

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

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The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Closing the Achievement Gap with High Expectations for All - All levels of the organization work to improve student achievement and close the achievement gap for all underperforming student groups.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority: 4:Pupil Achievement (Pupil Outcomes)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Annual Measurable Outcomes

Expected	Actual
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EL Reclassification Rate - ELPAC Baseline + 15%	5% of students reclassified in the 2020-2021 school year, from the 2019-2020 ELPAC.
ELs making at least one year's progress in learning English - ELPAC Baseline + 15%	Our goal was to meet the ELPAC Baseline + 15% making the annual progress on ELPAC, 37% Progressed at least one ELPAC Level
ELs achieving proficiency in English - <5 yrs cohort: 40% 5+ yrs cohort: 50%	Students <5 yrs cohort, 10% of ELs achieved proficiency in English. 5+ years cohort, 55% ELs achieved proficiency in English
California Assessment of Student Performance and Progress ELA: 50% Math: 67%	Unable to test due to COVID-19 for 2019-2020 2018-2019 Scores met or exceeded ELA: 48.13% Math: 65.94%
Middle school dropout rate 0.0%	Middle school dropout rate 0.0%
Benchmark Assessment Results – evaluation of student performance growth from 2nd benchmark result to 3rd benchmark result ELA: 7% Math: 10%	Benchmark Assessment Results – evaluation of student performance growth from 2nd benchmark result to 3rd benchmark result ELA: - 2% Math: +12%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
ACTION 1 1. School will continue to use formative assessments to help teachers develop goals for students, monitor progress, and adjust instructional plans throughout the year. Benchmarks will be administered with greater frequency (Illuminate, ESGI, Ellevation, etc.).	\$70,000	\$46,800

<p>2. Central office staff will support Division Heads and school staff to revise site-based assessments systems that promote a culture of revision and continuous improvement of student learning.</p> <p>3. Continue to monitor and refine information that provides real time data, reporting and dashboards.</p> <p>4. Professional development will be given to improve teacher data analysis skills. Teachers will work collaboratively to develop more individualized learning plans, set goals, monitor progress and evaluate effectiveness of instruction.</p> <p>5. 6-8 grade students who are behind will be required to go to Academic Saturday School every Saturday for the school year. There will also be tutors working with students throughout the day in addition to our intervention aides.</p> <p>6. New students entering our system along with students who are behind grade level will be required to attend an intensive Math and ELA camp during the summer. This will be taught by classroom teachers and other staff.</p> <p>7. Student data boards will be displayed in the classroom so students can track their success with the standards in both ELA and Math.</p>		
<p>ACTION 2</p> <p>Division Heads, ELD coordinator, English Learner Support Teachers, classroom teachers will continue to analyze and discuss student progress to:</p> <ul style="list-style-type: none"> ● Monitor the progress of English Learners (ELs) including Long Term English Learner (LTELs) and reclassified students ● Create Newcomer program to support students that have been in the country for three years or less. Monitor and track progress with formative assessments. ● Monthly ELAC meetings to inform families of supplemental resources that are provided to EL students. Update of outcomes ● Determine the short and longer term needs of ELs <p>Determine specific actions designed to accelerate language acquisition and learning for English Learners (ELs)</p> <ul style="list-style-type: none"> ● Rosetta Stone Accounts will be purchased for all students 	\$72,000	\$47,522.83
<p>ACTION 3</p> <p>FTE intervention teachers/ academic support staff and implement an additional five hours of professional development per semester. Maintain one academic intervention teacher/academic support staff 100 per student.</p>	\$175,000	\$175,000

<p>Service: Students that are struggling to pass with grades C and below in ELA and/or Math are provided pull-out for tutoring services up to twice a week by teacher and/or intervention aide.</p> <p>Service: One hour of tutoring is provided after school to students that are struggling to pass with grades C- and below in ELA and/or Math. Hire 3 FTE clerks to supervise lunch and after school activities in order to make intervention aides available for professional development/additional services. Hire up to 8 student tutors to help provide academic support to middle school students</p>		
<p>ACTION 4</p> <p>All students will receive academic advising and assistance with college readiness.</p>	\$20,000	\$14,800.7
<p>ACTION 5</p> <p>Special Education Coordinator, Special Education Teacher, and Special Education aide to support students that receive special education.</p>	\$30,000	\$276,144

