

# Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

The district is drawing on the input gathered from educational partners during the development of the BUSD 2021-2022 Local Control and Accountability Plan and Expanded Learning Opportunities Grant plan to ensure that actions on the ESSER III plan align with actions guided by feedback from parents, students, teachers, labor unions, and district staff. The district will continue to use these annual input meetings to guide the ongoing implementation of actions using funds in the Budget Act of 2021. To guide the development of actions, the district used input from discussions, surveys, and focus groups, including the Superintendent's District Advisory Council, District English Learner Advisory Council, Labor Partners, School staff and administration, students and parents. The following meetings were held to allow input on what to continue in our LCAP plan and what to modify/change:

Berryessa District Advisory Committee (BDAC) meeting (March 17th & May 26, 2022) - The majority of the meeting was taken to review actions/services for the Annual Update through a Power Point presentation. The group spent time reviewing data from the California Data Dashboard from past years. Members of the committee had a chance to ask questions about the Data Dashboards, internal benchmarks assessments, and how that data would inform our 2022 - 23 LCAP, ELO and ESSER plans. Educational partners were given the opportunity to provide feedback on the district's goals and actions/services in order to help all students succeed social emotionally and academically in the district.

An LCAP Steering Committee met four times during the Spring of 2022. The purpose of these meetings was to get input from all stakeholders about the district's LCAP, ELO, and ESSER plans. The committee included the Superintendent, Assistant Superintendent of Education Services, Assistant Superintendent of Business Services, Director of Finance, Director of Curriculum and Instruction, Director of Special Education/Student Services, Coordinator of Education Services, 3 site principals, 3 teachers, 3 classified employees, and 2 parents.

March 30, 2022 - Reviewed purpose of committee, Mid-Year LCAP Update LCAP sections, reviewed action items supporting Goal #1  
 April 12, 2022 - ; Reviewed Annual Update and Actions/Services. reviewed action items supporting Goal #2  
 May 4, 2022 - Reviewed Panorama Survey Data (Students, Parents, & Staff) Reviewed action items supporting Goal #3

Panorama Surveys for staff, students, and parents were available during the month of April 2022.

The district met with a representative of the Special Education Local Plan Areas (SELPA) on May 26, 2022. The SELPA provided resources, input, and consultation related to the needs to Special Education students throughout the LCAP.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

N/A BUSD did not receive additional concentration grant funding.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Berryessa Union School District (BUSD) gathered input from a variety of educational partners to inform the 2021 Local Control Accountability Plan (LCAP), Expanded Learning Opportunity (ELO) grant, the Elementary Secondary School Emergency Relief (ESSER) plans, and other funding sources.

Berryessa District Advisory Committee (BDAC) meeting (March 18th & May 13, 2021)

District English Language Advisory Committee (DELAC) meeting (March 25 & May 13, 2021)

An LCAP Steering Committee met four times during the Spring of 2021:

- March 17, 2021 - Reviewed state priorities, LCAP sections, reviewed student data (CA Data Dashboard)
- March 31, 2021 - Reviewed Panorama Survey Data (Students, Parents, & Staff); Reviewed Annual Update and Actions/Services.
- April 21, 2021 - Reviewed overall effectiveness of Actions/Services, Reviewed Next Steps of the LCAP & ESSER III funds.
- May 12, 2021 - Reviewed/approved updated Actions/Services for the 2022 LCAP & ESSER III funds.

The district met with a representative of the Special Education Local Plan Areas (SELPA) on May 4, 2021. The SELPA provided resources, input, and consultation related to the needs to Special Education students throughout the LCAP.

The district plans to continue to use this annual engagement process with educational partners to identify ways to continue success actions in all district plans, and to identify ways to improve implementation.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The following describes how the district is implementing the ESSER III plan, along with successes and challenges for implementation to date:

Action 1: COVID safety items & COVID testing (staff & students) - The district was able to successfully acquire PPE supplies and contract with CDPH for on site COVID testing support successfully. One challenge was having sufficient testers during the start of the year and during the January surge. District Cabinet and other Human Resource personnel acquired CLIA certification in order to mitigate the staffing shortage.

Action 2: Personnel to support student safety (school health clerks & COVID manager) - The addition of school health clerks has been instrumental in meeting student health needs at the school site level. They support under the guidance of the site principal and District nurses. The COVID Human Resources Manager has been invaluable. They oversee all COVID testing functions at the school sites and District Office, COVID case monitoring and support, as well as contact tracing assistance.

Action 3: Additional Instructional Coaches to support Learning Loss - Three additional coaches were added to the existing team of six, which has provided extended classroom teacher support to our thirteen school sites, but especially elementary school sites to help support learning acceleration efforts.

Action 4: Technology Needs - Chromebooks, HotSpots, ZOOM contract. We have been able to utilize our funds to be able to repair or replace chromebooks after last year's return of devices. Many were returned damaged, and was a an initial challenge that had to be addressed quickly.

Action 5: Expanded Supplemental Programs - Edgenuity, Cambrian (Language Live), Quaver, Smart Music, SVEF After-school Math Program

Action 6: Social Emotional Programs - Recess & lunch activities (Sports for Learning) - This additional program provided structure play for students during recess and lunch which supported social distancing across our play areas in addition to providing SEL support to students in need of assistance reunifying with new and old friends as they returned to in person instruction.

Action 7: Additional BCBA & Marriage Family Therapist (MFT) support - The District was able to contract with 1 BCBA specialist and 3 Marriage Family Therapists to be able to provide additional behavior support to students in need.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

Using input from educational partners as described above, the district developed the ESSER III plan to align with goals and actions of the board approved BUSD 2021-2024 LCAP, the BUSD Extended Learning Opportunities Plan, and Safe Return to School plan, since these plans were developed by feedback from groups of students, teachers, staff, and parents. Community members can view the BUSD board

approved LCAP 2021-2024 plan and other applicable plans mentioned on the district's website at <https://www.berryessa.k12.ca.us/>

Sample initiatives aligned in these plans include the following:

- \* Distance Learning Programs - WiFi Hotspots; Additional online resources/curriculum; Additional iPads for Special Education students;
- \* Pupil Learning programs - Summer programs (SVEF) & after school programs
- \* In-Person Instructional Offerings - PPE; Face Coverings; Sneeze Guards etc.
- \* Mental Health & Social Emotional Well-Being - Care Solace; SEL curriculum; PBIS
- \* School Nutrition - Free lunches
- \* Pupil Engagement & Outreach - Translation support & outreach to parents

# Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to

reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

**Prompt 3:** *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 2021