

**Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template**

School Year

24-25

Date of Board Approval

LEA Name

Berkeley Unified School District

CDS Code:

01-61143-0000000

Link to the LCAP:

(optional)

For which ESSA programs apply to your LEA?

Choose From:

(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;** however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

In almost every area, federal funds are supplementing, expanding, or complimenting a critical work area or area of heavy investment within our LCAP. Through both literacy investments, mathematics assessments, social emotional supports and services for homeless students, our federal funds are directly aligned with state-funded LCAP investments, particularly in the area of the supplemental funds directed toward language learners, foster youth, and low income students.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

In areas like Title 1 and Title 3a, funds will compliment a heavy LCAP investment in ELL teacher leaders and ELD program generally with increased resources for coaching teacher specialists, facilitating parent workshops and our District English Language Learner Advisory Committee (DELAC), as well as coordination of direct services to students in our Two Way Immersion programs (TWI).

Other examples will appear throughout the document.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (<i>as applicable</i>)

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

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(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

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

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed** unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP** development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

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.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (<https://www.cde.ca.gov/pd/ee/peat.asp>) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
 - a. Number of low-income students
 - b. Number of minority students
2. Does the LEA have an educator equity gap –
 - a. If yes, must create a plan which must include root cause analysis of the disparity
 - b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available [here](#).

THIS ESSA PROVISION IS ADDRESSED BELOW:

While BUSD started the school year with vacancies, we now have only one vacancy in Moderate/Severe special education which is covered by a retired teacher. All teachers meet credential requirements per Human Resources records and County Office credential audits each year. No teachers are currently misassigned. We have hired interns this year and are working with the universities to implement supports. No teachers are currently assigned to "out-of-field" areas. We do have teachers on provisional internship permits (PIPs) and short-term staff permits (STSPs) as well as teachers on waivers.

District-wide student enrollment system distributes students to schools with close to proportional assignments so populations are generally diverse and do not put high concentrations of low-income and minority students in single schools or classrooms. In the few schools where these concentrations exist to a degree additional LCAP funding for counseling and intervention staff has been allocated.

With respect to low-income and minority students, an analysis was recently completed. No equity gaps were identified. Hard to staff positions have been identified and working with community and unions to create recruitment and retention plans.

If a disparity were identified, BUSD would use the reassignment process to redistribute the teachers as appropriate to provide quality instruction. We have allocated resources and funding to create pipelines to hire qualified educators and educators of color. BPACT grant, partnership with St. Mary's College and other local universities.

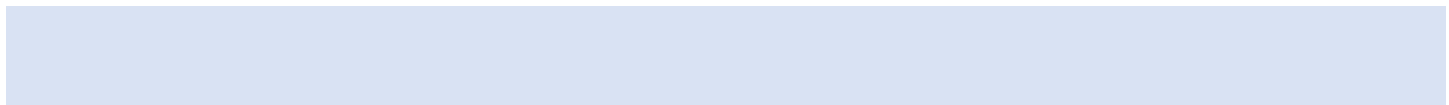
On November 6, 2019, the SBE approved updated definitions for “ineffective” and “out-of-field” teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	<p>An ineffective teacher is any of the following:</p> <ul style="list-style-type: none"> • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. <p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p> <ul style="list-style-type: none"> • Provisional Internship Permits, • Short-Term Staff Permits • Variable Term Waivers <p>Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record</p>
Out-of-field teacher	<p>A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field:</p> <ul style="list-style-type: none"> • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • Short-Term Waivers • Emergency English Learner or Bilingual Authorization Permits <p>Local Assignment Options (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])</p>
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

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

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.



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

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans

2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. 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. This provision will not be reviewed.

ESSA Section 1112(b)(7): 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:

1. Describe the LEA parent and family engagement policy, and 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)).
2. 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))
3. 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))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, 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))
5. 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))
6. 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))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14)).
8. 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 educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Our district has the great fortune of employing full-time family engagement specialists at all of our K-5 schools and at our high school. At middle schools a more collaborative approach between counselors and teachers on special assignment serve as liaisons. These liaisons create an easy to access channel for parents and families who are often English learners, low-income students, or families in crisis who need assistance navigating our schools and school systems. As part of the regular development process of the SPSAs, schools are experienced in involving parents and family members in jointly revising plans. With support/training regarding the new ESSA designations, SPSAs at our two identified sites (CSI and Targeted Support and Improvement) were co-developed with stakeholders using the same process.

