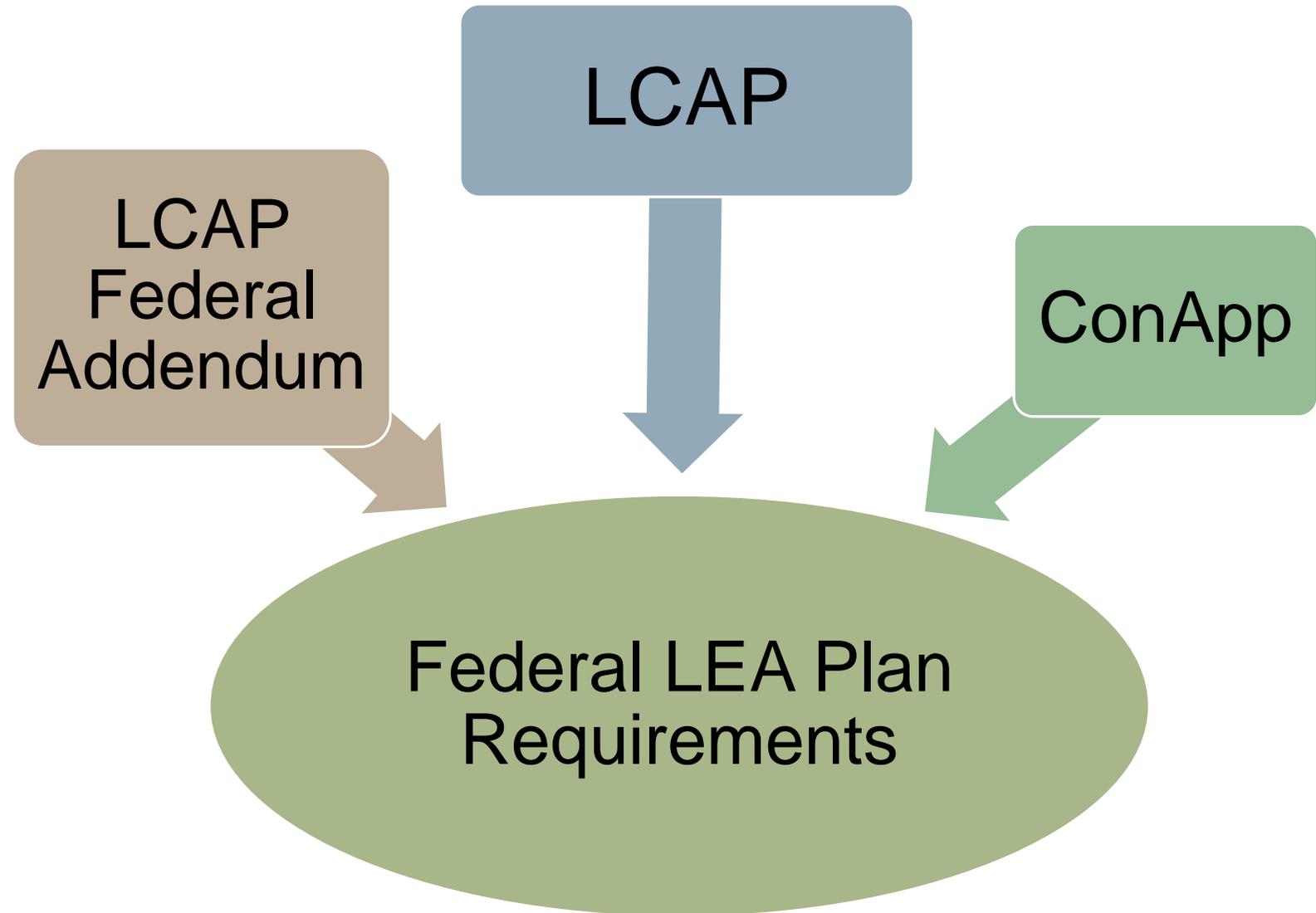


The LCAP Federal Addendum

LCAP +
ConApp +
LCAP Federal
Addendum =
LEA Plan



Consolidated Application (1 of 2)

LCAP Federal Addendum Certification page

- LEAs will:
 - Provide the approval date of the 2017-18 thorough 2019-20 LCAP;
 - Certify that the LCAP Federal Addendum will be approved by the local governing board; and
 - Certify that the LEA will work with CDE to ensure that the Addendum adequately addresses all ESSA provisions of the programs for which the LEA is applying.

