

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

LEA Name

Berryessa Union Elementary School District

CDS Code:

43693770000000

Link to the LCAP:

(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

(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.

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.

Berryessa Union School District (BUSD) uses federal funds to supplement and enhance actions and services funded with Local Control Funding Formula (LCFF) funds that are designed to close the achievement gap and support all students in meeting challenging state academic standards, as reflected in our Local Control Accountability Plan (LCAP).

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.

LCAP actions are determined by needs assessments and data analysis aimed at isolating causal factors for poor performance. Stakeholders review data and develop action plans to address those needs. Educational partners include parents, students, community members, staff members, and employee groups. Formal educational partner input and structure from high risk groups is ensured through the English Learner Advisory Committee (ELAC), and the District English Learner Advisory Committee (DELAC).

Monitoring metrics are found throughout the LCAP aligned to each of the three major goals. Once needs are identified, qualifying funding is assigned to carry out the action. Federal funding is placed alongside state funding to enhance various actions.

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.

Our district uses the free and reduced lunch criteria to determine poverty. We have six Title I schools, 4 are elementary schools (Laneview, Sumerdale, Toyon and Vinci Park), and 2 are middle schools (Morrill and Piedmont).

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)

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Berryessa Union School District is committed to ensuring every child is taught by highly effective teachers. The district employs intentional hiring practices to attract and select from the very best. For 2021-22, there was one teacher who was misassigned: A dual immersion Mandarin teacher was teaching without a multiple subject and BCLAD credential.

The district works closely with union representation in the recruitment and selection of new employees. One goal is to continue to assist new teachers through a robust induction program in which all first and second year teachers must participate. Teachers are assigned a district mentor teacher to provide guidance and support on a regular basis.

Based on the district's 2021 - 2022 comparability report all the elementary and middle schools meet the comparability criteria both LEA-wide and also by grade span groups. Low-income students and minority students are not being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. This is not an issue for BUSD, but if it became a concern there would be a plan to assist teachers in completing credential work. Considerations for transfers of teachers would also be a likely part of the plan when working with Human Resources.

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).

The district Parent Involvement Policy is distributed annually to all parents and guardians as part of our Annual Notice to Parents at the beginning of each new school year. The Parent Involvement Policy is based upon Board Policy and Administrative Regulations to ensure compliance with both Federal and State regulations. It is updated annually based on recommended changes from CASBO (California Association of School Business Officials) and through feedback received from parent and guardian advisory groups such as the District English Learner Advisory Group.

All Title I Schools hold an annual meeting to inform parents and guardians of their school's participation and the requirements of Title I. Each Title I funded school reviews the school's Parent Involvement Policy during the School Site Council at a regularly scheduled meeting and then by parents and guardians at a Title I School meeting. The policy is then revised as needed and approved by the School Site Council, parents, and, if necessary, by BUSD's Local Governing Board. The Parent Involvement Policy is available in the school office. Title I Schools also create Parent/School Compacts with their families. Schools offer flexible times for the meeting and provide translation services.

Berryessa District is committed to providing opportunities to assist all parents in supporting their students to become college and career ready. All sites maintain parent and family advisory and support groups such as ELAC and SSC. Sites also provided virtual and in-person family engagement opportunities relevant to their sites.

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district Parent Involvement Policy is distributed annually to parents and guardians as part of our Annual Notice to Parents at the beginning of each school year. The Parent Involvement Policy is based on Board Policy and Administrative Regulations to ensure compliance with Federal and State regulations. It is updated annually based on recommended changes from CASBO & through feedback from the DELAC Group. Each of our six Title I schools reviews the school's Parent Involvement Policy with their SSC during a regularly scheduled meeting and by parents and guardians at a Title I School meeting. The policy is revised based on feedback & approved by the SSC, parents/guardians, and by BUSD's Local Governing Board. Hard copies of the Parent Involvement Policy is available in each school.