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Additional funds from actions and services that were not used were put into support staff for students in the form of intervention aides as well as hiring additional staff for weekly Saturday Schools. More support staff were hired so that they could support a smaller amount of teachers and provide more service hours to students in need. With the additional funds, we were also able to add additional Saturday School dates to help students who were struggling academically and behaviorally. We were also able to take in additional students during Academic Saturday School because we had more Saturday School teachers.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The greatest challenges we had were moving to virtual learning in March 2020. We had to change our academic support programs and move them to a virtual space. This included learning all new platforms, learning how to teach on Zoom, and solely relying on technology to teach our students. However, we did find many successes. Teachers were able to be trained on how to use various online platforms quickly through multiple professional development sessions.

Goal 2

Positive School Environment, Climate, and Culture with Equity at the Core and Support for the Entire Child - provide safe and well-maintained facilities and positive learning climates and instructional practices that are culturally responsive, challenge bias, and support the academic, social, emotional, and physical needs of students.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 1: Basic (Conditions of Learning)

Priority 5: Pupil Engagement

Priority 6: School Climate

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
Student Attendance Rate - 97% ADA	Student Attendance Rate - 97.53% ADA
School Climate Survey - Safety Student Survey: 83% Family Survey: 92%	School Climate Survey - Safety Student Survey: 84.5% Family Survey: 86.31%
School Climate Survey - High Expectations Family Survey: 100%	School Climate Survey - High Expectations Family Survey: 92.7%
School Climate Survey - Caring Relationships Student Survey: 80%	School Climate Survey - Caring Relationships Student Survey: 89.06%
Facilities Inspection Tool (percent at good or better) Good	Facilities Inspection Tool Good

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>Action 1</p> <ol style="list-style-type: none"> 1. Implementation and interventions between school site to focus on the physical, social, emotional and behavioral health needs of students. 2. Restorative practices and staff professional development to ensure effective implementation will continue. 3. Facilitate professional development for teachers 4. Continuation of Restorative Justice Saturday School geared towards students with chronic disciplinary concerns. 5. AIPCS I will weekly Restorative Justice Saturday Schools 6. AIPCS I will fully implement PBIS program 7. AIPCS I will hire a Dean of Students 	\$80,000	\$65,600
<p>Action 2</p> <ol style="list-style-type: none"> 1. The school will provide counseling, services that address student social and emotional needs. 	\$25,000	\$16,342.7
<p>Action 3</p> <p>The school will provide health and wellness services to students. The school will continue to implement its comprehensive wellness policy and action plan. The school will provide female hygiene products.</p>	\$7500	0
<p>Action 4</p> <ol style="list-style-type: none"> 1. School will hire full-time staff that would escort classes to physical education sites and escort them back to the school. 2. Staff would secure the building during pick up time after school. 3. School will provide safe transportation to students for sports, field trips and other school related activities. 4. Security cameras and systems will be put up to help secure the building during and after school hours. 	\$75000	Action 4 = \$6035.70
<p>Action 5</p>	\$80,000	\$52,800

<p>School Support Staff and Resources - All Students</p> <ol style="list-style-type: none"> 1. The school will recruit, hire, and train effective clerical and support staff who promote a welcoming school climate, student attendance, and provide effective operations and support for students, parents and staff. 2. The school will continue to provide staff with general supplies and operating expenses. 		
<p>Action 6 Healthy and Nutritious Meals - All Students</p> <ol style="list-style-type: none"> 1. The school will continue to provide resources for nutrition education and materials to promote healthy alternatives for classroom celebrations, and will work to ensure that all competitive food sales align with the wellness policy and state and federal guidelines. 2. The school will continue its existing programs and will also add a snack program to ensure students are well-nourished and prepared to learn 	\$55,000	\$46,380
<p>Action 7 Attractive, Clean and Well Maintained Schools - All Students</p> <ul style="list-style-type: none"> ● The school will continue to be clean and inviting. ● The school will continue to be well maintained and in good repair. ● The school will continue to be provided with necessary supplies and utilities. ● The school will continue to operate in a sustainable and environmentally responsible manner. ● Training and updates will continue to be provided to ensure well-prepared and informed staff. ● The school will continue to be compliant in all annual facility and safe school inspections. 	\$55,000	\$180,426.95
<p>Action 8</p> <ol style="list-style-type: none"> 1. School will fund 13 athletic coaches, one Athletic Director, an Assistant AD, and District Athletic Director. 2. School will offer competitive/comprehensive athletic programming and cheerleading for up to (13 teams) 3. School will purchase uniforms and sports equipment 	\$32,500	\$15,300

