



## 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).

Over the past two years (2019-2021) Benicia Unified staff held approximately 86 district and site-based meetings or input structures in consultation with all stakeholder groups including parents, community members, local bargaining units, district, and school personnel, students, management, and the Board of Trustees in the development of our 2021-2024 Local Control Accountability Plan and the Expanded Learning Opportunity Grant. All of this input is relevant to the ESSER III plan. In addition to the 2019-2021 meetings for the LCAP and ELO, BUSD also worked with the union groups and LCAP parent advisory committee on soliciting additional feedback for this ESSER III plan. Listed below are the most pertinent meetings held during the 2019-21 LCAP/ELO development as well as a forums specific to ESSER III.

**Parent Groups:** Two District Wide parent groups, Benicia African American Parent Group and \*District English Learner Advisory Committee (DELAC) meet regularly to provide feedback regarding the success and needs of District programs and services. These groups have been invaluable in helping the District's intentional focus on equity and relationships/culture. \*Note: DELAC meetings were limited during the 2019-2020 school year due to early school closure.

**Tribes & Advocacy Groups:** There are no active advocacy groups in Benicia. The percent of students who identify as Native American is very small (0.4%) and did not constitute their own group.

**LCAP Work Group (LCAPitans) and Parent LCAP Advisory Committee (PLAC):** The LCAPitans were a team of Union leaders and

administrators who met monthly. The LCAPitans met collaboratively each month with the PLAC team. Together these two teams were responsible for drafting the goals, actions, services, and metrics sections of the 2021-2043 LCAP. They were also responsible for planning and facilitating the stakeholder engagement sessions. The LCAPitans met to review the requirements for the ESSER III plan, created a crosswalk with the current LCAP/ELO plans and provided additional input and structures for other groups to give feedback.

**Survey and Priority Voting Feedback:** A parent survey was sent in January 2020 and February 2021. Questions on this survey mirrored the feedback questions at the in-person stakeholder engagement sessions in 2020 and sought additional feedback as mentioned above in the 2021 survey. In addition to providing feedback on goals, actions, and services, the survey asked participants to vote on the priorities that the District should focus on over the next three years. The results of the priority voting and survey information were very aligned with all stakeholder groups. All of the information culled was included in the development of the new LCAP. The categories and feedback of priority for all groups included: Social-emotional learning for all, intervention: social & behavior; pathways, VAPA, & enrichment opportunities; communication & family engagement, professional learning, and technology. The feedback on the 2021 survey was instrumental in adding a fourth goal focused on equity.

The following is the detail of additional meeting with stakeholder groups to gain insights and feedback regarding the COVID-19 federal and state grant funds for 2021-2022 school year:

3.15.21 Superintendent's Cabinet: Reviewed the additional one-time funding, gathered feedback, and reviewed stakeholder engagement plan

3.18.21 Principals' Meeting: Reviewed the additional one-time funding and gathered feedback

3.24.21 DCC: Reviewed the additional one-time funding and gathered feedback

3.25.21 BTA/BUSD Meeting: Reviewed the additional one-time funding, gathered feedback, and reviewed stakeholder engagement plan

3.29.21 BTA/CSEA Meeting: Reviewed the additional one-time funding, gathered feedback, and reviewed stakeholder engagement plan

3.31.21 Staff Stakeholder Engagement: Open meeting for all staff to provide feedback regarding the new federal and state grant funding

3.31.21 Parent Stakeholder Engagement: Open meeting for all parents to provide feedback regarding the new federal and state grant funding

4.20.21 Superintendent's Cabinet: Reviewed feedback and grant requirements and prioritized actions.

9.8.21 LCAPitans Meeting: Reviewed current LCAP/ELOG, requirements for ESSER III, and determined other methods for soliciting feedback

9.22.21 Parent LCAP Meeting: Reviewed current LCAP/ELOG, requirements for ESSER III, and determined other methods for soliciting feedback

The current LCAP, which includes the In-Person Instruction (IPI) and Expanded Learning Opportunity Grant (ELOG) can be located at <https://beniciaunified.org/lcap/>.

Here is a link to the ELOP Grant which includes stakeholder engagement information:

<https://drive.google.com/file/d/1iCHNPhOS8GaBNi0TLZ7Ywq12uMwgYazm/view?usp=sharing>

Here is a link to the ESSER III Grant which includes stakeholder engagement information:

<https://drive.google.com/file/d/1V7OqdNGyGhSLN2iSwPOQf1spFtDJNHDH/view?usp=sharing>

The Educator Effectiveness Grant plan was reviewed with the BUSD LCAP team which includes parents, union members, and staff. There was also an opportunity for public input at the School Board meeting on November 18, 2021. The team was clear that funding should primarily be used to extend into outer years the existing actions and services (that are paid with one-time funds) that have been identified in the District's LCAP.