During the annual Title I Parent meeting, the curriculum & grade level standards are reviewed to increase parent/guardian understanding of the school's student expectations & requirements. Virtual or in-person parent conferences were held with teachers to discuss student progress toward proficiency on grade level standards. Virtual and in-person family events are held at schools and cover the curriculum & standards and include strategies parents can use to help their students.

Parents/guardians received an explanation of their child's performance on the district administered assessments as compared to State proficiency expectations each year that their child is tested. Parents/guardians have the opportunity to ask questions of teachers & other staff at any time to gain a better understanding of State academic standards & other assessments. Schools also offer virtual flexible times for parent meetings to facilitate participation and dissemination of strategies to assist their students.

We have 3 interpreters who bridge the connection between the school & the families using the family's native language, including Spanish, Vietnamese and Chinese. Translation services are provided to parents/guardians through district newsletters, parent conferences, IEP & 504 meetings.

Consultation with parents/guardians helps drive parent & family participation planning. Translation services are provided to parents/guardians for parent conferences, IEP and 504 meetings, and district newsletters are translated. District translators contact parents/guardians to invite and remind them of meetings and events. In addition to parent conferences, school & district events, parents of special education students are also invited to attend the monthly Community Advisory Committee meeting at the local SELPA office.

Special Education staff receive both training on working with parents through the IEP process. Specialists model this work with staff, demonstrating how to provide clear explanations that are free of jargon. Opportunities for the participation of parents with disabilities are offered by providing reasonable accommodations (sign-language interpreters, etc.) to parents. Special accommodations are made for communicating with families that have accessibility needs or other special needs. If we had migratory students, we would schedule a meeting with parents before students are away from school for an extended period of time and once the students return after an extended absence to help parents help their child overcome educational disruption.

Our LCAP educational partner engagement process includes consultation with a broad range of partners about their priorities, including parents and guardians. Family involvement in the LCAP process through scheduled virtual & in-person meetings provides another venue for parents to ask questions and for the district to give parents information about the LCAP and how it will prepare their students for success. Principals discuss the LCAP in SSC meetings and in other parent/guardian meetings, gatherings, and trainings. In our LCAP, we weave activities together so that any funding received has maximum impact on our most important goals. We collaborate with community-based organizations like the Alum Rock Counseling Center and the San Jose Police Department to provide valuable information and resources to our families.

Our staff value family participation, and high attendance at parent conferences and family events demonstrate effectiveness in this area. Input from families through the Superintendent's surveys indicates interest in increasing opportunities for authentic engagement to support academic and socio-emotional success for students.

Piedmont Middle School is identified for Additional Targeted Support and Improvement (ATSI). During regularly scheduled School Site Council meetings, parents will be jointly involved in developing the Targeted Support and Improvement Plan, which includes a review of student performance, interventions, program implementation and the budget.

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.

N/A

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:

There are six Title I schools in Berryessa Union School District, four of them are elementary schools and two are middle schools. All of our Title I schools have school wide programs and are compliant with all state and federal requirements such as the Parent/School Compact, Parent Involvement Policy and Annual Title I meeting. Each Title I School conducts a needs assessment that describes the methods and instructional strategies that strengthen the academic program in the school. Decisions to spend Title I funds are tied to outcomes that could increase the amount and quality of learning time, help provide enriched and accelerated curriculum and address the needs of those at risk of not meeting academic standards.

TAS: N/A

Neglected or delinquent: N/A

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:

Federal and State Law mandate that all school districts identify homeless students annually. BUSD uses the Student Residency Questionnaire (SRQ) to identify eligible homeless students and provide support services. During the 2021-22 school year, BUSD identified 20 students experiencing homelessness via the Student Residency Questionnaires submitted. Upon enrollment, parents are asked about their residency status, and depending on their response, may then be asked to complete the SRQ. The SRQ establishes the parent/student's rights under the federal McKinney-Vento Homeless Assistance Act. Families self-identify their current nighttime residence on the SRQ. Each school has a designated school staff who provides the SRQ to the Education Services Department to contact the families and determine services. Parents can self-identify via the SRQ at any time during the school year at their school site or directly with the Education Services Department.