Consolidated Application (2 of 2)

Due Date for ConApp is June 30, 2018

- Upon submission of the ConApp LEAs may obligate ESSA funds
- NOTE: The date which an LEA submits it's ConApp is the date upon which ESSA funds may be obligated.

LCAP Federal Addendum (1 of 2)

- The completed LCAP Federal Addendum (Addendum) to be submitted to the CDE no later than August 15, 2018 to be considered for approval at the Readers' Conference.
- The Addendum must be approved by the LEA's local governing board.
 - Upon submission, the LEA must identify the date the Addendum was approved or the anticipated approval date of the Addendum.
 - To be considered for approval at the Readers' Conference the Addendum must be approved by the local governing board.

LCAP Federal Addendum (2 of 2)

- LEAs may receive ESSA allocations upon submitting the local governing board approved Addendum prior to the Readers' Conference deadlines.
- Funds may be expended once an LEA has:
 - A locally-approved LCAP
 - A submitted ConApp w/certification page
 - A submitted LCAP Federal Addendum meeting the Readers' Conference deadlines

Readers' Conference

- September 17 – 21, 2018 in San Diego.
 - CDE needs approximately 90 readers for the conference.
 - Requests for readers is forthcoming.
 - CDE will provide hotel Sunday, September 16 through Thursday, September 20
 - Breakfast and lunches will be provided
 - Travel costs will be reimbursed

Dates Recap

- ConApp submission is due June 30, 2018
 - Upon Submission LEAs may obligate ESSA funds
- LCAP Federal Addendum due August 15, 2018
 - Submitted Addendum with local governing board approval, LEAs may receive ESSA allocation
- Federal Addendums received after August 15th or Addendums that have not been approved by the local governing board prior to the Readers' Conference may experience a delay with Addendum approval and receiving ESSA allocations.

Alignment Between ESSA Provisions and LCFF Priorities

- Title I, Part A
 - Monitoring Student Progress Towards Meeting Challenging State Academic Standards
 - Overuse in Discipline Practices that Remove Students from the Classroom
 - Career Technical and Work-based Opportunities
- Title II, Part A
 - Title II, Part A Activities
- Title III, Part A
 - Parent, Family, and Community Engagement

ESSA Provision Addressed in the ConApp

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

Title I, Part A

IMPROVING THE ACADEMIC ACHIEVEMENT OF THE
DISADVANTAGED

Educator Equity

ESSA SECTION 1112(b)(2)

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

- 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
- How the LEA will address any disparities found during the identification process.

Educator Equity

(Continued 1)

ESSA SECTION 1112(b)(2)

Complete responses will:

- Include a description of how the LEA compared the necessary data to answer ALL of the following questions:
 - Are low-income students taught at higher rates than other students by ineffective teachers?
 - Are minority students taught at higher rates than other students by ineffective teachers?
 - Are low-income students taught at higher rates than other students by inexperienced teachers?
 - Are minority students taught at higher rates than other students by inexperienced teachers?
 - Are low-income students taught at higher rates than other students by out-of-field teachers?
 - Are minority students taught at higher rates than other students by out-of-field teachers?

Educator Equity

(Continued 2)

ESSA SECTION
1112(b)(2)

(continued from previous slide)

- 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).
- Describe how the LEA engaged stakeholders in its process for identifying strategies for addressing discovered equity gaps.

Educator Equity

(Continued 3)

ESSA SECTION
1112(b)(2)

For further guidance regarding Title I, Part A,
Educator Equity go to
[https://www.cde.ca.gov/pd/ee/edequitylcapad
dendum.asp](https://www.cde.ca.gov/pd/ee/edequitylcapad
dendum.asp).

