



TAYLIONI

K-12 Tailored To You—Online, In Class & At Home™

LCAP Mid-Year Update
February 24, 2022

Outline

- I. Overview of Requirements
- II. Updated Budget Overview for Educational Partners
- III. 2021-22 LCAP Supplement



Overview of Requirements



Local Control and Accountability Plan (LCAP) Information

The LCAP is a tool utilized by an LEA to assist in monitoring goals that have been set in collaboration with Educational Partners following an action plan that leverages resources in order to improve student outcomes.

Taylion's points of focus:

- Student Achievement
 - Comprehensive Professional Development
 - Educational Partners' Engagement
- 

Updated Budget Overview for Educational Partners



Updated Budget Overview

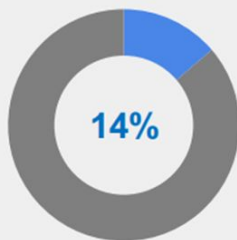
Budgetary Impact of 2021 Budget Act on 2021-22 Adopted Budget			
Budget Item	Projected 21-22 Budget Amount	1st Interim 21-22 Budget Amount	Difference
Total LCFF funds	\$ 2,915,527.00	\$ 2,867,810.00	\$ (47,717.00)
LCFF supplemental and concentration grants	\$ 657,092.00	\$ 656,700.00	\$ (392.00)
All other state funds	\$ 283,182.00	\$ 297,720.00	\$ 14,538.00
All local funds	\$ 100.00	\$ 6,127.00	\$ 6,027.00
All federal funds	\$ 535,769.00	\$ 433,266.00	\$ (102,503.00)
Total projected revenue	\$ 3,734,578.00	\$ 3,604,923.00	\$ (129,655.00)
Total budgeted general fund expenditures	\$ 3,451,288.00	\$ 3,369,874.00	\$ (81,414.00)

YTD Expenditures by LCAP Goal

Taylison High Desert Academy
2021-22 LCAP Supplement Mid-Year Expenditures Summary
 For the Period July 1, 2021 - December 31st, 2021/2022

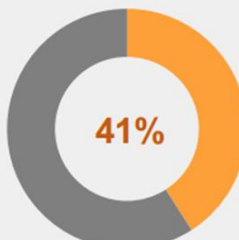
LCAP Goal #	Total 2021-22 LCAP Planned Expenditures (A)	Total LCAP Mid- Year Actual Expenditures (YTD July - Dec/Jan) (B)	% of Mid-Year Expenditures to Planned (Budgeted) Expenditures (B) / (A)	% Planned Expenditures Remaining
1	401,144	55,107	14%	86%
2	191,916	78,584	41%	59%
3	549,750	286,461	52%	48%
4	-	-	#DIV/0!	#DIV/0!
5	-	-	#DIV/0!	#DIV/0!
6	-	-	#DIV/0!	#DIV/0!
Grand Total	1,142,810	420,152		

2021-22 LCAP Goal 1



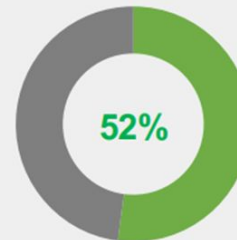
Goal 1 Total Budgeted Expenditures = \$1,610,000

2021-22 LCAP Goal 2



Goal 2 Total Budgeted Expenditures = \$1,070,00

2021-22 LCAP Goal 3



Goal 3 Total Budgeted Expenditures = \$952,000

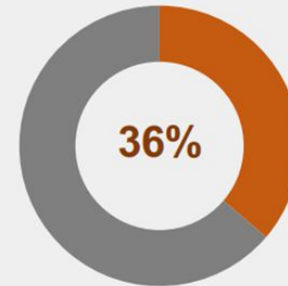
Contributing Expenditures for Increased or Improved Services

Taylison High Desert Academy 2021-22 LCAP Mid-Year Contributing Expenditures Summary

For the Period July 1, 2021 - December 31st, 2021/2022

Contributing Action (Y/N)	Total 2021-22 LCAP Planned Expenditures (A)	Total 2021-22 LCAP Mid-Year Actual Expenditures (YTD July - Dec/Jan) (B)	% of Mid-Year Expenditures to Planned (Budgeted) Expenditures (B) / (A)	% Planned Expenditures Remaining
N	43,130	21,365	50%	50%
Y	1,099,680	398,787	36%	64%
Grand Total	1,142,810	420,152		