<p>Action 9</p> <ol style="list-style-type: none"> 1. AIPCS I will hire 1.0 FTE Art Teacher to teach art instruction to AIMS 6-8 students. 2. AIPCS I will hire 1.0 FTE Music Teacher to teach art instruction to AIMS 6-8 students 3. AIPCS I 6-8 will hire .2 FTE Graphic Design teacher to teach graphic design to AIMS 6-8 students. 4. AIPCS I will purchase instruments and music related equipment for music class. 5. AIPCS I will purchase art supplies and related equipment for art class. 6. AIPCS I will create two Visual Performing Arts performances per academic school year 7. AIMS 6-8 will purchase iMacs to add to existing Graphic Design Computer Lab 	\$130,500	\$91,000
<p>Action 10</p> <p>Students will be provided with Physical Education Uniforms and will dress out for PE.</p>	\$11000	\$9,823
<p>Action 11</p> <ol style="list-style-type: none"> 1. Hire one lead PE teacher 2. Middle School PE will become the PE / Health Department and teachers will receive training to integrate subjects such as Health / Fitness; and Sex Ed. into its curriculum. 	\$18000	\$0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

For the money and actions that were not used as planned due to the pandemic, we continued to use the funds for student and teacher support. Teachers had virtual Zoom aides that would come into their classroom and use breakout rooms to help the students. We were also able to put more money into online learning programs that helped students and assess them to make sure they were not behind. We also were able to do online restorative justice Saturdays to make sure that students were still on their best behavior during their

virtual classes. We also had to allocate more funds to keeping our facilities clean and disinfected in order to keep our staff, and students safe.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Once again, our biggest challenges came when we had to move to distance learning. For our Positive Behavior Intervention system, we couldn't purchase and send prizes since everyone was at home. Our counselor would do virtual check-ins with the students in most needs. We also opened up cohort pods for students that were struggling the most. We were also able to provide 5-meal lunch kits for all families that had students that were under 18 years old.

Goal 3

Increase rate of students who are on track for college readiness by strengthening proficiency in mathematics and English language arts/literacy.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
Benchmarks ELA: 55% Math: 67%	Benchmarks ELA: 48.78% Math: 68.12%

Retention Rates	Retention Rates
California Assessment of Student ELA: 50%	Unable to test due to COVID-19 for 2019-2020 2018-2019 Scores met or exceeded ELA: 48.13%
California Assessment of Student Math: 67%	Unable to test due to COVID-19 for 2019-2020 2018-2019 Scores met or exceeded Math: 65.94%
Intervention minutes for students receiving a C- or below in core subjects At least 60 minutes per week	Students received 60 minutes per week, minimum
Number of minutes students have computer access At least 30 minutes per week	Students received 30 minutes per week, minimum

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>Action 1</p> <p>1. The Course of Study will be updated on an annual basis to ensure continued alignment with the Common Core and English Language Development (ELD) State Standards, the Next Generation Science Standards (NGSS) and prepare students to meet the UC 'a-g' requirements.</p> <p>2. The school will continue to develop core content and course curriculum maps, tools, and guides, in alignment CCSS and NGSS standards and materials.</p> <p>3. Professional development and evaluation cycles will be strengthened across the school to ensure effective implementation of curriculum.</p> <p>4. School will adopt ALEKS, Standards Plus, and Schoology to supplement existing academic content.</p> <p>5. School will adopt new Science Curriculum to meet NGSS Standards</p>	\$70,000	\$45,467.84