The Office of Family Engagement and Equity offers district-wide support for families, and is in the second year of piloting school-based family engagement programs at six of the district's elementary schools. The work of all the Family Engagement and Equity staff is to support and educate parents and families in three main focal areas: 1) Establishing links between home and school for academic success, 2) Improving behavioral supports for students by helping families build trusting relationships with school staff and students, and 3) Promoting attendance and access to health services.

In the 19-20 school year, Berkeley Unified School District will be revising its Parent/Family Engagement Policy, using both the LCAP engagement process and the existing structures at school sites to co-develop new content. The revised policy will be posted on the district's website and sanctioned materials and made readily available to families in all relevant offices; a copy of the revised policy will be mailed to each family as well. BUSD provides systemic parent workshops that provide deep understanding of academic standards, assessments. The Office of Family Engagement &

Equity (OFEE) offers a three part educational parenting series of workshops that provide families with progress monitoring of students.

Family Engagement Specialists at school sites meet with unduplicated students and families to assist with progress monitoring and using technology (including education about the harms of copyright piracy new this year). Individual school sites provide different levels of parent education on these topics. Parents are engaged with students during these events, and library services are brought in to provide access to online resources provided by BUSD and city and other effective technology/programs.

In addition to outreach opportunities, information is readily available online and at school sites, student progress is put in database (illuminate). Parents do have access to the standards (online and paper copies at the school site). Many elementary schools have regular engagement of parents and students with morning and evening events such as Bagels and Books, and literacy nights.

Family Engagement Specialists work with site administrators and are included in staff meetings to share strategies and facilitate effective partnerships between parents and staff. A systematic approach to educating staff around family engagement is the next step in OFEE's strategic plan. has yet to be developed and adopted.

Recommendations from the Office of Family Engagement and Equity will be used to develop and implement to revise Family Engagement Plan, to include every employee in engaging families.

OFEE is situated purposefully, both physically and in the communication structure so as to align organically with both community stakeholders and central office departments. In this way, all district efforts to improve student outcomes are coordinated and integrated seamlessly. Translation is available as needed by a dedicated individual for new content. In addition, Information that is sent to families via email can be translated in multiple languages, the parent Handbook is translated in Spanish, Student report card description/explanations are in English and Spanish. The district newsletter on our district's website is translated into Spanish & information sent home from the district in paper format is translated into Spanish. We do not meet the threshold to translate into any other language.

With respect to the LCAP development, this is well-integrated into our work. There is a Parent Advisory Committee that meets regularly (monthly) to advise the district. as well as leadership training workshops for parent leaders to ensure parent

effectiveness. Of course, PAC meetings & parent input into funding of programs.

BUSD provides opportunities and special accommodations for meaningful participation for families with special needs and continues to monitor for migratory families. As a rule, rosters are reviewed to determine eligibility for migratory families and attendance of families with special needs so as to prepare and provide the appropriate supports. Additional more proactive outreach methods are being considered.

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

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

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.

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SPSAs are locally developed with the involvement of parents and other members of the community, with the primary intent to address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, understanding this is how they are eligible for Title I. SPSAs are developed to improve student outcomes, strengthen the academic program in the school, increase the amount and quality of learning time, and when appropriate and possible, help provide an enriched and accelerated curriculum. Activities and strategies selected are meant to provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards.

First, training and updates for the stakeholder engagement process are held with site administrators during weekly administrators' meetings. During the spring, administrator meetings include time for principals to work on the SPSA, to collaborate with colleagues, to get assistance from district office staff, and during most years, to present key parts of the SPSA to fellow administrators. In addition, the Bureau of Research, Evaluation and Assessment provides data for the reports. Site administrators meet with Business Services staff to align the SPSA expenditures to their total budget.

Next, Principals meet with their School Site Council to review school data, program reports and available resources to inform crafting of the new SPSA. The principal draws up a draft and then presents the SPSA to the SSC for approval. Finally, the SPSA is submitted to the district office. At this point, the SPSA becomes a living document, which is regularly monitored and revised as necessary based on student needs and all students have been provided with opportunities to meet the challenging State academic standards.

