

## LCAP Federal Addendum Self-Review Checklist

### ESSA Title II, Part A Supporting Effective Instruction

#### ESSA Section 2102(b)(2)(B): Professional Growth and Improvement

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

The LEA's systems of professional growth and improvement for teachers, principals, and other school leaders. Complete responses will:

<input type="checkbox"/>	Address principals, teachers, and other school leaders separately.
<input type="checkbox"/>	Explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement.
<input type="checkbox"/>	Describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities.
<input type="checkbox"/>	Describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

**Guidance:** Descriptions of high-quality professional growth and improvement systems will address:

- **Data:** Sources and kinds of information that guide professional learning (PL) priorities, design, and assessments.
- **Content and Pedagogy:** Ways in which PL system enhances educators' expertise to increase students' capacity to learn and thrive.
- **Equity:** 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.
- **Design and Structure:** Use of evidence-based approaches such as focused, sustained learning that enables educators to acquire, implement, and assess improved practices.
- **Collaboration and Shared Accountability:** How PL facilitates the development of a shared purpose for student learning and collective responsibility for achieving it.
- **Resources:** The dedicated resources for PL and how they are adequate, accessible, and allocated appropriately toward established priorities and outcomes.
- **Alignment and Coherence:** 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.

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### ESSA Section 2102(b)(2)(C): Prioritizing Funding

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c). To meet this requirement, LEAs must provide a description of the following:

<input type="checkbox"/>	How the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under <u>Section 1124(c)</u>
<input type="checkbox"/>	Describe the LEA's process for determining Title II, Part A funding among the schools it serves.
<input type="checkbox"/>	Describe in detail how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

**Guidance:** In its process to prioritize Title II, Part A funding to high-needs schools, LEAs should consider:

- The authorized uses of Title II, Part A funding
- How the LEA determines the needs of schools that are identified for CSI and TSI.
- How the LEA will determine if priority funding is adequate in order to support high-needs schools.
- How the LEA meaningfully consults with the following stakeholders regarding prioritizing Title II, Part A 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 II, Part A funding will be used strategically with other funding streams to support CSI and TSI activities.
- How priority funding will be continuously evaluated for contributing to positive outcomes for high-needs schools.
- How the LEA considers sustainability for activities supported by priority funding.

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### ESSA Section 2102(b)(2)(D): Data and Ongoing Consultation to Support Continuous Improvement

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.

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

<input type="checkbox"/>	How the LEA uses data to continually update and improve activities supported under Title II, Part A.
<input type="checkbox"/>	How the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
	<p>Complete responses will:</p> <ul style="list-style-type: none"> <li>• Describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.</li> <li>• Describe the ways in which the LEA meaningfully consults with the following stakeholders to update and improve Title II, Part A-funded activities:               <ul style="list-style-type: none"> <li>○ Teachers</li> <li>○ Principals and other school leaders</li> <li>○ Paraprofessionals (including organizations representing such individuals)</li> <li>○ Specialized instructional support personnel</li> <li>○ Charter school leaders (in a local educational agency that has charter schools)</li> <li>○ Parents</li> <li>○ Community partners</li> <li>○ Organizations or partners with relevant and demonstrated expertise in programs and activities</li> </ul> </li> <li>• Explain how often the LEA meaningfully consults with these stakeholders.</li> <li>• Explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.</li> </ul>

**Guidance:** As an LEA reviews its processes for using data and ongoing consultation to continuously improve Title II, Part A activities, it should consider:

- 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 II, 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 II, 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 consultation and addressing those concerns with concrete explanations and plans.

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- 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?
- 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?

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