<p>6. Using its approved classical novel reading list, AIMS 6-8 will develop ELA curriculum that meets Common Core State Standards.</p> <p>7. School will purchase class sets of approved novels for each homeroom class</p>		
<p>Action 2</p> <p>1. The school will continue to identify and provide standards-aligned instructional materials and resources.</p> <p>2. Students will attend academic field trips that are aligned with curriculum.</p>	\$11,000.00	\$1,306.75
<p>Action 3</p> <p>1. Purchase additional Chromebooks to add to and maintain the pre-existing inventory to obtain a 1:1 student to chromebook ratio</p> <p>2. Purchase 7 additional computer carts to add to and maintain the pre-existing inventory. Actions: Students will have computer instruction at a minimum of 60 minutes/week.</p>	\$49,500	\$42,423.02
<p>Action 4</p> <p>Action:</p> <p>1. Recruit 1 intervention teacher/academic support staff per 175 students.</p> <p>Service:</p> <p>2. Students that are struggling to pass with grades C- and below in ELA and/or Math are provided push-in and pull-out tutoring services up to twice a week.</p> <p>3. Students that are struggling to pass with grades C- and below in ELA and/or Math will be required to attend weekly Saturday Schools until they are at grade level</p> <p>4. One hour of tutoring is provided after school to students that are struggling to pass with grades Cand below in ELA and/or Math.</p>	See 1.3	See 1.3
<p>Action 5</p> <p>1. Teachers will effectively use student assessment data to plan intervention for those students that are not meeting the standards.</p> <p>2. Teachers will receive training on how to effectively assess student data.</p>	See 1.1	See 1.1

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

For whatever actions and money we did not spend, that money was allocated into improving our online learning platforms. We were also able to purchase additional chromebooks for students to make sure that all of our students had a school Chromebook.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

A big success we had was being able to convert our core curriculum into online learning platforms. We were able to purchase the online versions of our textbooks. These online versions were more interactive and were a perfect fit for online learning. A challenge we discovered was that teachers were not familiar with the online versions of the curriculum, because they were trained on how to teach from the textbook. To solve this problem, we reached out to representatives from each company to come and do multiple trainings with our teachers on how to effectively use and teach using their online platforms.

Goal 4

Teaching and Learning Effectiveness – effective teaching is evident system-wide with a unifying vision that equips and empowers all stakeholders to provide optimal student learning opportunities and outcomes

State Priorities:

Priority 1: Basic services

Priority 2: Implementation of state standards

Annual Measurable Outcomes

Expected	Actual
Percentage of fully credentialed teachers 85%	Percentage of fully credentialed teachers 75%

Rate of teacher mis-assignments 0.0%	Rate of teacher mis-assignments 25%
Monthly collaboration meetings 85% of teachers will meet monthly	Monthly collaboration meetings 85% of teachers met monthly
Beginning in the 2019-20 academic school year, AIPCS II will adopt a summative teacher evaluation system that incorporates formal evaluation cycles and is based upon the CSTP standards. Availability of standards-aligned instructional materials, students are enrolled in a broad course of study (as described in Education Code section 51210), and teachers provide instruction aligned to the California state standards, including EL access to ELD state standards. 65% of teachers will improve from the 1st observation to the 2nd formal observation.	Due to leadership transition and COVID-19, AIPCS was not able to complete the formal observation cycles to indicate teachers' performance evaluation outcomes.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>Action 1 Acquire, Develop, and Retain Classroom Teachers, Certificated Support Personnel, and Administrators The school will continue to increase the size, stability, and quality of the teacher applicant pool through targeted outreach and support, such as:</p> <ol style="list-style-type: none"> 1. Recruit, develop and retain highly qualified teachers. 2. Recruitment events hosted by colleges and universities with large percentages of minority students. 	\$1,013,000	\$574,270.69

