate specifically to English learner students. If your agency conducted other optional activities that are not listed, then please explain in the comment box.

| **Yes/No** | **Required Activities** |
| --- | --- |
| enter yes or no | Supported the development and implementation of LIEPs (ESEA 20 U.S.C. Section 3115[c][1]). |
| enter yes or no | Provided professional development to teachers and other personnel serving EL students (ESEA 20 U.S.C. Section 3115[c][2]). |
| enter yes or no | Provided and implemented activities and strategies related to parent, family, and community engagement that enhanced or supplemented LIEPs (ESEA 20 U.S.C. Section 3115[c][3][A]). |
| enter yes or no | If applicable, other activities and strategies that enhanced or supplemented LIEPs, including coordination and alignment across programs (ESEA 20 U.S.C. Section 3115[c][3][B]).  |

| **Yes/No** | **Optional Activities** |
| --- | --- |
| enter yes or no | Upgraded program objectives and instructional strategies (ESEA 20 U.S.C. Section 3115[d][1]). |
| enter yes or no | Improved instruction for EL students through curricula, instructional materials, software, and assessment procedures (ESEA 20 U.S.C. Section 3115[d][2]). |
| enter yes or no | Provided tutorials, career, and technical education (ESEA 20 U.S.C. Section 3115[d][3][A]). |
|  | Provided intensified supplemental instruction, including translated materials, interpreters, and translators (ESEA 20 U.S.C. Section 3115[d][3][B]). |
|  | Supported LIEPs for preschool programs (ESEA section 3115[d][4]).  |
|  | Implemented strategies to improve English language proficiency and academic achievement for EL students (ESEA 20 U.S.C. Section 3115[d][5]). |
|  | Provided parent, family, and community engagement activities to support the education of EL students (ESEA 20 U.S.C. Section 3115[d][6]). |
|  | Provided resources, including educational technology, electronic networks for materials, training, and communication, and incorporation of these resources into curricula and programs, to improve the instruction of EL students (ESEA 20 U.S.C. Section 3115[d][7]). |
|  | Offered programs to help EL students achieve success in postsecondary education (ESEA 20 U.S.C. Section 3115[d][8]). |
|  | Improved the instruction of EL students with disabilities (ESEA 20 U.S.C. Section 3115[d][9]). |
| enter or no | Other (ESEA 20 U.S.C. Section 3115[d][9]). |

**Comment Box:**

Other optional activities not listed above (response is limited to 1,000 characters):