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## 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
Berkeley Unified School District		

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).

On June 23, 2021, the District Governing Board approved and adopted the 2021-2024 Local Control Accountability Plan (LCAP). The Plan included funds from the Local Control Funding Formula, and other state and federal funds received by the District prior to the LCAP’s adoption.

### PLAN ACTIONS AND GOALS FUNDING SOURCES INCLUDED IN THE 2021-2024 LCAP:

- Local Control Funding Formula (Base and Supplemental & Concentration);
- Title I;
- Title II;
- Title III;
- Title IV;
- Expanded Learning Opportunities Grant (ELOG);
- Elementary and Secondary School Emergency Relief (ESSER I) and;
- Elementary and Secondary School Emergency Relief (ESSER II)

After the LCAP's adoption, other funding streams were allocated to districts from state and federal sources. These additional funds were not included in the LCAP because they were either released to LEAs after LCAP adoption or required independent plans. All of the funding streams are intended to support meeting students' safety, academic, and social-emotional needs.

PLAN ACTIONS AND GOALS FUNDING SOURCES NOT INCLUDED IN THE 2021-2024 LCAP:  
Educator Effectiveness Block Grant (EEBG) and; In-person Instruction Grant (IPI).

## EDUCATIONAL PARTNER ENGAGEMENT

The District engaged in meaningful consultation with its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-2022 LCAP on:

- 12/3/2020 Parent Advisory Committee (PAC)
- 12/17/2020 Parent Advisory Committee (PAC)
- 1/19/2021 Educator Advisory Committee (EAC) and Superintendent's Advisory Committee (SBAC)
- 1/21/2021 Parent Advisory Committee (PAC) and District English Learner Advisory Committee (DELAC)
- 1/27/2021 Public Forum
- 2/11/2021 Parent Advisory Committee (PAC) and District English Learner Advisory Committee (DELAC)
- 2/16/2021 Superintendent's Advisory Committee (SBAC)
- 2/23/2021 Educator Advisory Committee (EAC)
- 3/11/2021 District English Learner Advisory Committee (DELAC)
- 3/18/2021 Parent Advisory Committee (PAC)
- 3/23/2021 Superintendent's Advisory Committee (SBAC)
- 3/30/2021 Educator Advisory Committee (EAC)
- 3/31/2021 Student Feedback Session
- 4/13/2021 Educator Advisory Committee (EAC)
- 4/15/2021 Parent Advisory Committee (PAC) and District English Learner Advisory Committee (DELAC)
- 4/20/2021 Superintendent's Advisory Committee (SBAC)
- 5/6/2021 Parent Advisory Committee (PAC) and District English Learner Advisory Committee (DELAC)
- 5/18/2021 Superintendent's Advisory Committee (SBAC)
- 5/20/2021 Parent Advisory Committee (PAC) and District English Learner Advisory Committee (DELAC)
- 5/25/2021 Educator Advisory Committee (EAC)
- 6/8/2021 Educator Advisory Committee (EAC)

- 6/17/2021 Parent Advisory Committee (PAC)

The district will continue to meaningfully engage with its educational partners as it does over the remainder of the year through the LCAP process. Additional meetings, inclusive of planning for the Extended Learning Opportunity Program (ELOP) grant with educational partners, will occur in the spring to provide further feedback to staff.

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.

Not applicable to BUSD, no additional funds were received in this area

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.

Berkeley Unified School District regularly consults with our educational partners, which consists of families (including those that speak languages other than English and advocate for underserved students), students, school and district administrators (including special education), teachers, principals, school leaders, other educators, school staff, and local bargaining units, for their input and feedback into the direction of the district and the use of federal funds. Throughout the planning and decision-making process, we have engaged with our educational partners and this continues to be an on-going process as a part of LCAP planning.