3. Regularly monitoring potential barriers to initial and continued employment of diverse candidates.		
4. Engaging in partnerships with other schools to promote the field of education and work toward national solutions to the teacher shortage and developing a purposeful plan to market education as a premier profession.		
Action 2 1. The school will continue to collaborate with local colleges and universities to ensure effective preparation of interns and student teachers. 2. The school will continue to provide an Induction Program for beginning teachers and interns.	\$30,000	\$1,800.00
Action 3 All teachers will have the supplies needed to be able to perform in a successful educational environment All students will have all-supplies needed to be able to thrive in school. Purchase whiteboard paint for Math and Science Classrooms	\$80,000	\$11,836.09

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Any additional funds from actions that were not seen through were put into teacher/staff professional development as well as new online learning platforms.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The challenge we faced was getting teachers prepared to teach online. Since the pandemic hit suddenly, we had to train teachers from the start on how to navigate the curriculum, teach effectively online, and how to use Schoology. After a few short weeks, all of the teachers were pretty versed in this. We had weekly professional development to help them throughout the year.

Goal 5.

Parent and Community Engagement- Parents and community members are engaged and work with the school to support student learning.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 3: Parental Involvement (Engagement)

Annual Measurable Outcomes

Expected	Actual
School Climate Survey - Safety Student Survey: 85% Family Survey: 92%	School Climate Survey - Safety Student Survey: 84.5% Family Survey:
School Climate Survey - High Expectations Family Survey: 95%	School Climate Survey - High Expectations Family Survey: 86.32%
School Climate Survey - Meaningful Participation Student Survey: 76% Family Survey: 84%	School Climate Survey - Meaningful Participation Student Survey: 80.62% Family Survey: 80.53%
School enrollment patterns - returning students for next school year 96.00%	School enrollment patterns - returning students for next school year 97%
Promoting parent participation Family Survey: 90%	Promoting parent participation Family Survey: 85.2%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
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<p>Action 1</p> <p>1. Annual school family surveys will be conducted to identify strengths and areas for improvement in family engagement.</p> <p>2. School/parents/guardians will create a family engagement plan based on survey results, student academic needs, and/or identified priorities, and aligned to school goals and federal and state requirements.</p> <p>3. Parent information and training will be provided to families so they can access Parent Portal (through PowerSchool), and training and support on family technology use at home and social media to enhance and support student achievement at home.</p> <p>4. Educate parents on the Local Control and Accountability Plan (LCAP), educational systems, etc., so that parents and community partners can make informed recommendations to the various decision making groups.</p>	\$1,500	\$11000
<p>Action 2</p> <p>Translation and interpretation services will continue to be provided to facilitate effective communication, engagement, and participation for all stakeholders.</p>	\$5000	\$3,300
<p>Action 3</p> <p>1. The school will continue to improve communication strategies and structures for timely and easy access to information, support, and resources.</p> <p>2. Community partnerships to support student and family engagement and learning will continue to be cultivated, sustained, and expanded.</p> <p>3. Current, accurate, and timely communication will continue to be provided to parents/guardians regarding student learning (e.g., PowerSchool, ParentSquare, website, AIMS TV, automated calls, school and teacher communications).</p>	\$6,000	\$4200.84

<p>4. Mandatory teacher-parent conference at beginning of the school year</p> <p>5. SST - Student Success Team's formed on an at-need basis to provide support to individual students undergoing exceptional challenges. Team consists of faculty, families, students, and administrators.</p> <p>6. Regular correspondence through memo's, PowerSchool, ParentSquare, detention slips, and progress reports to encourage frequent communication between faculty and families.</p> <p>7. Powerschool Access is provided to families to view student academic progress.</p>		
<p>Action 4</p> <p>1. SART –The Student Attendance Review Team (SART) acts as a support team between students, parents, and schools. The main objective of the Student Attendance Review Team (SART) is to understand the reasons why students, at a site level, are not attending school and to connect students and families to school and community resources to address these absence concerns.</p> <p>2. Attendance personnel will meet with Division Heads monthly to review students that have chronic absenteeism and truancy.</p>	\$40,000	\$59,500
<p>Action 5</p> <p>1. FAC - Family Advisory Committee meets to provide general support and voice to all families.</p> <p>2. LCAP Advisory Council - LCAP Advisory Council meets to provide feedback school's budget planning, including SSD's</p> <p>3. ELAC – English Learner Advisory Committee meets in effort to provide support for English Language Learners and their families.</p> <p>4. Wellness committee-</p>	\$5000	\$0.0