As the SPSA is a co-developed document, intended to inform and guide site level priorities, it is essential that the information contained in such plan shall be accessible and understandable. All sites use the same template to ensure calibration between communities. As requested by school personnel or community members/parents, the SPSA is translated as needed.

As described above, the SPSA development process is informed and supported by several central offices and stakeholder groups, to maximize coherence and cooperation and coordinated and integration with other Federal, State, and local services, resources, and programs (as applicable)

Based on an analysis of data, resources are aligned with selected programs, activities, and courses necessary to provide a well-rounded education. The strategies, activities

& interventions identified during the SPSA development are all evidence-based, provided to eligible student populations at our Title I eligible sites. Examples include: Supplemental capacity to complete FTEs for Literacy Coaches, additional literacy support (partial FTEs) for English Learners, Reading Recovery After School hours. Each of the identified actions is supported in the SPSA by a continuous improvement rationale.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

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.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Berkeley Unified School District uses a two-pronged approach to supporting Homeless Children and youths. Family liaisons handle identification and support for grades TK-5. With our Title I allocation intended for this purpose, the District employs a full-time McKinney-Vento counselor who oversees and provides services for MKV students and families in grades 6-12. This counselor is responsible for identification and ongoing monitoring of academic progress.

These services include support for the acquisition of emergency or temporary housing, transportation assistance, access to a food bank or other essential services as well as a broad range of medical and academic services. Some specific means supporting this vulnerable population include: BART tickets, AC transit tickets, supplemental supplies and materials for homeless students, hygiene supplies etc.

Separately, but to support this work, the District funds two student welfare and attendance coordinators who often make referrals to MKV support when chronic absenteeism is the initial flag for what we later determine to be a homeless crisis.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–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.

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

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.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–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:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Based on the LCAP stakeholder engagement process and other comprehensive needs assessments, Berkeley Unified School District has identified a set of priorities, and as a result, actions appropriate of the Title I resource. These include:

- Berkeley Unified considers positive and comprehensive early educational opportunities as essential to improved student outcomes and a well-rounded education. As such, a portion of the Title I, Part A allocation is dedicate to Pre-school PD - Professional development activities for pre-school sta?.

- Based on a comprehensive analysis of longitudinal data and a resulting needs assessment, BUSD has identified the need for extending the school year (Intervention Summer School) for targeted K-8 Title I eligible students, including Rtl, EL and AVID (LTELs) using Title I, Part A capacity.
- Other priorities include: Alternative Tutoring Support : Academic tutoring services provided to failing or at risk of failing Title I students
- and of course, utilization of the Parent Involvement/ Engagement set-aside: Parent trainings and workshops provided to Title I parents, administrators, teachers, counselors and Family Engagement sta?.

TITLE I, PART D

Description of Program ESSA SECTION 1423(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Formal Agreements ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Comparable Education Program ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Successful Transitions ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

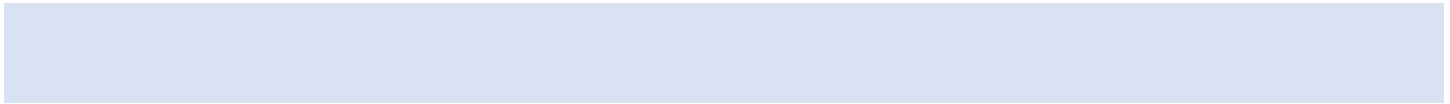
THIS ESSA PROVISION IS ADDRESSED BELOW:

Educational Needs ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children

and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

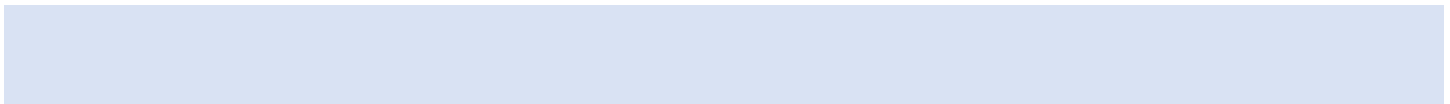


Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:



Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

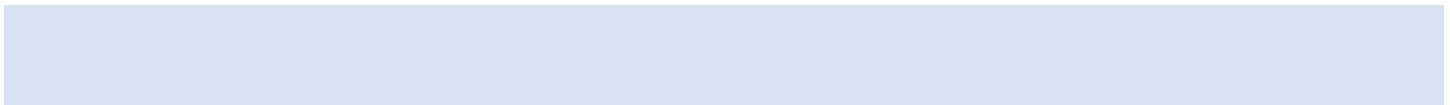


Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:



Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Redacted area]

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Redacted area]

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Redacted area]

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Redacted area]

TITLE II, PART A

Professional Growth and Improvement

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

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

For principals: BUSD holds weekly meetings to provide professional development for school principals on the following topics, to include: Professional Learning Communities, COST, Equity, Literacy, Instructional Technology, Special Education & PBIS

For teachers: Teachers are offered a suite of opportunities to build professional capacity a variety of areas: Three staff development days per school year are devoted to a focus on subject-matter content and the pedagogy of how students learn that content. BUSD has established Professional Learning Communities and other job-embedded learning opportunities, such as working with other teachers in grade level and subject specific department meetings and trainings to develop a learning community. Weekly staff meeting have a 50% agenda set-aside, for intentional training on topics, such as: RTI/MTSS, deepening the work of the Professional Learning Communities, Literacy, Math, Social Studies, Science, PBIS, Social & Emotional Learning & PE.

BUSD evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement by analyzing data on quality of implementation of development activities, gains in teacher knowledge, changes in classroom practices. This information is gathered anecdotally with written feedback forms, verbally and in surveys.

The systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities with systems and structures uniquely tailored to the educator's context, experience level and identified need, to include: BTSA, PAR, Coaching, Ongoing PD in a needed/identified subject area, and BUSD's pipeline programs for classified to certificated educators.

Prioritizing Funding

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

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).

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).

3. Please describe 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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

With respect to the LEA's process for determining Title II, Part A funding among the schools it serves: BUSD uses the LCAP stakeholder engagement process, to include review of previous effort and new data and stakeholder input to determine a general set of priorities. Teacher professional development activities are focused on increasing content knowledge and effective instructional practices. technology literacy, ones designed to improve the quality of principals and superintendents, or those which support teacher advancement initiatives that emphasize multiple career paths.

As a result of the new ESSA designations at BUSD's schools, more intentional consideration is given of the specific needs of the two sites. A analysis into the California Dashboard is made, to identify specific subgroups and/or focus (Grad Rate @ Berkeley Tech, and SWD @ MLK) that merit a deeper focus from site-level and central office level support mechanisms. Under the new ESSA designations, CSI and TSI schools and schools receive priority in Title II, Part A funding decisions. Comprehensive Support and Improvement funds for the school that qualified (our continuation program) will be redirected to that specific site to train intervention coordinators. BUSD also intentionally refine the professional development to support the actions identified in the SPSAs, for both our CSI and ATSI school.

Data and Ongoing Consultation to Support Continuous Improvement
ESSA SECTION 2102(b)(2)(D)

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 this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
 - a. Teachers
 - b. Principals and other school leaders
 - c. Paraprofessionals (including organizations representing such individuals)
 - d. Specialized instructional support personnel
 - e. Charter school leaders (in a local educational agency that has charter schools)
 - f. Parents
 - g. Community partners
 - h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

The stakeholder engagement process BUSD follows to develop the LCAP includes inviting representatives from various groups. Aside from parent and community partners, from teacher, principal and school leaders, paraeducators and other itinerant or support personnel are also part of the committee.

Data is used to examine existing efforts and evaluate how well services and programs are being implemented and impactful. This information is used to revise services and improve strategies offered to principals, teachers and other educators.

BUSD makes an intentional effort to gather information with as many stakeholder groups as possible, using a variety of methods. This is intentionally done to create a seamless integration resulting in maximum exposure and consultation for all employed educators, to include teachers, principals and other school leaders.

BUSD uses surveys, anecdotal data like personally shared feedback and written responses to trainings or workshops. We connect student growth to the Professional Development plans and progress for each school and new goals are based on requests from the school site, after analysis of data showing progress toward student proficiency and growth.

The stakeholder engagement process BUSD undertakes every year for the SPSAs Scorecard and budget development is designed to involve and empower parents, community partners, organizations and partners with relevant and demonstrated expertise in programs and activities

There is regular coordination among several offices. In addition, Associate Superintendent office of Special Projects regularly monitors use of federal resources to ensure this coordination, as well as prevent redundancy and supplanting of services mandated as LEA core functions.