In September 2021, BUSD conducted a comprehensive Homeless Census to determine if there were any families that were not yet identified and who qualified under the McKinney-Vento law. Families who submitted the completed SRQ were then contacted to provide additional information and answer questions. School social workers were notified of all the McKinney-Vento students and they will follow up with the student and family to provide information and connect them with community resources, as needed.

Per federal law, all schools are responsible for the annual identification of homeless students. Therefore, designated site staff ensure that their school site annually identifies all homeless students and accurately inputs student information and indicates the nighttime residence in Infinite Campus for accounting purposes. Additionally, each school site is required to provide public notice of the educational rights and protections of students experiencing homelessness. The designated district Homeless Liaison will support the identified specialized student population and work with school site staff to ensure compliance with district policy and federal mandates regarding: 1. Immediate Enrollment; 2. Appropriate educational placement (e.g., school of origin); 3. Proper withdrawal from school, which includes timely records and grades; 4. Identification of all students experiencing homelessness; 5. Awareness and training for school site staff on support to be provided to students and parents in transition; and 6. Consultation and collaboration with site school social workers; 7. Transportation assistance to school of origin.

The Education Services Department provides the following support to children, youth and families: 1. Facilitate school enrollment as needed to ensure compliance with school of origin and to equal access to educational and meal programs, as well other support services; 2. Conduct professional development trainings for school personnel and regarding the educational rights and supports afforded to homeless students; 3. Remove enrollment barriers, including barriers related to missed application or enrollment deadlines, fines, or fees; records required for enrollment, including immunization or other required health records, proof of residency, or other documentation; or academic records; 4. Provide technical assistance to schools regarding the proper identification, enrollment, and service needs of students and families experiencing homelessness and educate on the importance of ensuring the privacy of student records, including information about a homeless child or youth's living situation; 5. Provide assistance with transportation, backpacks, school supplies, hygiene kits, and emergency clothing/shoes; 6. Provide referrals to school/community services; 7. Educate students and parents on their educational rights, and promote parent participation in school related activities; 8. Provide advocacy services for parents and students during school related educational meetings, such as Student Success Team (SST), Individualized, Educational Program (IEP), and Student Attendance Review Team (SART) or School Attendance Review Board (SARB) meetings; 9. Participate in the mediation of school enrollment disputes; 10. Provide assistance to specialized populations of homeless students, including children with special needs, and unaccompanied youth

With parent consent, McKinney-Vento students were provided supplemental weekly support outside of the the school day. District instructional coaches met via zoom with McKinney-Vento students to answer questions, provide guidance and motivate students in using the digital literacy program.

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.

Early childhood education programs - N/A

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) coordination with institutions of higher education, employers, and other local partners; and
- (B) 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:

Middle schools provide a WEB (Where Everybody Belongs) orientation days prior to the beginning of school to support elementary school students' transition to middle school. Students become familiar with the campus and receive their textbooks. Students engage in team building activities to get to know their classmates, faculty and staff. Some middle schools extend orientation over a few days and include academic preparation for English language arts and math, and study skills.

Our partner high school district , East Side Union High School District, hosts one day in the spring where our outgoing 8th grade middle school students visit the high school campus where they will attend. The high school implements Link Crew which is the high school version of WEB. In addition, the high school holds preview nights, where parents of incoming students learn about Career Technical Education pathways that are available, honors/AP courses, and high school graduation and college entrance requirements.

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:

Title I funds are not used for identifying and serving gifted and talented students nor in developing effective school library programs.

The analysis of student achievement data demonstrates the impact of such factors as parent education level, socioeconomic status, early language development at home, and a daily positive message about the importance of education on student outcomes. To positively affect student achievement, BUSD recognizes the importance of engaging families as partners in the education of students.