2021-22 LCAP Contributing Expenditures for Increased or Improved Services



Total LCAP Budgeted Contributing Expenditures = \$3,679,500

ESSR III Funding Allocation

Strategies for Continuous and Safe In-Person Learning

Total: \$100,000

Online Curricula
\$50,000

Professional Development
\$20,000

Covid Safety Measures
\$30,000

Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)

Total: \$183,008

Assessments
\$10,000

Tutors
\$168,008

Expanded Math Curriculum
\$5,000

Use of Any Remaining Funds

Total: \$19,500

Creative Back Office
(Back Office Team)
\$12,000

Needs of Special
Populations
\$7,500

Goal 1 - Student Achievement

Goal	Metrics	Baseline	Goal 2023-24	Mid-Year Outcome
1	CA School Dashboard English Language Arts Indicator	All students Color Gauge: Orange	All students Color Gauge: Green	No CAASPP testing in 2020-21. Our next CAASPP window is 4/4/22 - 5/27/22.
1	CA School Dashboard Mathematics Indicator	All students Color Gauge: Red	All students Color Gauge: Yellow	No CAASPP testing in 2020-21. Our next CAASPP window is 4/4/22 - 5/27/22.
1	CA School Dashboard Graduation Rate Indicator	All students Color Gauge: Red	All students Color Gauge: Green	No CAASPP testing in 2020-21. Our next CAASPP window is 4/4/22 - 5/27/22.

Goal 2 - Comprehensive Professional Development

Goal	Metrics	Baseline	Goal 2023-24	Mid-Year Outcome
2	WASC Action Plan	100% teachers trained with appropriate professional development	100% teachers trained with appropriate professional development	100% teachers trained with appropriate professional development

Goal 3 - Educational Partners' Engagement

Goal	Metrics	Baseline	Goal 2023-24	Mid-Year Outcome
3	California School Dashboard; School Pathways, Student Information System (SIS)	Maintain expulsion rates <1%		THDA's suspension rate will continue to be <1%
3	Annual student survey.	Fifty percent of students will rate that they agree or strongly agree that THDA is preparing them towards their college/career goals.	Seventy-five percent of students will rate that they agree or strongly agree that THDA is preparing them towards their college/career goals.	A survey conducted with under 10 students participating was conducted in 11/2021 with 56% of students agreeing or strongly agreeing that THDA prepares them for their future college and/or career goals.

Goal 3 - Educational Partners' Engagement

Goal	Metrics	Baseline	Goal 2023-24	Mid-Year Outcome
3	THDA will provide parents with 3 or more opportunities to attend workshops/trainings each school year to increase awareness, engagement and participation.	THDA provided parents with more than three workshop/training opportunities: THDA's Virtual Back to School Night, Online Cyberbullying and Digital Drama Webinar, Online Parent workshop to prevent online exploitation, Loving Solutions Virtual Parent Training, and Building Your Summer Toolbox Virtual Training.	THDA will provide parents with one or more workshop/training opportunities to attend each month.	THDA has promoted monthly Senior Meetings with parents invited; 2 Parent Meetings so far; 2 community volunteer opportunities; 2 virtual family fun day opportunities; food, vaccine and job information; and mental health support.

Goal 3 - Educational Partners' Engagement

Goal	Metrics	Baseline	Goal 2023-24	Mid-Year Outcome
3	PAC Meeting and Parent Focus Group	Three parents were interviewed and given the opportunity to discuss reasons they chose to enroll their children at THDA, preferred methods of communication and resources/supports THDA provides and may provide to assist families.	PAC Meetings will continue to provide parents the opportunity to participate and voice their opinions in THDA's accountability, and decision-making process.	On 2/20/22 a meeting was held to gain input from parents. Communication from teachers and staff, safety, tutoring, and online and in-person options were stated as positive features Taylison offers.

Goal 3 - Educational Partners' Engagement

Goal	Metrics	Baseline	Goal 2023-24	Mid-Year Outcome
3	Annual Safety Inspection	THDA will conduct an Annual Safety Inspection on blankdate. Per the Annual parent and student surveys conducted, 98% of students reported they agree or strongly agree that they feel safe on campus, and 98% of the parent reported the THDA campus is safe and very safe.	THDA will continue to conduct an Annual Safety Inspection in order to maintain a safe school and learning environment.	Currently, preparation for the Annual Safety Inspection has begun to inspect the three learning center locations.

