



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).

Throughout the LCAP development process, the LEA receives input on a variety of district programs and services provided to students. Due to limited LCFF resources, not all these expressed needs can be addressed in the LCAP, however, this feedback has been considered in the use of additional funds received. In addition, the LEA has engaged educational partners during the 2021-22 school year as follows: Feedback from the District English Learner Advisory Committee was requested in September of 2021, the group gave feedback on the activities listed by the district as possible uses of the money and voiced challenges of appropriate social media use with their students. In October, the ESSER III plan went to the School Leadership Team meeting for feedback which included strategies for safe in-person learning, staffing to support short-term independent study needs, and staffing for the anticipated expanded summer school that will be needed for credit recovery. In November, the budget act was presented at School Site Council where parents and the student representative gave feedback on topics that were the most important to them including how students who were credit deficient would be able to make up those credits to graduate on time and safe return to school. On the list is support for struggling students, including higher-level classes such as dual enrollment and AP courses. A student in attendance referenced a tutoring platform that was used at their previous school for the District to consider. We also met with community organizations to receive feedback and provide information on the Budget Act of 2021.

A public meeting/forum was held on 12/14/2021 regarding the Educator Effectiveness Block Grant.

A public meeting/forum is planned for the Fall of 2022 regarding the A-G Completion Grant.

A public meeting/forum is planned for the Fall of 2022 regarding the Expanded Learning Opportunities Grant any additional engagement sessions related to additional funds/plan

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.

TUHSD is funded via the Local Control Funding Formula (LCFF) in a manner slightly different than most LEAs statewide. The District is privy to "Minimum State Aid" (aka "MSA") due to funding levels of TUHSD prior to the implementation of LCFF in 2013-14. As part of this MSA funding level, the District does not realize additional funding through Supplemental & Concentration (S&C) grant funding. For TUHSD as per the MSA, the District is funded at a level of \$26,183.99 of LCFF money per Average Daily Attendance (ADA), comprised of the total Secured & Unsecured local property taxes to be received for the year, plus allocable State Aid and Education Protection Account (EPA) funding (the later two inclusive of the aforementioned S&C funding, not in addition thereto). The sum of these three figures in no case will exceed \$26,183.99 per ADA.

While changes in statute heading into the 2021-22 fiscal year altered and increased the 50% Concentration grant allocation to 65%, most non-MSA LEAs realized increased LCFF revenue streams. However, TUHSD did not. Instead, this shift caused more of our already existing LCFF funding dollars to be shifted and tagged as "Concentration grant funding" (approximately \$344,293; under the previous 50% Concentration grant allocation, \$1,147,644 was the approximate allocation per the LCFF Calculator, while under the enhanced allocation, \$1,491,937 was the allocation). In sum, no additional dollars were allocated to TUHSD beyond the MSA funding level for 2021-22 (or as long as the enhanced Concentration grant is in place) and, instead, existing funding was reclassified into the Concentration grant funding pool.

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.

Feedback on all the District Plans, LCAP, Expanded Learning Opportunities Grant and ESSER plans were taken to School Site Council meetings, District English Learner Advisory Council, Faculty and staff meetings, School Leadership Team meetings and feedback was requested during the Board of Trustees regular board meeting. The District ran an extended Summer School where students were allowed to attend morning, afternoon, or both sessions to recover any credits needed to remain on track for graduation.

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 District provided staff to tutor students in core academic areas and began using an additional tutoring service for 24/7 online tutoring students could access beyond the school day. Additional support for Independent study students was provided through the addition of a teacher for the Personalized Academic Center for students needing independent study and additional teachers working extra hours beyond the school day to support students out on short-term independent study as a result of COVID. As part of the safe return to in-person instruction, air purification systems are being installed in internal classrooms and office spaces across all district campuses, including both gymnasiums and athletic spaces. Cleaning, sanitizing, and health supplies were purchased to meet the additional cleaning and sanitizing of buildings, buses, and other equipment as a result of COVID and to help eliminate the risk of infection for all students and staff. A health and safety team has been hired to ensure the District meets the standards imposed during COVID-19 for tasks such as contact tracing, notifications of exposure, tracking students on quarantine, modified quarantine, and the required testing of students. A District nurse was hired to serve during summer school hours to support ongoing student health and safety needs. The District nurse contract currently serves an 11-month contract.

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.

Goal 1: The District will provide rigorous and relevant instruction that prepares students to be college, career, and future-ready. Appropriately assigned and fully credentialed teachers have been maintained at 97% and all students have access to standards-aligned course material. The school facilities have maintained an overall reporting of 'Good' on the Fit Report. Pupil achievement dropped in Math but increased in English Language Arts during the 2020-21 school year, but the CAASPP test was shortened and given both in-person and online due to the pandemic so a direct correlation can not be made. Pupil achievement in A-G remained at 25% and 44% of students completed at least one pathway. English Learner reclassification rate increased to 28% and 8% of students met or exceeded in the ELPAC test in 2021. The addition of teachers, use of extended day contracts and instructional aide resources are helping to keep our students on track. The two Intervention Specialists onboarded at TUHS are funded currently through ESSER II (3212) and were also included on our LCAP (Goal/Action 1.4). Expanded Summer School for 2021-22 is also funded through ESSER II (3212), though these were not included in our original LCAP for 2021-22.

Goal 2: School attendance and chronic absenteeism is still a focus for the school and the Intervention Specialists are helping with home visits and working with students to decrease absenteeism rates and work to keep students at school and on track for graduation. The additional hours of the school counselor at the alternative school help to target increased graduation rates and decrease dropouts. The additional Personalized Academic Center teacher helps to provide support for independent study students and the ATS teacher allows the District to focus on restorative practices to decrease suspension rates and increase the feeling of students feeling safe on campus.

Goal 3: Parents have requested tutoring support and assistance in understanding the technology students use on campus. The District partnered with Fresno State University to deliver online professional development to parents on Social and Emotional Wellness and Digital Literacy. We also held parent nights with KCSOS for parents to learn how to use the Canvas Learning Management System used by the classroom teachers.

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.

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
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