Elementary school sites conduct their own TK/Kinder parent orientation to connect with and provide parents with specific site information. Additional family engagement sessions, to meet parent/guardian needs and increase student achievement are offered during the school year based on parent feedback. District interpreters provide support at parent events as needed. Schools also offer flexible times for parent meetings to encourage and increase parent participation and dissemination of strategies to assist their students. Sites also offer parent engagement opportunities to meet parent needs and requests.

BUSD reserves Title I funds to identify and provide services to homeless students. Designated site staff ensure that their school site annually identifies all homeless students and accurately inputs student information and indicates the nighttime residence in Infinite Campus for accounting purposes. Additionally, each school site is required to provide public notice of the educational rights and protections of students experiencing homelessness. The designated district Homeless Liaison will support the identified specialized student population and work with school site staff to ensure compliance with district policy and federal mandates regarding: 1. Immediate Enrollment; 2. Appropriate educational placement (e.g., school of origin); 3. Proper withdrawal from school, which includes timely records and grades; 4. Identification of all students experiencing homelessness; 5. Awareness and training for school site staff on support to be provided to students and parents in transition; and 6. Consultation and collaboration with site school social workers; 7. Transportation assistance to school of origin.

District funds will be set aside to provide supplemental services to identified homeless and foster youth students.

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:

BUSD does not receive Title I, Part D funds.

Formal Agreements ESSA SECTION 1423(2)

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

BUSD does not receive Title I, Part D funds.

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:

BUSD does not receive Title I, Part D funds.

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:

BUSD does not receive Title I, Part D funds.

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:

BUSD does not receive Title I, Part D funds.

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:

BUSD does not receive Title I, Part D funds.

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:

BUSD does not receive Title I, Part D funds.

Parent and Family Involvement

ESSA SECTION 1423(8)

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:

BUSD does not receive Title I, Part D funds.

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:

BUSD does not receive Title I, Part D funds.

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:

BUSD does not receive Title I, Part D funds.

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:

BUSD does not receive Title I, Part D funds.

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:

BUSD does not receive Title I, Part D funds.

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:

The Berryessa Union School District (BUSD) has an integrated system of professional growth and improvement focused on closing the success opportunity gap. Professional development ranges from new teacher induction for our least experienced staff through professional learning for management and classified staff. The majority of the district's Title II funds (80%) is used to pay for the salary of two of our district instructional coaches.

During the 2021 – 2022 school year, principals and instructional coaches participated in additional professional development sessions in order to understand Multi-Tiered Systems of Support (MTSS) and Culturally Responsive Teaching Strategies to support their teachers and classified staff in implementing Tier 1, Tier 2, and Tier 3 supports at their school sites. Ten percent of our Title II funding is used to pay for professional development sessions throughout the school year. These trainings included sessions with the New Teacher Center (Santa Cruz County Office of Education).

New teachers participate in the new teacher induction program and receive coaching and mentoring from the Title II funded instructional coaches. The district employs seven district instructional coaches who assist in the integration of English language arts, math, science, social studies and Integrated & Designated ELD via the SEAL (Sobrato Early Academic Language) Model. These expert practitioners are instrumental with developing teachers' capacity to ensure that all students including English Learners and Students with Disabilities have the supports that they need to succeed in an inclusive classroom environment. The instructional coaches also assist veteran teachers in keeping current with evolving standards and practices.

The district also provides a comprehensive professional development program throughout the school year to help support teachers and classified support personnel. These sessions focus on state frameworks, instructional shifts and the implementation of newly state board approved instructional materials. After each professional development session, feedback forms are filled out by the participants. The Education Services department reviews the feedback data and makes adjustments to ensure continuous improvement within these systems.

