

California Department of Education

LCAP Federal Addendum System

Instructions, Strategy, and Alignment

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 Every Student Succeeds Act (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.

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 LEA must address the Strategy and Alignment prompts provided below. Please 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.

Provide response:

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.

Save All and Continue

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.

Provide response:

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.

Save All and Continue

Instructions, Strategy, and Alignment Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name

Pasquale Scuderi

Contact Phone and Optional Extension

5106446257

Optional Extension

Optional Extension

Contact Email

pasqualescuderi@berkeley.net

Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233

California Department of Education

LCAP Federal Addendum System

Title I, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

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, CDE 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.

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

Parent and Family Engagement

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

Describe how the LEA will carry out its responsibility under Section 1111(d).

Address the ESSA provision:

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.

Save All and Continue

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

Address the ESSA provision:

Parent liaisons make regular contact, direct contact with families to problem solve, provide assistance, or mediate issues between students/families/school sites. The liaisons sit on each school's Coordination of Services Team so referrals come directly from a support team comprised of most of the key support providers at each school site.

Save All and Continue

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.

Address the ESSA provision:

N/A

Save All and Continue

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.

Address the ESSA provision:

Our primary mode of identifying students with either social/emotional or academic needs runs through each schools intervention or Coordination of Services Team. These teams include literacy coaches, RTI leads, family liaisons, principals, and counselors, and direct student referrals come right from teachers to the team.

Save All and Continue

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.).

Address the ESSA provision:

The District employs a full-time McKinney-Vento counselor who oversees and provides services for MKV students and families in grades 6-12. The aforementioned family liaisons handle identification and support for grades TK-5. 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.

Elsewhere the District funds two student welfare and attendance coordinators who often make referrals to MKV support when truancy is the initial flag for what we later determine to be a homeless crisis.

Save All and Continue

Student Transitions

ESSA SECTIONS 1112(b)(8) 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.

Address the ESSA provision:

N/A

Save All and Continue

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.

Address the ESSA provision:

LCAP currently supports, in partnership with city funding, a Bridge Program that successfully supports cohorts of students from the summer before their 9th grade year through 12th grade including the college application /post-secondary planning phase of their 11th and 12th grade years.

Concurrent enrollment has become far more widely available to our students in partnership with Berkeley City College, and two locally funded College and Career counselors who are accessible to all 11th and 12th grade students.

Save All and Continue

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.

Address the ESSA provision:

Federal funds still support staffing to develop and identify GATE students.

Digital literacy skills continue be addressed through jointly-funded library programs, instructional technology staffing, and commitment currently to maintain 1:1 device to student ratio in grades 3 through 8.

Save All and Continue

Title I, Part A Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name**Contact Phone
and Optional Extension****Contact Email**

Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233

California Department of Education

LCAP Federal Addendum System

Title I, Part A, Educator Equity

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

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, CDE 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.

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

Educator Equity

ESSA SECTION 1112(b)(2)

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.

Address the ESSA provision:

All teachers meet credential requirements per HR and county office credential audits every year. No teachers currently assigned to "out-of-field" areas.

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 RTI staff have been allocated.

Save All and Continue

Title I, Part A, Educator Equity Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name

Pasquale Scuderi

Contact Phone and Optional Extension

5106446257

Optional Extension

Contact Email

pasqualescuderi@berkeley.net

Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233

California Department of Education

LCAP Federal Addendum System

Title II, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

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, CDE 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.

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

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.

Address the ESSA provision:

Teachers are assigned beginning teacher mentors through the BTSA program. Teacher leaders in BUSD are supported by a healthy professional learning infrastructure that is overseen by our professional development coordinator. Teacher leaders meet in task-alike groups (i.e. literacy coaches, math coaches, RTI leads, math teacher leaders, and school climate leaders) to support their own growth and build their capacity to support other teachers.

Just next year a multi-day on-boarding is planned for all new K-8 administrators.

2 lead professional development teachers and administrators meet weekly on with teacher leaders at our high school and support their facilitation and agendas for the departments and programs.

Save All and Continue

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 the ESSA provision:

Comprehensive Support and Improvement funds for the school that qualified (our continuation program) will be directed to that specific site in their entirety. Funds will prioritize retaining additional behavioral health counseling as well as alcohol tobacco and other drug supports for a small but very high-needs, trauma-exposed population of students.

Save All and Continue

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.

Address the ESSA provision:

Referrals to administration for being under the influence at school will be considered as well as the basic measures of overall attendance and grades.

Initial data on referrals should also be coupled with commensurate referrals to counseling support.

Save All and Continue

Title II, Part A Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via

email.

Contact Name

Pasquale Scuderi

**Contact Phone
and Optional Extension**

5106446257

Optional Extension

Contact Email

pasqualescuderi@berkeley.net

Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233



California Department of Education

LCAP Federal Addendum System

Title III, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

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, CDE 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.

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

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.

Address the ESSA provision:

We will continue with robust and wide-ranging PD structure for teachers and principals. Teachers will receive two full day professional development opportunities each year, as well as participate in weekly school-based meets, and the district directs 5 additional Wednesday afternoon PD opportunities that next year will focus on math skills for K-8 as well as inclusion practices for students with disabilities.

At the high school global PD focus will continue to work on culturally responsive strategies and academic language frameworks across all content areas.

Save All and Continue

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.

Address the ESSA provision:

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

Save All and Continue

Title III Programs and Activities

ESSA SECTION 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.

Address the ESSA provision:

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, staff 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 staff in a newly rolled out phonics program will provide essential building blocks for younger students, both English and Standard English learners.

Maintaining staffing of EL Coaches at all K-5 school sites also means dedicated staff 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.

Save All and Continue

English Proficiency and Academic Achievement

ESSA SECTION 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.

Address the ESSA provision:

Staffing funded jointly by federal, state, and local funds supports literacy coaches, dedicated ELD staff, and Response to Intervention personnel (RTI) all working in concert to support English learners. This staffing 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.

Save All and Continue

Title III, Part A Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name

Pasquale Scuderi

**Contact Phone
and Optional Extension**

5106446257

Optional Extension

Contact Email

pasqualescuderi@berkeley.net

Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233

California Department of Education

LCAP Federal Addendum System

Title IV, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

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, CDE 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.

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

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.

Address the ESSA provision:

This information requires additional clarification; should be available by 6/24. Estimated total amount of Title IVa funds is \$56,000.

Save All and Continue

Title IV, Part A Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name

Pasquale Scuderi

**Contact Phone
and Optional Extension**

5106446257

Optional Extension

Contact Email

pasqualescuderi@berkeley.net

Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233