<p>Action 6</p> <p>1. AIPCS will contract with BACR to provide after school programming to its students</p> <p>2. Parents will pay a monthly fee of \$50-\$150 per child depending on FRL eligibility</p>	\$200,000	\$177,643.80
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Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Additional funds were used to help train staff members to conduct school operations online.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The greatest challenge for this goal was not having face-to-face interactions with our parents and community members. Everything had to be online at the end of the year and we had to help parents troubleshoot as well on how to help their child virtually. We had many training sessions for parents and coached them throughout the year on how to set their computers up and help their children.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency’s (LEA’s) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
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Student Chromebooks, computer refresh, internet hotspot purchases, and ongoing internet services in 2020-21 school year	\$9,216.41	\$9216.41	[N]
Classroom technology upgrades - projectors, projector brackets	\$1040.59	\$2731.25	[N]
New computers for teachers and support staff	\$10,290	\$12,029.27	[N]
Teachers and substitute teachers	\$703,839.87	\$136,266	[N]
Academic Deans/Instructional Coaches	\$100,712.04	\$25,061	[N]
Professional development for teachers, lead teacher, classified support staff, and administrators	\$3,000.00	\$1400	[N]
Stakeholder engagement - Resources assigned for parent engagement distance meetings and webinar workshops - PowerSchool - Student information system and ParentSquare and Ringcentral	\$7000.00	\$7100	[N]
Schoology, Illuminate, ALEKS, Quill, Standards Plus, Scholastic Reading Inventory, GoGuardian - Educational Platforms	\$47,939.98	\$40,000	[N]
Attendance clerks, support staff	\$87,459.00	[\$ 0.00]	[N]
Intervention Staff Salaries	\$129,618	[\$ 0.00]	[N]
Counselor + Supplies	\$38,462	[\$ 0.00]	[N]
BACR Staff Member x 4 to supervise students who don't have adult supervision at home	\$20,000	\$30,018	[N]
The school has prepared for possible in-person learning by purchasing cleaning supplies, upgraded HVAC filters, and protection materials (including plexiglass, and PPE). Upgraded cleaning is essential for safety	\$40,000	\$43,211	[N]

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Most of our planned expenditures going into our distance learning program closely matched what was actually spent. Through proper planning, we were able to see a robust virtual learning program where we used our funds correctly to ensure we had a thorough and successful program.

Some of the distance learning descriptions/expenditures are duplicate of the in-person instructional description/expenditures because we were unsure when students and staff would conclude distance learning and would switch to in-person instructional. We have broken down the expenditure to correspond to the percentage that was done for distance learning.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

One of the biggest challenges was making sure that all teachers had what they needed in their classrooms to accommodate in-person learning within the restrictions of the Covid-19 safety plan. A lot of equipment was purchased and had to be delivered, assembled, and function properly for our reopening. The successes we saw were in how smooth everything operated and how teachers were able to make use of all of the new equipment in the classroom. Teachers were able to do live Zoom streams to students who remained virtual, use technology to broadcast students on Zoom, and create lesson plans that used integrated forms of technology.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Student Chromebooks, computer refresh, internet hotspot purchases, and ongoing internet services in 2020-21 school year	\$9,216.41	\$9,216.41	[N]
Classroom technology upgrades - projectors, projector brackets	\$1040.59	\$1,100	[N]
New computers for teachers and support staff	\$10,290	\$10,290	[N]
Teachers and substitute teachers	\$703,839.87	\$545,068	[N]

Academic Deans/Instructional Coaches	\$100,712.04	\$100,244	[N]
Professional development for teachers, lead teacher, classified support staff, and administrators	\$5,000.00	\$5600	[N]
Services for English learners ELD support and development	\$37,023.00	\$37,023.00	[Y]
Stakeholder engagement - Resources assigned for parent engagement distance meetings and webinar workshops - PowerSchool - Student information system and ParentSquare and Ringcentral	\$7000.00	\$0.00	[N]
Schoology, Illuminate, ALEKS, Quill, Standards Plus, Scholastic Reading Inventory, GoGuardian - Educational Platforms	\$47,939.98	\$0.00	[N]
Attendance clerks, support staff	\$87,459.00	\$87,459.00	[N]
Intervention Staff Salaries	\$129,618	\$177,832.8	[N]
Counselor + Supplies	\$38,462	\$38,462	[N]