Parent and Family Engagement

ESSA SECTION 1112(b)(3)

- Describe how the LEA will carry out its responsibilities under paragraphs (1) and (2) of section 1111(d):
 - In the absence of the identification of any LEAs for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

Parent and Family Engagement (Continued 1)

ESSA SECTION 1112(b)(7)

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

- Describe the strategy the LEA will use to implement effective parent and family engagement under section 1116, including how the LEA and its schools will build capacity for parent and family engagement:
 - 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));

Parent and Family Engagement (Continued 2)

ESSA SECTIONS 1112(b)(7)

(Continued from the previous slide)

- 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));
- 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));

Parent and Family Engagement (Continued 3)

ESSA SECTIONS 1112(b)(7)

(Continued from the previous slide)

- 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));
- 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));

Parent and Family Engagement

(Continued 4)

ESSA SECTIONS 1112(b)(7)

(Continued from the previous slide)

- 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));
- Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14); and

Parent and Family Engagement

(Continued 5)

ESSA SECTIONS
1112(b)(7)

(Continued from the previous slide)

- 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)).
- Also include how the LEA will align parent involvement required in Section 1116 with the LCAP stakeholder engagement process.

Parent and Family Engagement (Continued 6)

ESSA SECTIONS
1112(b)(3) and
1112(b)(7)

For further guidance regarding Title I, Part A,
Parent and Family Engagement please
contact:

Janine Clements,
Education Programs Assistance
Title I Policy and Program Guidance Office

JClements@cde.ca.gov

916-445-4904

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5)

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

- Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 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.

Schoolwide
Programs, Targeted
Support Programs,
and Programs for
Neglected or
Delinquent Children
(Continued 1)

ESSA SECTIONS
1112(b)(9)

(Continued from the previous slide)

- 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.

Schoolwide
Programs, Targeted
Support Programs,
and Programs for
Neglected or
Delinquent Children
(Continued 2)

ESSA SECTIONS
1112(b)(5) and
1112(b)(9)

For further guidance regarding Title I, Part A,
Schoolwide Programs and Targeted Support
Programs please contact:

Lana Zhou

Education Programs Consultant

Title I Policy and Program Guidance Office

LZhou@cde.ca.gov

916-319-0956

For further guidance regarding Title I, Part A,
Programs for Neglected or Delinquent Children
please contact:

Karen Steinhaus

Education Programs Consultant

Title I Policy and Program Guidance Office

KSteinhaus@cde.ca.gov

916-319-0946

Homeless Children and Youth Services

ESSA SECTION
1112(b)(6)

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

- Describe 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 enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

Homeless Children and Youth Services (Continued)

ESSA SECTION
1112(b)(6)

For further guidance regarding Title I, Part A,
Homeless Reservation guidance please
contact:

Lana Zhou

Education Programs Consultant

Title I Policy and Program Guidance Office

LZhou@cde.ca.gov

916-319-0956

Student Transitions

ESSA SECTIONS
1112(b)(8)

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

- 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.

Student Transitions (Continued 1)

ESSA SECTIONS
1112(b)(10) (A–B)

(Continued from previous slide)

- 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:
 - (A) through coordination with institutions of higher education, employers, and other local partners; and
 - (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

Student Transitions (Continued 2)

ESSA SECTIONS
1112(b)(8) and
1112(b)(10) (A–B)

For further guidance regarding Title I, Part A, Early
Childhood Education guidance please contact:

Patricia Ramirez

Education Programs Assistant

Title I Policy and Program Guidance Office

PRamirez@cde.ca.gov

916-319-0787

For further guidance regarding Title I, Part A, Transition
Program guidance please contact:

Lana Zhou

Education Programs Consultant

Title I Policy and Program Guidance Office

LZhou@cde.ca.gov

916-319-0956

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

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

- 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:
 - Assist schools in identifying and serving gifted and talented students; and
 - Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Additional Information Regarding Use of Funds Under this Part (Continued)

ESSA SECTION
1112(b)(13) (A–B)

For further guidance regarding Additional Information Regarding Use of Funds Under this Part please contact:

Lana Zhou

Education Programs Consultant

Title I Policy and Program Guidance Office

LZhou@cde.ca.gov

916-319-0956

Title I, Part D

PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN
AND YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT-RISK

Description of Program

ESSA SECTION
1423(1)

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

- Provide a description of the program to be assisted [by Title I, Part D].