The A-G Improvement Grant and the Expanded Learning Opportunities Grant (ELOG) will have input from the BUSD LCAP team and other community partners in the future. There will also be opportunities for public comment at Board Meetings. A survey will be sent to parents to solicit feedback on the ELOG development as well.

Pre-K Planning and Implementation: We held 3 community meetings and met with PreK/TK staff to review plans.

Expanded Learning Opportunities Program: We used feedback from the 2020-21 BUSD After Hours virtual program to develop the draft plan for this year's in-person extended day program for eligible students.

The stakeholder engagement is not yet complete for these funds.

A-G Completion Improvement Grant: BHS is working with HS staff to develop ideas for this grant.

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.

NA

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.

The following is the detail of additional meeting with stakeholder groups to gain insights and feedback regarding the COVID-19 federal and state grant funds for 2021-2022 school year:

3.15.21 Superintendent's Cabinet: Reviewed the additional one-time funding, gathered feedback, and reviewed stakeholder engagement plan

3.18.21 Principals' Meeting: Reviewed the additional one-time funding and gathered feedback including IPI, ELOG, ESSER I & II

3.24.21 DCC: Reviewed the additional one-time funding and gathered feedback including IPI, ELOG, ESSER I & II

3.25.21 BTA/BUSD Meeting: Reviewed the additional one-time funding, gathered feedback, and reviewed stakeholder engagement plan including IPI, ELOG, ESSER I & II

3.29.21 BTA/CSEA Meeting: Reviewed the additional one-time funding, gathered feedback, and reviewed stakeholder engagement plan including IPI, ELOG, ESSER I & II

3.31.21 Staff Stakeholder Engagement: Open meeting for all staff to provide feedback regarding the new federal and state grant funding including IPI, ELOG, ESSER I & II

3.31.21 Parent Stakeholder Engagement: Open meeting for all parents to provide feedback regarding the new federal and state grant

including IPI, ELOG, ESSER I & II funding

4.20.21 Superintendent's Cabinet: Reviewed feedback and grant requirements and prioritized actions.

9.8.21 LCAPitans Meeting: Reviewed current LCAP/ELOG, requirements for ESSER III, and determined other methods for soliciting feedback

9.22.21 Parent LCAP Meeting: Reviewed current LCAP/ELOG, requirements for ESSER III, and determined other methods for soliciting feedback

Here is a link to the ELOP Grant which includes stakeholder engagement information:

<https://drive.google.com/file/d/1iCHNPhOS8GaBNi0TLZ7Ywq12uMwgYazm/view?usp=sharing>

Here is a link to the ESSER III Grant which includes stakeholder engagement information:

<https://drive.google.com/file/d/1V7OqdNGyGhSLN2iSwPOQf1spFtDJNHDH/view?usp=sharing>

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.

BUSD ESSER III funds are closely tied to many of the actions and services identified in our Expanded Learning Opportunity Grant (ELOG) and in our LCAP. Our LEA intends to use these funds in outer years to continue services in mental health and well-being, professional learning and accelerating student progress that began during the 2021-2022 school year using the ELOG funds. Specifically BUSD plans to us funding to support mental health/well-being through staffing and materials to support students' mental health and well-being in the classroom and beyond the classroom, and through intervention opportunities, evidence based materials, technology and assessments. Professional learning will be continued by investing in high-quality professional learning for all staff to support ongoing work in instructional practices, mental well-being and equity. BUSD will continue services that accelerate learning through staffing and materials to support accelerating progress of students in the classroom and through intervention opportunities, evidence based materials, high impact tutoring, technology and assessments.

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.

BUSD ESSER III funds are closely tied to many of the actions and services identified in our Expanded Learning Opportunity Grant (ELOG) and in our LCAP. Our LEA intends to use these funds in outer years to continue services in mental health and well-being, professional learning and accelerating student progress that began during the 2021-2022 school year using the ELOG funds. In addition, BUSD is creating a multi-year LCAP budget plan that identifies which actions and services will be continued in outer years and matching the fiscal resources received for the 2021-22 school year. BUSD is working closely with our unions and parents to create a robust progress monitoring

system for each action/services in the LCAP to help inform our decision making on the effectiveness of each item. This information will also support the decision making regarding which actions/services will be continued using new funding received in the 2021-22 school year.

# 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/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/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