



Tustin Unified
School District

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).

Tustin Unified School District received funding through the Budget Act of 2021 that was not included in the LCAP. Each of the allocations was carefully aligned to the LCAP and LEA Board Goals to bring all students back to in-person school safely and provide learning continuity while responding to the needs of our students.

The Budget Act of 2021 provided Tustin Unified School District with the following:

State Categorical Programs

Expanded Learning Opportunity Grant	\$ 3,293,092.00
Educator Effectives Grant	\$ 5,039,404.00
Special Ed Dispute Resolution	\$ 325,946.00
Special Education Learning Recovery	\$ 1,466,758.00

Pre-K Planning Grant	\$ 351,257.00
A-G Completion Improvement	\$ 1,328,178.00

COVID Relief Funds Federal

CRRSA ESSER II	\$ 10,278,602.00
APR ESSER III	\$ 18,428,820.00
APR ESSER III Learning Loss	\$ 4,607,205.00
Expanded Learning ESSER II	\$ 2,257,546.00
Expanded Learning GEER II	\$ 518,040.00
Expanded Learning ESSER III	\$ 1,470,571.00
Expanded Learning ESSER III LLM	\$ 2,535,065.00
APR Homeless Children	\$ 82,792.00
APR ESSER III Child Development	\$ 144,978.75

COVID Relief Funds State

In-Person Instruction Grant	\$ 8,227,410.00
Expanded Learning Opportunity	\$ 7,060,855.00
ELO Para-Professionals	\$ 1,488,314.00
Kitchen Infrastructure	\$ 25,000.00

The Tustin Unified School District values our educational partners, which consists of parents, community members, students, teachers, administrators, classified staff, special education staff, District English Learner Advisory Committee (DELAC), bargaining units, and our various advisory councils. Throughout the planning and decision-making process, we have engaged with our educational partners through various methods and the engagement continues to be an ongoing process as a part of the LCAP 22-23 development process. Tustin Unified engaged educational partners on the use of state funds not included in the LCAP through various surveys administered in 2020-2021. The surveys focused on district priorities for providing a safe in-person learning environment, professional learning priorities, and addressing the needs of our students in response to COVID-19. Our educational partners were notified of the survey via multiple avenues, including our website, social media, phone messages, and emails. The input provided through the survey provided us with valuable information into the needs and desires of the community as we make decisions regarding the use of state funds to support student learning.

As we develop the 2022-23 LCAP, the district will continue to engage our stakeholders through the following meetings and input opportunities during the remainder of the year (January 2022 to May 2022):

- LCAP Surveys for Staff, Parents/Community, Students (February 21, 2022 - March 11, 2022)
- DELAC (March 31, 2022 @ 6:00 pm)

Parent Advisory (April 20, 2022)
TEA or Teacher Advisory (April 21, 2022)
TUSD Local Indicators & LCAP Draft Presentation to Board- April 11th
CSEA or Classified Advisory (April 20, 2022)
CAC (April 12, 2022 @ 6:30pm)
Community/Student (April 25, 2022 - Draft on Website w/ Google Form for Comments)
LCAP Public Hearing for Feedback and Input (June 13, 2022)
LCAP FINAL DRAFT (June 14, 2022 - June 17, 2022)
LCAP Public Meeting for Board Adoption (June 27, 2022)

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.

The LEA does not receive concentration grant funds.

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.

Tustin Unified School District has worked meaningfully with the community throughout the pandemic to seek input on the best course of action every time the scenario facing the school system has changed. The development of the LCAP and planning for the use of one-time federal funds received to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils was an ongoing process that was carefully planned out and included meaningful consultation with stakeholders throughout the community.

Since the 2019-2020 school year, many engagement opportunities were strategically planned and various meetings were held to discuss the purpose, actions, gather feedback on actions and supports, and prioritize the actions, all influencing the 2021-2024 LCAP and use of COVID-19 one-time federal funds.

Opportunities for stakeholder engagement are grouped by the following:

Students - students in grades 5-12
Families - parents of TUSD Students/community
Staff - principals and administrators, teachers, other school personnel

STAKEHOLDER INPUT OPPORTUNITIES BY SURVEY

August 2020 to November 2021

Return to School Survey - Families
Return to School Survey - Staff

March 2021 to April 2021

LCAP 2021-24 Survey - Families
LCAP 2021-24 Survey - Students
LCAP 2021-24 Survey - Staff

STAKEHOLDER INPUT OPPORTUNITIES BY MEETINGS

Due to COVID-19 and social distancing protocols set by CDC, Tustin Unified offered a blend of virtual or socially distanced stakeholder meetings to gather feedback. The following meetings where LCAP was reviewed/discussed occurred between August 2020 and May 2021:

Board of Education/Board Meeting
TEA Executive Board Meeting
CSEA Executive Board Mtg
DELAC Meeting
Board Review - Public Meeting
TUSD Parent Advisory
TUSD Classified Advisory
TUSD Teacher Advisory
Special Education CAC (Including SELPA Director)

The following links and page numbers indicate how and when the District engaged its educational partners in the use of funds received to support recovery for the COVID-19 pandemic:

Expanded Learning Opportunities Grant (ELOG) Expenditure Plan
<https://www.tustin.k12.ca.us/fs/resource-manager/view/2c99ccfb-38e6-4b50-8c76-d3271b0cef1d>

Elementary and Secondary School Emergency Relief Funding (ESSER III)

Local Continuity and Attendance Plan (LCP)
2020-21 TUSD Learning Continuity and Attendance Plan (LCP)

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 Tustin Unified School District continues to implement best efforts to maintain the health and safety of students, educators, and other staff to ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021 and the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan.

TUSD continues to work closely together with all staff to implement actions and measures that address the following priority areas:

- 1) Safely Open and Operate Schools for In-Person Learning
- 2) Loss of Instructional Time
- 3) Use of Remaining Funds to Provide Services under MTSS

The following actions are examples of actions implemented to support the priority areas:

- Investing in resources to implement CDC's K-12 operational strategy for in-person learning to keep educators, staff, and students safe; improving ventilation; purchasing personal protective equipment (PPE), and obtaining/creating additional space to ensure classrooms meet current CDPH guidance
- Hiring of additional educators and LEA staff (ILTs, MTSS Teachers, Para Educators) to address learning loss, providing support to students and existing staff, and providing sufficient staffing to facilitate the high level of needs that come with keeping schools open and safe for students and staff
- Implementing strategies to meet the social, emotional, mental health, and academic needs of students hit hardest by the pandemic through evidence-based interventions and critical services
- Funding crucial summer, afterschool, and other extended learning and enrichment programs
- Hiring additional school personnel, such as counselors, social workers, nurses, and custodial staff, to keep schools safe and healthy
- Providing for social distancing and safety protocols on required transportation to meet current CDPH guidelines
- Funding for Wi-Fi hotspots and devices for students without connectivity for remote learning and supporting educators in the effective use of technology; and
- Additional uses as allowed under the funding guidelines per the American Rescue Plan Act and ESSER expenditure plans

Most of the above expenditures began in the Fall of 2021. The District has through September 2024 to expend ESSER III funds, which it fully plans to do in alignment with the LCAP.

Current Successes with Implementation:

- Engaged staff and community committed to safely bringing kids back to schools for in-person learning

- Coordinated efforts between LCAP and COVID-19 one-time funds to support the ongoing impact of COVID-19 to meet the social, emotional, mental health, and academic needs of students hit hardest by the pandemic.
- Implementation of in-person school and full online school (Tustin Connect), and a Short Term Independent study for COVID-19/health-related reasons to support the various health and safety needs of students and their families

Current Challenges with Implementation:

- Impact of COVID-19 on Learning Loss
- Staffing Shortages
- Health and Safety of Staff and Students
- Attendance and Student/Family Engagement
- Responding to guidelines as CDE/CDPH updates them

Tustin Unified is proud of the collective efforts of stakeholders to maintain the health and safety of students and ensure the continuity of services for students during these difficult times.

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 Tustin Unified School District's LCAP focused on goals and targeted actions to leverage supports and services to improve student outcomes. The funds provided through the LCAP primarily focus on servicing our unduplicated students under the following goals:

- 1) Pupil Outcomes
- 2) Student Engagement
- 3) Conditions of Learning
- 4) Addressing the Needs of Students with Disabilities

The fiscal resources received for the 2021-22 school year have been used in a manner that is aligned to the 2021-22 LCAP and Annual Update and enhances the goals and actions while supporting and supplementing the offerings in the LCAP in the following ways:

- Increased counseling and mental health services for Elementary, Middle, and High Schools
- Intervention Lead Teachers and MTSS supports provided by increased certificated or classified staffing to support ongoing academic, behavioral, engagement, and social-emotional needs
- Ongoing Professional Development for teachers and staff
- Funding learning and assessment platforms to monitor the progress of students through interventions
- Increased school site funding to further develop MTSS expanded learning opportunities for at-risk students and unduplicated student groups
- Funding towards Summer School for grades Elementary, Middle, and High Schools
- Funding ongoing strategies to support student engagement

- Continue or increase support for pupils with special needs

The additional funding received through the Budget Act of 2021 concentrates funding on responding to COVID-19, while expanding support and services beyond the student groups typically served under the LCAP, ensuring the safe return to school and engagement in learning for all TUSD students.

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
November 2021