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Most of our planned expenditures going into our distance learning program closely matched what was actually spent. Through proper planning, we were able to see a robust virtual learning program where we used our funds correctly to ensure we had a thorough and successful program.

Some of the distance learning descriptions/expenditures are duplicate of the in-person instructional description/expenditures because we were unsure when students and staff would conclude distance learning and would switch to in-person instructional. We have broken down the expenditure to correspond to the percentage that was done for distance learning.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Due to the onset of COVID 19, many obstacles presented themselves for the full expenditure of funds and prevented the type of support normally provided by teachers, counselors, and staff. This made it difficult to maintain the connections in distance learning surrounding attendance and completion of work by students that are normally supported by daily in-person contact. In spite of the obstacles faced, AIPCS was successful in providing technology, instructional and staff support in order for students to be successful. Laptops and hotspots for wifi connections were provided for all students who needed them. Teachers were also supplied with all technology they needed.

Access to Devices: We were able to purchase hundreds of additional student Chromebooks for our students. Almost every student was able to have their own Chromebook for virtual learning. The only real challenge we had was making sure students were using our devices and not a home computer. Our devices had a program called GoGuardian that allowed the teacher to track which websites the students were visiting during learning time.

Connectivity: We were able to partner up with Oakland Undivided to provide students with hot spots to help them connect to the internet. The only challenge we had was through the online program called Schoology. Teachers and students would sometimes get cut off or freeze no matter how high-speed internet connection they had.

Pupil Participation: We had a very high attendance rate for our virtual learners. We made sure that attendance was taken every morning. Clerical staff would follow up with phone calls to parents if a child was missing from any of their classes. A challenge with pupil participation was making sure the students came back to virtual class after PE or lunch.

Progress: We saw great progress in most grade levels. However, some grade levels did not make that great of a progress according to benchmarks. We attribute the loss of learning to being in an online space, students being on multiple devices so they can go on sites like Youtube, etc. Gains in performance were seen with most grade levels from benchmark to benchmark but not as high as we have seen with in-person learning in previous years.

Distance Learning Professional Development: We continued to have PD each week. It was a lot easier to get everyone there on time and to also share. Since we had Zoom, we were able to create more detailed PD sessions that were interactive. The only challenge we saw was with people losing connection with Zoom and leaving the meetings.

Staff Roles and Responsibilities: Staff roles changed quite a bit during the virtual space. There were less tasks and most tasks involved being on a computer. With in-person learning, most staff members were constantly on their feet and helping to run the school. Responsibilities increased with the monitoring of students and calling the parents to make sure they were on Zoom.

Support for Pupils with Unique Needs: We were able to provide support for our SPED students and high-need students through virtual meetings. The challenges sometimes came when students wouldn't show up. The difficult part was that the students had to know how to jump from their current Zoom class to their instructional time with the SPED teacher on another Zoom link. This was hard to manage sometimes, especially with the younger grade students. echnology, training, and materials in order to deliver and meet the curriculum standard of AIMS.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Illuminate Benchmark Program + ALEKS + Standards Plus + Scholastic Reading Inventory	\$18,973.97	\$18,973.97	[N]
Intervention Staff	\$129,618	\$129,618	[N]