For further guidance regarding Title I, Part D, Programs for Neglected or Delinquent Children please contact:

Karen Steinhaus

Education Programs Consultant

Title I Policy and Program Guidance Office

KSteinhaus@cde.ca.gov

916-319-0946

Title II, Part A

PREPARING, TRAINING, AND RECRUITING HIGH-QUALITY
TEACHERS, PRINCIPALS, OR OTHER SCHOOL LEADERS

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

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

- The LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.

Complete responses will:

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

Professional Growth and Improvement (Continued)

ESSA SECTION
2102(b)(2)(B)

For further guidance regarding
Professional Growth and Improvement
go to
[https://www.cde.ca.gov/pd/ee/t2lcapadd
endumguidance.asp](https://www.cde.ca.gov/pd/ee/t2lcapaddendumguidance.asp).

Prioritizing Funding

ESSA SECTION
2102(b)(2)(C)

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

- How the LEA determines funding that prioritizes comprehensive support and improvement (CSI) and targeted support and improvement (TSI) schools and schools serving the highest percentage of children counted under Section 1124(c).

Prioritizing Funding (Continued 1)

ESSA SECTION
2102(b)(2)(C)

Complete responses will:

- Describe the LEA's process for determining Title II, Part A funding among the schools it serves.
- 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.

Prioritizing Funding (Continued 2)

ESSA SECTION
2102(b)(2)(C)

For further guidance regarding
Prioritizing Funding go to
[https://www.cde.ca.gov/pd/ee/t2lcapadd
endumguidance.asp](https://www.cde.ca.gov/pd/ee/t2lcapaddendumguidance.asp).

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION
2102(b)(2)(D)

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

- How the LEA uses data to continually update and improve activities supported under Title II, Part A.
- How the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.

Data and Ongoing Consultation to Support Continuous Improvement (Continued 1)

ESSA SECTION 2102(b)(2)(D)

Complete responses will:

- Describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
- Describe the ways in which the LEA meaningfully consults with the following stakeholders to update and improve Title II, Part A-funded activities:
 - Teachers, Principals and other school leaders, Paraprofessionals (including organizations representing such individuals), Specialized instructional support personnel, Charter school leaders (in an LEA that has charter schools), Parents, Community partners, and Organizations or partners with relevant and demonstrated expertise in programs and activities.

Data and Ongoing Consultation to Support Continuous Improvement (Continued 2)

ESSA SECTION
2102(b)(2)(D)

(Continued from the previous slide)

- Explain how often the LEA meaningfully consults with these stakeholders.
- Explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities

Data and Ongoing Consultation to Support Continuous Improvement (Continued 3)

ESSA SECTION
2102(b)(2)(D)

For further guidance regarding Data and
Ongoing Consultation to Support Continuous
Improvement go to
<https://www.cde.ca.gov/pd/ee/t2lcapaddendumguidance.asp>.

Title III, Part A

LANGUAGE INSTRUCTION FOR ENGLISH LEARNERS AND
IMMIGRANT STUDENTS

Title III Professional Development

ESSA SECTION
3115(c)(2)

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

- The LEA's effective professional development for classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Title III Professional Development (Continued 1)

ESSA SECTION
3115(c)(2)

Complete responses will:

- Address professional development activities specific to ELs/Title III purposes that are:
 - designed to improve the instruction and assessment of English learners;
 - designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;

Title III Professional Development (Continued 2)

ESSA SECTION 3115(c)(2)

(Continued from the previous slide)

- effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
- of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
- supplemental to all other funding sources for which the LEA is eligible.