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).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Our professional development is focused on closing the achievement gap, so schools with the highest percentage of low income students and students at risk of not meeting challenging academic standards are naturally receiving the most benefit from Title II funded professional development. Funding is prioritized using the Multi Tiered Systems Support (MTSS) framework to target programs and resources based on individual student needs. The number of students in high need does vary by school site among our neighborhood schools. Title I schools and schools who have been identified as Additional Targeted Support Improvement (ATSI) schools (i.e. Piedmont Middle School) receive the most benefit from Title II funded professional development.

Funding is prioritized using MTSS to target programs and resources based on individual student needs. The district has four elementary schools who receive Title I funds and two middle schools who receive Title I funds. One instructional coach is assigned specifically to support Morrill Middle School (TSI identified school). The remaining 10% of Title II funds are allocated to these schools to support them in their implementation of the professional development sessions/focus areas. The baseline of tiered supports is defined in the district LCAP and the additional needs unique to each school are provided through the school plans or Single Plans for Student Achievement (funded based on the unduplicated count of high needs students by school site). To ensure articulation across the district, centralized professional development trainings around MTSS have been a focus. In addition, there are site-determined trainings to strategically address student needs.

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:

Each school year, BUSD's Education Services department reviews the effectiveness of each of its supplemental programs that are paid out of our district's federal funds (including Title II). In addition, we review summative assessment scores per grade level and review Smarter Balanced Assessment Consortium (SBAC) data for our third through eighth grade students. The district also reviews summative benchmarks for our primary grades and other local district assessments to understand performance gaps within our sub-group populations. Disaggregated data is analyzed to guide the responsible allocation of resources to ensure that the schools that need the most support receive the most funding.

The Education Service department works with its educational partner groups to provide feedback for our annual Local Control Accountability Plan (LCAP). The district holds a town hall meeting in order to receive feedback from our paraprofessionals, support personnel, and community partners. We also send out an LCAP survey to our parents each Spring to give the district feedback on what programs educational partners feel the district needs to provide in order to close the academic success opportunity gap for our students who are not performing at grade level. The feedback that was provided was a focus for our professional development sessions the upcoming school year – Multi-Tiered Systems of Support for all of the students in the district. Title II funds are used in conjunction with our LCFF funds to provide these professional development sessions.

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The District provides professional development to teachers that specifically supports instructional outcomes for English Learners with the goal that all students will achieve English proficiency. We are committed to ensuring that all ELs have access to intellectually rich and comprehensive curriculum as well as meeting the challenging State grade level and graduation standards.

Six elementary school sites have teachers who have completed SEAL training which provide a wide assortment of instructional strategies to assist English Learners (ie. academic vocabulary, categorical matrix, sentence frames, engagement strategies etc.). Two instructional coaches work with SEAL teachers and lead cohort training to support teachers in the creation of SEAL units as well as the strengthening and refinement of these units.

BUSD runs a summer school program for English Learners and Students with Disabilities. Elementary summer school teachers will use the district adopted ELA/ELD curriculum and the middle school summer school teachers used the Read 180 curriculum coupled with science.

Two instructional coaches specifically support district elementary and middle school teachers in differentiating and supporting English Learners. The two instructional coaches manage the EL platforms (Read 180, English 3D), curriculum, assessments and records monitoring. The Instructional Coaches also provide professional development to teachers on best practices and strategies for English Learners and support teachers with the implementation of the Benchmark Advance curriculum, Read 180 and English 3D. The instructional coaches meet with principals on a regular basis to analyze student data and determine next steps. In addition, the coaches support collaboration meetings with teachers and principals.

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Newcomers enrolled in one of our three middle schools are enrolled in an English support class to enhance their English acquisition. Teachers use the Read 180 platform to differentiate and best meet the student needs. During the school day, elementary school teachers differentiate instruction for immigrant students and regularly meet in a small group setting. In addition, after school tutoring and/or intervention during the school day is also offered to immigrant students who need additional support. Summer school priority is also given to immigrant students who need to acquire English. The Instructional Coach also supports teachers who work directly with immigrant students.