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Our estimated actual expenditures were pretty close to the total budgeted funds. We spent our funds on new online programs that provided rigor and assessments. We hired additional intervention staff to help with virtual learning at the start of the year. The numbers for our intervention staff actual expenditures are a little less because we had to move staff members due to the pandemic at the start of the year.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Looking at performance data, we can see there were some sorts of loss in a very few classes. Most of the classes performed well. We were able to determine this by using benchmarks and the practice SBAC interim state test. We saw successes with addressing learning loss by hiring additional staff members and purchasing new online platforms. We saw challenges in training teachers on the various platforms as everything was new to them.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Successes included the development of courses and curriculum to provide students direct access to education about their own mental health especially given the global pandemic and shift in in person learning to distance learning. Stakeholders have reiterated the importance of addressing mental health (including the effects of trauma) so that students can fully access any academic support to be provided and fully engage in the process of learning. Additionally, successes include schedule ramping up and most students continuing services and getting into a routine of screens, and pushing through levels of discomfort to reach new and beneficial benefits from the consistency of meeting regularly ; and not having a noticeable interruption in the area of therapeutic growth for students.

Challenges included accessing all students w/ potential mental health concerns due to COVID-19 distance learning. Additionally in supporting and monitoring mental health have been the fact that in person services were moved online for most of the school year disallowing the personal eye test assessments and connections that were in place and that allows general staff mental health services to be more effective. Pivoting and social/emotional warming up to changing services to online screens and the technology set up challenges caused some delay in immediate usefulness of therapy services. Lastly, the challenge of keeping younger students less distracted to be able to focus on the therapeutic and behavioral modification/health meetings via screen w/o having aid of interacting in person and ability to utilize toy play therapy, game therapy and aspects of art therapy w/ students.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

We were able to have family engagement nights and meetings via Zoom. Parents were able to engage through the chat features. A challenge was getting more parents to share feedback compared to when these meetings were held in person.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Research has found that food insecurity has a negative impact on academic and social emotional learning outcomes for students. Our district food service program through NSLP/SSO provides healthy meals and snacks to low-income, English language learners and/or Foster youth so that students have their basic needs met and they are able to learn. The programs provide mostly locally sourced fruits, vegetables, lunch, and afternoon snacks for low income students. Throughout the global pandemic we were able to provide meals to our student body in spite of the challenges faced by distance learning. Challenges faced were accessing all families due to limited food distribution locations and capacity to be able to offer breakfast.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	Hired Instructional Aide	\$24,177.58	[\$ 0.00]	[N]
Actions Related to In-Person Instructional Offerings	Hire a School Nurse and Design a state-of the art Nurse's office	\$40,000	\$40,000	[N]

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

We were not able to hire an instructional aide to help with the lunch program. Instead, we were able to work with our afterschool program BACR to provide support for our lunch program. Administrators and clerical staff all helped to provide support as well.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

This year was a mix of in-person and virtual learning. We learned that we need more support staff. With the next year's LCAP, we put in extra funds to get additional support staff. Our most vulnerable students will have more aides to work with them in a small group setting.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

We are putting more emphasis on data tracking. We are looking to purchase programs that house all student data in one location. This includes benchmark scores, state test scores, reading levels, ELD levels, etc.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

For the most part, all of our planned expenditures were carried out and represented in our actuals for 2020-2021. We put on an excellent virtual program and were able to continue with a high-quality hybrid program. We have seen continued improvement with our students through virtual learning and our hybrid model.

In looking at the In Person Instructional Offering and Distance Learning Program - some of the actions and expenditure are duplicate. The reason for this is that when creating the plan the LEA was not certain when we will be returning to in person instruction.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

After completing this year, we learned that we have a solid program that can be utilized to max effectiveness in the virtual classroom and in-person. However, we learned that this year has created many challenges for our students and families. The absence of peers had an impact on some of our students. For next year, we plan on getting more support and giving more support in the form of Social Emotional Learning practices and training. A year without seeing any of your classmates or teachers can also have an emotional impact. We are planning to hire an additional on-site counselor to help with this.

Through assessments, data, and class observations, we can conclude that there was some learning loss during this school year. We are planning on getting a data tracking/management system to house all of our data so teachers can readily access each student's profile to create learning plans.

Teachers have also been away from each other and have only been able to collaborate through Zoom. We are putting more emphasis on teacher collaboration and have teachers on special assignments who will help lead these sessions throughout the school year.

We found that students and teachers need additional support in the form of instructional aides. We also found out that there needs to be continued professional development throughout the year with the use of virtual/online learning platforms.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and
 - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021