Title III Professional Development (Continued 3)

ESSA SECTION
3115(c)(2)

For further guidance regarding Title III Professional Development please see the Plan Development Resources Tab on the Title III County Office of Education Leads web page, available at <https://www.cde.ca.gov/sp/el/t3/t3leads.asp>.

Enhanced Instructional Opportunities

ESSA SECTIONS
3115(e)(1) and 3116

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

- How the LEA provides enhanced instructional opportunities for immigrant children and youth.

Complete responses will:

- Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth

Note: This provision pertains only to LEAs receiving immigrant subgrants under ESSA Section 3114(d)(1)

Enhanced Instructional Opportunities (Continued)

ESSA SECTIONS
3115(e)(1) and 3116

For further guidance regarding Enhanced Instructional Opportunities please see the Plan Development Resources Tab on the Title III County Office of Education Leads web page, available at <https://www.cde.ca.gov/sp/el/t3/t3leads.asp>.

Title III Programs and Activities

ESSA SECTION
3116(b)(1)

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

- How the LEA develops, implements, and administers effective programs and activities, including language instruction educational programs, to help English learners increase English language proficiency and meet the challenging state academic standards.

Title III Programs and Activities (Continued 1)

ESSA SECTION
3116(b)(1)

Complete responses will:

- Address the effective language instruction programs specific to English learners.
- Address Title III activities that:
 - are focused on English learners and consistent with the purposes of Title III;
 - enhance the core program; and
 - are supplemental to all other funding sources for which the LEA is eligible.

Title III Programs and Activities (Continued 2)

ESSA SECTION
3116(b)(1)

For further guidance regarding Title III Programs and Activities please see the Plan Development Resources Tab on the Title III County Office of Education Leads web page, available at <https://www.cde.ca.gov/sp/el/t3/t3leads.asp>.

English Proficiency and Academic Achievement

ESSA SECTION
3116(b)(2)(A-B)

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

- How the LEA ensures that elementary schools and secondary schools assist English learners in achieving English proficiency and meeting the challenging state academic standards.

Complete responses will:

- Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
- Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

English Proficiency and Academic Achievement (Continued)

ESSA SECTION
3116(b)(2)(A-B)

For further guidance regarding English Proficiency and Academic Achievement please see the Plan Development Resources Tab on the Title III County Office of Education Leads web page, available at

[https://www.cde.ca.gov/sp/el/t3/t3leads.
asp.](https://www.cde.ca.gov/sp/el/t3/t3leads.asp)

Title IV, Part A

21ST CENTURY SCHOOLS

Title IV, Part A: Activities and Programs

ESSA SECTION 4106(e)(1)

To meet this requirement, LEAs, or consortium of such LEAs (LEAs), must provide a description of the following:

- How the LEA developed its application in consultation with individuals and entities described in Section 4106(c)(1)
- The needs assessment of the LEA as required by Section 4106(d)
 - Note: LEAs receiving a Student Support and Academic Achievement (SSAE) program allocation of less than \$30,000 are exempt from this requirement
- Any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

Title IV, Part A: Activities and Programs (Continued 1)

ESSA SECTION 4106(e)(1)

(Continued from the prior slide)

- If applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- If applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- If applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- The program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

Title IV, Part A: Activities and Programs (Continued 2)

ESSA SECTION
4106(e)(1)

For further guidance regarding Title IV,
Part A, Activities and Programs please
contact:

the Coordinated School Health and
Safety Office at therman@cde.ca.gov or
by phone at 916-319-0914.

Additional Resources

For additional information and resources please see the LCAP
Federal Addendum web page at
<https://www.cde.ca.gov/re/lc/addendumguidance.asp>.

Questions or Comments?



Please contact
Local Agency Systems Support Office
LCFF@cde.ca.gov
916-319-0809