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

In addition to the core ELA and ELD adopted curriculum, teachers have access to a variety of supplemental supports to assist our ELs with English proficiency. Among those available to teachers, we use Title III funds to provide Read 180 licenses that assist middle school newcomers with foundational English vocabulary and phonemic awareness and English 3D for middle school long term English learners.

BUSD organizes a summer school program specifically designed to enhance the English proficiency of all EL students. The target audience is our newcomers, LTELs, and other ELs with emerging English proficiency. We continue to track the progress of our LTELs and RFEP students through the EL monitoring process. Principals and teachers have access to EL student data through Illuminate/DNA. District and school staff use the EL data to inform their instructional practices related to language instruction educational programs and academic content instruction for English Learners and immigrant children and youth.

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:

- (C) 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
- (D) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Berryessa Union School District provides ongoing professional development in support of English Language Learners and the Implementation of ELD programs. The Principals are supervised by the Assistant Superintendent of Educational Services. During evaluation meetings and visits, the progress, achievement and programs for English Learners are included specifically. Following is an overview of the some professional development for the school year:

- Provide instructional strategies professional development using Constructing Meaning (Benchmark Advance) and SEAL (Sobrato Early Academic Language).
- Provide extended year learning (summer school) training using ELD (Benchmark Advance and Read 180).
- Provide professional development for the delivery of strategic and intensive intervention using System 44 and Read 180 and English 3D

In addition to program professional development, the effective implementation of programs is supported with district instructional coaches as well as new teacher induction and veteran teacher assistance mentors, and by monitoring and sharing practices through the instructional rounds and professional learning communities collaborative programs.

TITLE IV, PART A

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Each school year, the Berryessa Union School District's (BUSD) Education Services department reviews the effectiveness of each of its supplemental programs that are paid out of our district's federal funds. In addition, we review summative assessment scores per grade level and review Smarter Balanced Assessment Consortium (SBAC) data for our third through eighth grade students. The district also reviews summative benchmarks for our primary grades and other local district assessments to understand performance gaps within our sub-group populations.

Each school year, the Education Service department works with its educational partner groups to gather feedback our annual Local Control Accountability Plan (LCAP). The district holds a town hall meeting and updates the board of education throughout the year. We also send out an LCAP survey to our parents each Spring to give the district feedback on what programs educational partners feel the district needs to provide in order to close the academic success opportunity gap for our students who are not performing at grade level. The feedback that was provided was for our students to receive additional time outside of the school year (i.e. summer school or after-school intervention) to close the gap. The goal of the Elevate Math program is to increase the number of students passing and meeting Common Core math standards in their next-level math class, to get them on a path for college and career success. Elevate Math is a 19-day summer intervention program that provides 75 hours of research-based Common Core math instruction to rising 3rd – 8th grade students.

BUSD used Title IV funds to augment summer school Elevate math classes 2 fourth grade classes 2 fifth graders in need of acceleration. Elevate Math also incorporates growth mindset activities, college awareness lessons, mentorship by college students and hands-on STEM Inspiration Workshops presented by local industry experts into the rigorous math program. The district used the majority of its Title IV fund to provide for a well-rounded education that aligned to our current summer offerings of Elevate Math in the middle school grades. The intentional incorporation of growth mindset activities and STEM workshops into the summer Elevate program is for the purpose of creating a well-rounded education. The Elevate program is aligned with the district's other programs that we offer during the summer to support safe and healthy students during 19 days of the summer. These students not only received math instruction, but they also engaged in forming positive relationships with college mentors to enhance their college curriculum and to provide inspiration and encouragement to the students enrolled in the classes. The use of technology in the Elevate program is essential in understanding the concepts presented during the 19 days of instruction. The remaining funds were used to purchase supplies for the 19 day program. In total, the 19 day Elevate program was a success. Over 80 students attended 75% of the sessions. Pre and post tests were also administered.