LCAP Action Implementation Update

Mid-Year 2021-22 LCAP Action Implementation Update

2021-22 LCAP Goal #	2021-22 LCAP Action #	2021-22 Action/Service Title	Contributed to Increased or Improved Services?	Status
1	1	Staffing to Support Educational Program	Y	☆
1	2	Assessments	Y	☆
1	3	Technology	N	☆
2	1	Professional Development	Y	☆
2	2	Curriculum	Y	☆
2	3	Student Engagement	Y	☆
3	1	School Climate	Y	☆
3	2	School Safety	N	☆
3	3	Student Engagement	Y	☆
3	4	Parent Decision Making	Y	☆

Enter 1 for Not Started, 2 for In Progress, or 3 for Complete in Column E

☆	Complete
☆	In Progress
☆	Not Started

2021-22 LCAP Supplement



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
Taylion High Desert Academy	Brenda Congo, Principal	brenda.congo@taylion.com 760-933-4537

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).

Taylion High Desert Academy has and will continue to engage its educational partners on the use of funds not included in the LCAP. Due to the timing of the LCAP due date by July 1, 2021, and the approval of the State budget a few days thereafter, the following funds were not part of the 2021-22 LCAP: ESSER 3, Educator Effectiveness, and Universal School Meals. To address the best use of these funds for the school and its community, surveys were sent out via email and online in October 2021, press releases were produced in the immediate geographic region, and ongoing discussions with parents and students regarding school enrollment and course progress were constantly considered as needs shifted. Taylion also held weekly staff meetings beginning the start of the school year to address the needs of the school and how ESSER 3 dollars could supplement the programs and supports of the school. ESSER 3 funds were discussed openly at board meetings in June – October 2021 (during the financial report) prior to the plan approval allowing board members and all other educational partners to weigh in on what they felt would be the best use of these funds. The same efforts were made for Educator Effectiveness funds. Teachers identified areas of needed professional development in May of 2021 that would provide additional academic support for students, including 6+1 Writing Traits program, Exact Path interventions, state test preparation, and in the use of technology. We have implemented 6+1 Writing Traits trainings on Fridays for several weeks with an expert to guide our teacher in improving student writing skills. Teachers have been given training with experts in using online programs for K-5 students with Florida Virtual and for 6-12 students with APEX. Students are also receiving socioemotional support with our BASE program in which teachers have also received trainings in order to support their needs and identify concerns; as well as training to support the future goals with career and college for students with training in our Dream Catchers course. Our students in all grades were given the

2021-22 LCAP Supplement

opportunity in January to attend a college field trip to our Bridge Program partner Victor Valley College. We will continue to identify professional development needs and programs to assist in the overall academic wellbeing of our students. Our CTE courses will be updated and soon available to students with several options, and training for our teachers in order to guide them through their courses. The school has openly addressed these potential funding sources at monthly board meetings in 2021-22 to provide information to educational partners, however no funds have been budgeted in 2021-22 due to funding from this portion of the budget package not set to kick in until 2022-23.

Taylion's third party back-office team works very closely with the school to update them on current and upcoming funding sources and allowable uses of those funds so school staff can relay that information openly to its educational partners through the avenues stated above. This process will continue monthly at board meetings, at weekly staff meetings and through additional Survey Monkey surveys to all educational partners to get the best feedback on the needs of the school.

All these efforts have and will continue to be a priority for Taylion as being a positive fixture in the local community and a resource for all students and families is an organizational priority and goal.

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.

Taylion High Desert Academy has begun and will continue to use the additional 15% concentration grant add-on funds that it will receive to increase the number of its certificated and classified staff, focusing most of the dollars on the former. As a growing nonclassroom-based school, Taylion must meet SB740 Funding Determination spending requirements, per education code. Using these add-on funds to bolster its certificated staff will significantly help meeting these requirements year-over-year as well providing smaller class sizes for more tailored and direct instruction to the pupil, specifically to pupils who are low-income, English Learner and/or foster youth. Depending on the staffing pool of teachers and classified staff as the pandemic continues, the school has and plans to continue to hire credentialed teachers and classified tutors to support struggling students, with a focus specifically on students who are low-income, English Learner and/or foster youth. The low income, foster youth, and English Learner students are the students who specifically generate these add-on funds and therefore the school recognizes and has plans in place to spend those dollars on those students. Through educational partner engagement, tutoring in math and English have been recognized as the best way to support that student group. Taylion will also use these dollars to build upon its Career Technical Education (CTE) Program. The school has hired on CTE teachers and is in the process of adding educational offerings to help create a pathway from the classroom to the workforce after high school for low-income, English Learner, and/or foster youth students.

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.