The District engaged in meaningful consultation with its educational partners on the use of one-time federal funds (ESSER III) and updates on funds included in the 2021-2024 LCAP (ELOG, IPI, ESSER I, and ESSER II) on:

- 12/3/2020 Parent Advisory Committee (PAC)
- 12/17/2020 Parent Advisory Committee (PAC)
- 1/19/2021 Educator Advisory Committee (EAC) and Superintendent's Advisory Committee (SBAC)
- 1/21/2021 Parent Advisory Committee (PAC) and District English Learner Advisory Committee (DELAC)
- 1/27/2021 Public Forum
- 2/11/2021 Parent Advisory Committee (PAC) and District English Learner Advisory Committee (DELAC)
- 2/16/2021 Superintendent's Advisory Committee (SBAC)

- 2/23/2021 Educator Advisory Committee (EAC)
- 3/11/2021 District English Learner Advisory Committee (DELAC)
- 3/18/2021 Parent Advisory Committee (PAC)
- 3/23/2021 Superintendent's Advisory Committee (SBAC)
- 3/30/2021 Educator Advisory Committee (EAC)
- 3/31/2021 Student Feedback Session
- 4/13/2021 Educator Advisory Committee (EAC)
- 4/15/2021 Parent Advisory Committee (PAC) and District English Learner Advisory Committee (DELAC)
- 4/20/2021 Superintendent's Advisory Committee (SBAC)
- 5/6/2021 Parent Advisory Committee (PAC) and District English Learner Advisory Committee (DELAC)
- 5/18/2021 Superintendent's Advisory Committee (SBAC)
- 5/20/2021 Parent Advisory Committee (PAC) and District English Learner Advisory Committee (DELAC)
- 5/25/2021 Educator Advisory Committee (EAC)
- 6/8/2021 Educator Advisory Committee (EAC)
- 6/17/2021 Parent Advisory Committee (PAC)

The district will continue to meaningfully engage with its educational partners as it does over the remainder of the year through the LCAP process. Additional meetings, inclusive of planning for the Extended Learning Opportunity Program (ELOP) grant with educational partners, will occur in the spring to provide further feedback to staff.

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.

## IMPLEMENTATION

The District ESSER III Expenditure Plan was approved by the governing board on October 20, 2021. Educational Partners influenced the plan and many of its activities support the District's LCAP and ELOG goals. The intent of the plan is to address learning loss and provide the services and structures needed to prioritize in-person instruction. The District's implementation of its effort 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 for 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure

plan to date is as follows:

- Provide Safe Graduations/Promotions for students in grades 5, 8, and 12.
- Ensure these events are outdoors and are using media resources to include students who are unable to attend
- Enhance summer school support for students in grades 6-8 and add staffing to ensure adult to student ratio supports are safe precautions
  - Intervention services before and after school and on weekends
  - Enhance Young Gifted & Black Early Literacy Initiative (Grades 3-7)
  - Create a subgroup affinity Data Dashboard
  - Develop and enhance parent support services
  - Enhance mental health supports including professional development for staff
  - Enhance services already in place for behavioral aides, special education teachers, nurses, and other related service providers
  - Support Bargaining Unit Agreements for the work completed and continuing to prepare for meeting students' academic, social, emotional/and or mental health needs in addition to additional activities necessary to maintain the operation and continuity of services for the district

#### SUCSESSES

- Safe Graduation/Promotion was implemented at the elementary, middle, and High school level
- The district was able to host and maintain a full summer school session for grades K-12
- Provide parents and community members with options for support
- Provide additional staff and services to enhance mental health supports
- Provide support to all bargaining unit agreements

#### CHALLENGES

The District encountered challenges, especially as the result of COVID-19 quarantine and isolation guidance and the January surge of the Omicron variant. These challenges include:

- A shortage of staff to provide instruction to students created a reliance on substitutes and other obstacles to continuous teaching and learning
- Lack of qualified individuals applying for positions which caused the district to secure contracted services at higher rates
- With the adoption and implementation of a new district Information System data was not readily transferred and available

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.

The actions included in the recovery plans in 2021-2022 are closely aligned to learning recovery needs for students, a safe return to in-person instruction for students and staff, and the actions in the 2021-2024 LCAP. Additionally, they are aligned with the BUSD mission, vision, values, and goals.



# 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