

## LCAP Federal Addendum Self-Review Checklist

<b>ESSA Title I, Part A Improving Basic Programs Operated by State and Local Educational Agencies</b>	
<b>ESSA Section 1112(b)(2) Educator Equity:</b> Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. To meet this requirement, LEAs must provide a description of the following:	
<input type="checkbox"/>	1. The LEA's process for identifying disparities that result in low-income and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers; and
<input type="checkbox"/>	2. How the LEA will address any disparities found during the identification process.
<b>Guidance:</b> Description includes how the LEA compared the necessary data to answer ALL of the following questions:	
<input type="checkbox"/>	Are low-income students taught at higher rates than other students by ineffective teachers?
<input type="checkbox"/>	Are minority students taught at higher rates than other students by ineffective teachers?
<input type="checkbox"/>	Are low-income students taught at higher rates than other students by inexperienced teachers?
<input type="checkbox"/>	Are minority students taught at higher rates than other students by inexperienced teachers?
<input type="checkbox"/>	Are low-income students taught at higher rates than other students by out-of-field teachers?
<input type="checkbox"/>	Are minority students taught at higher rates than other students by out-of-field teachers?
<input type="checkbox"/>	Describe actions the LEA will take to address any disparities discovered during the data analysis process (including actions/services included in its LCAP for Priority 1—Basic Services).
<input type="checkbox"/>	Describe how the LEA engaged stakeholders in its process for identifying strategies for addressing discovered equity gaps.
<b>ESSA Section 1112(b)(3) Parent and Family Engagement:</b> Describe how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d).	
<input type="checkbox"/>	How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
<input type="checkbox"/>	How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
	In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. <b>This provision will not be reviewed.</b>

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<p><b>ESSA Section 1112(b)(7):</b> Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:</p>	
<input type="checkbox"/>	Describe the LEA parent and family engagement policy, how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
<input type="checkbox"/>	Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
<input type="checkbox"/>	Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
<input type="checkbox"/>	Describe how the LEA will educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
<input type="checkbox"/>	Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
<input type="checkbox"/>	Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
<input type="checkbox"/>	Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14)).
<input type="checkbox"/>	Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language such parents understand (ESSA Section 1116(f)).
<input type="checkbox"/>	Include how the LEA will align parent involvement required in Section 1116 with the LCAP stakeholder engagement process.

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<b>ESSA Sections 1112(b)(5) and 1112(b)(9) Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children</b>	
<input type="checkbox"/>	<b>ESSA Section 1112(b)(5):</b> Describe the nature of the programs to be conducted by such agency's schools under sections Schoolwide Programs pursuant to 1114 and Targeted Assistance Schools pursuant to 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.
<input type="checkbox"/>	<b>ESSA Section 1112(b)(9):</b> Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.
<b>ESSA Section 1112(b)(6): Homeless Children and Youth Services</b>	
<input type="checkbox"/>	<b>ESSA Section 1112(b)(6):</b> the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the (1) enrollment, (2) attendance, and (3) success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.).
<b>ESSA Sections 1112(b)(8) and 1112(b)(10) (A–B): Student Transitions</b>	
<input type="checkbox"/>	<b>ESSA Section 1112(b)(8):</b> Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.
<input type="checkbox"/>	<b>ESSA Section 1112(b)(10):</b> Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable:
<input type="checkbox"/>	through coordination with institutions of higher education, employers, and other local partners; and
<input type="checkbox"/>	through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.
<b>Additional Information Regarding Use of Funds Under this Part ESSA Section 1112(b)(13) (A–B)</b>	
Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:	
<input type="checkbox"/>	assist schools in identifying and serving gifted and talented students; and
<input type="checkbox"/>	assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.