Taylion High Desert Academy connected with the following educational partners to provide input that helped define the use of one-time federal funds: students, teachers/instructional staff, administration staff (Principal, Special Ed Director, Executive Director, EL Coordinator, assessment team, office staff), board members and parents. To our knowledge, none of the required community members expressly identified as representing tribes or civil rights organizations. Each Educational Partner listed above were given the opportunity to participate in discussions that addressed the planning processes to identify support strategies and supplemental instruction for students. All students including at-risk, low-income, foster youth, homeless, English learners, students with disabilities, students who are below grade level, tribal and disengaged students were given the opportunity to participate. As Taylion details its educational partners on the progress of its on-time federal funds at upcoming board meetings (January 2022 and each month thereafter), PAC meetings and community events the school will take any feedback received and make planning adjustments to the remaining federal funds the school has.

Feedback efforts included: Parent, teacher and staff surveys were sent out via email and online in November 2021, press releases in the immediate geographic region were produced, and ongoing discussions with parents and students regarding school enrollment and course progress continued through the efforts of the teaching staff. Taylion also held weekly staff meetings beginning the start of the school year to address the needs of the school and how one-time federal dollars could supplement the programs and supports of the school. One-time federal funds were discussed openly at monthly board meetings, beginning with the CARES Act, allowing board members and the community to weigh in on what they felt would be the best use of these funds.

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.

Taking all the responses and conversations with educational partners into account, Taylion will increase staffing (teachers and instructional support staff) to better support the direct instruction of its students. Taylion also found that these difficult times have provided unique challenges for teachers and have increased professional development efforts and added ongoing staff meetings to ensure every staff member feels they are supported by the school. Through conversations with teachers, Taylion has also brought on additional office staff to help support some reengagement strategies with students. These additional staff members will allow teachers to focus more of their efforts on the direct education of the student. Taylion will also add tutoring and intervention supports as well as maintain full day office hours during summer school to provide additional learning time and individualized attention for students in need. In addition to the challenges faced with engaging every student during this Covid period, staff hiring has proved difficult as the California teacher workforce shrinks. The school has begun to bring on classified staff instructional assistants and tutors to support their learning through beginning teacher pathways and teacher mentoring to further support them on their way to receiving their CTE teaching credential, as well as multiple and single subject credentials by providing mentors and support from our Lead Teacher and Administrators. This has been one of the successes of the school to manage what has been a very tough year in staff hiring.

Taylion has been able to implement many of the online curricula supports addressed in the ESSER 3 Expenditure plan in the 2021-22 school year, but some tutor hiring remains low as the need for teachers has become a higher priority with limited options available in the workforce. Currently Taylion has one tutor, and two instructional assistants to assist students in all grade levels. We also have a credentialed math support person available to teach and tutor students as needed for remedial instruction, or to provide grade-level support. As Omicron has become more and more prevalent at the beginning of the 2022 calendar year, the school anticipates it may need to shift more expenditures to PPE and safety measures as well as strengthening reengagement strategies to try and keep students actively learning daily. Many schools at the start of the calendar have started to see staffing shortages due to rising Covid cases, if this becomes an issue with Taylion the school will explore substitute teacher options in the community to ensure student learning is not affected. Taylion has been able to offer students opportunities to learn online, in-person or using hybrid models in order to ensure disruptions that may arise due to Covid are minimal.

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.

Taylion has used the fiscal resources (one-time federal funds) it has received in 2021-22 to increase safety measures for staff and students as well as create improved systems for student engagement and reengagement, per its Safe Return to In-Person Instruction and Continuity of Services Plan. Through the first half of the 2021-22 school year, Taylion has utilized one-time stimulus funds per the schools ESSER 3 Expenditure Plan to increase communication and communication platforms to educational partners and increase online learning platforms with an emphasis on social emotional learning (SEL) through programs like Edmentum’s BASE Education. Per the school’s LCAP, ESSER 3 Plan, and Safe Return to In-Person instruction, the school has invested in PPE and custodial costs to ensure safety of all parties coming onto the school sites. As the Omicron variant continues to spread, the school will continue to review its plans with all educational partners to address the most pressing concerns of the school and its community. Taylion has placed air filtration systems at each location in order to minimize the spread of Covid in addition to the use of masks, protective acrylic shields, and sanitation procedures. Repairs are being identified in order to maintain safe and working facilities, including air and heating flow systems. ParentSquare continues to be a program we use annually in order to efficiently disseminate school and community information. Taylion has recently purchased updated students’ school shirts so they may be easily identified while attending school, as well as receiving school ID cards for various needs. Taylion is in the process of purchasing additional staff laptops in order to meet the needs of our growing staff and their professional development, and student Chromebooks to support their learning in the classroom and at home.

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 2021–22 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