The Title II, Part A identified priorities at BUSD and the resulting activities and strategies are seamlessly integrated and coordinated into the work of departments outside of Human Resources & professional development. Recruiting, selecting, staffing and hiring highly qualified teachers, administrators and instructional assistants & other support staff are the key to successful schools. In addition, Human Resources provide daily guidance and support for district employees.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

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.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. 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;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. 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
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

As a supplement to the base support provided to English Learners in Berkeley Unified School district, BUSD will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel. Based on the priorities established with data gathered internally and from the LCAP stakeholder engagement process, including input from site level ELACs and the DELAC, English Learners are further supported with Title III funds as follows:

Supplies and Materials: Supplemental ELD materials and supplies to support ELD Professional Development.

Conference: relevant personnel receive up-to-date best practices by attending conferences on second language acquisition, such as two-way Immersion programs, is for language minority students to acquire proficiency in English while maintaining and increasing proficiency in their primary language. An example of such a conference is the CABA Annual Conference.

AVID Excel - License and PD for LTELs: to support long-term English Learners in exiting the ELD program and start on the pathway to college.

Other trainings and Workshops - ELD Teacher Leaders trainings, summer seminars and trainings for ELD teachers

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Complete responses will:

1. 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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A, current data indicates BUSD will not receive federal funds for immigrant

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. 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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Funding directed to a full-time central teacher on special assignment will work with District leaders to oversee the overall direction and development of a new EL master plan. Currently, sta? is exploring the possibility of coupling the EL master plan into a singular master plan that also serves the needs of standard English learners (Los Angeles has modeled this in the master plan they rolled out last year).

Recent adoption and training of K-3 sta? in a newly rolled out phonics program will provide essential building blocks for younger students, both English and Standard English learners.

Maintaining sta?ng of EL Coaches at all K-5 school sites also means dedicated sta? at all elementary school sites to support teachers and language learners directly with both imbedded and explicit strategies for language learners in both pull-out and push in situations.

English Proficiency and Academic Achievement

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

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

Complete responses will:

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Sta?ng funded jointly by federal, state, and local funds supports literacy coaches, dedicated ELD sta?, and Response to Intervention personnel (RTI) all working in concert to support English learners. This sta?ng is part of coordination of services teams that have been built at all sites in the past 5 years and is supporting learners both in terms of core academic outcomes as well as in the pursuit of reclassification status.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) 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;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) 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.

NOTE: If the LEA received more than \$30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

- 1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
- 2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
- 3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
 - a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

With respect to usage of the SSAE program funds for a well-rounded education: Approximately \$49,000 (73%) of funds were dedicated to support Extended Day Intervention programs. In support of our identified priorities within BUSD's LCAP, where we commit to the goal that our students will demonstrate grade level proficiency in math with eighth grade performance serving as the district indicator of progress toward this goal.

With respect to usage of the SSAE program funds for programs that support safe and healthy students: Approximately \$15,000 (22%) of funds were dedicated to support supplement Safe and Healthy Students programs and trainings for parents.

With respect to the usage of the SSAE program funds that support effective use of technology: Approximately \$3,000 (5%) of funds to support the purchase of supplemental educational software or licenses.

BUSD developed its application through consultation with school principals, specialized instructional support personnel and others with relevant and demonstrated expertise in programs and activities designed to meet the purpose of these funds. The ongoing LCAP development process served as the platform for gathering input and information to create a needs assessment, as much as it informed districtwide priorities for all resources. Additionally, BUSD reviewed information gathered and analyzed as part of a mental health needs assessment in conjunction with the City of Berkeley.

The LCAP currently serves as BUSD's most prominent evaluation process, to periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes. In addition, anecdotal information is regularly gathered by those closer to the implementation activities, such as the supervisor of after school programs. BUSD continues to work with these staff to align their efforts with those of teachers and school sites, during the school day, to better measure the implementation and impact of these efforts on the discrete skills in literacy and mathematics for students who need additional supports in basic skills as they pursue core content standards.

Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least \$30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support for a well-rounded education?

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support for safety and health of students?

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at <https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp>.

Date of LEA's last conducted needs assessment:

Title IV, Part A Program
Rural Education and Student Support Office
California Department of Education
Email: TitleIV@cde.ca.gov Web site: <https://www.cde.ca.gov/sp/st/>

California Department of Education
February 2022