California Department of Education
January 2021

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

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
AIMS College Prep High School (AIMS HS)	maurice.williams@aimsk12.org	maurice.williams@aimsk12.org 510-893-8701

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

EL Reclassification Rate 25%	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 50%	Our goal was to have 50% of our ELs make the annual progress on ELPAC, 25% Progressed at least one ELPAC Level
ELs achieving proficiency in English <5 years cohort: 31%; 5+ yrs cohort: 45%	Students <5 yrs cohort, 17% of ELs achieved proficiency in English. 5+ years cohort, 31% ELs achieved proficiency in English
California Assessment of Student Performance and Progress ELA: 54% Math: 55%	Unable to test due to COVID-19 for 2019-2020 2018-2019 Scores met or exceeded ELA: 59.32% Math: 62.97%
Graduation Rate 95.5%	90.79%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Action 1 **1.** School will 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.). **2.** Central office staff will support the Head of School and school staff to revise site-based	$20,000	$27,998.35
Action 3 **Action:** Increase intervention teachers/ academic support staff and implement an additional five hours of professional development per semester. One academic intervention teacher/academic support staff per 110 students. **Service:** Students that are struggling to pass with grades Cand below in ELA and/or Math are provided pull-out tutoring services up to twice a week.	$232,000	$1,615,491.58

Service: One hour of tutoring is provided after school to students that are struggling to pass with grades Cand below in ELA and/or Math. Students who have achieved only as high as C- or below, have an opportunity to do credit recovery to make up parts or the whole of the class either online or through summer teacher session(s).		
Action 4 All students will have 4-year plans that clearly articulate the courses students will complete to meet state and district graduation/'a-g' requirements, and be prepared for college.	$200,494.50	119,289.86
Action 5 **AVID**, will support students with college readiness and develop the skills they need to be successful in college. **Peer Forward programming:** college readiness program **Debate Team -** Stipend for coordinator, enrollment, and transportation	**AVID: $35,000** **Debate: $17,000** **Peer Forward:$12,500**	$17,500
Action 6 Recruit a Special Education Coordinator to support students that receive special education.	$65,000	27000

Goal Analysis

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

[Add text here]

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 (Engagement)

Priority 6: School Climate (Engagement)

Annual Measurable Outcomes

Expected	Actual
Student Attendance Rate 90% ADA	Student Attendance Rate 95.25% ADA
School Climate Survey - Safety Student Survey: 73% Family Survey: 75%	School Climate Survey - Safety Student Survey: 83.45% Family Survey: 88.38
School Climate Survey - High Expectations Family Survey: 75%	School Climate Survey - High Expectations Family Survey: 93.2
School Climate Survey - Caring Relationships Student Survey: 76%	School Climate Survey - Caring Relationships Student Survey: 87.20%
Facilities Inspection Tool (percent at good or better) Good	Facilities Inspection Tool Good

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Action 1 Implementation of attendance coordination and interventions between school site to focus on the physical, social, emotional and behavioral health needs of students. Positive Behavioral Intervention and Support (PBIS) programs and staff professional development to ensure effective implementation of the program. In addition to ongoing professional development.	$25,000	$1627.65
Action 2 The school will provide counseling, services that address student social and emotional needs.	$60,000	$28,209.21
Action 3 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.	$25,000	0
Action 4 School will install additional cameras and continue to operate the security monitoring system	$5,000	0
Action 5 School Support Staff and Resources - All Students 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.	Support Staff: $350,000 Supplies: $60,000	$642,530
Action 6 1. School will hire athletic coaches and athletic directors 2. School will offer competitive/ comprehensive athletic programming	$115,000	$90,000

3. School will purchase uniforms and sports equipment 4. School will purchase two Automated External Defibrillators for cardiac arrest related emergencies		
Action 7 School will have an active and robust Student Government.	$15,000	$5,000
Action 8 Healthy and Nutritious Meals - All Students 1. The school will 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 start a lunch program to ensure students are well-nourished and prepared to learn.	$131,100	$64,431
Action 9 AIPHS will purchase 70 new classroom desks.	$9,000	$110,000
Action 10 School will provide safe transportation to students for sports, field trip and other school related activities	$50,000	$9,300
Action 11 Attractive, Clean and Well Maintained Schools - All Students ● 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.	$70,000	$193,537.14

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. We were also able to put more money into online learning programs that helped and supported students. We also were able to do online Saturday School for students that were struggling academically. Our counselor would do virtual check-ins with the students that were in most need. We were also able to provide 5-meal lunch kits for all families that had students that were under 18 years old. 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)

Annual Measurable Outcomes

Expected	Actual
Hours of computer usage 15 hrs per week	Hours of computer usage 15+ hrs per week
Retention Rates N/A	Retention Rates N/A
California Assessment of Student Performance and Progress ELA: 55% Math: 60%	Unable to test due to COVID-19 for 2019-2020 2018-2019 Scores met or exceeded ELA: 59.32% Math: 62.97%
20% of students getting a 3 or above score in AP exams	33.16% of students getting a 3 or above score in AP exams
15% of students scoring above state average in PSAT 9	67.96 % of students scoring above state average in PSAT 9
10% of students scoring above state average in PSAT 10	60.19% of students scoring above state average in PSAT 10
% of students scoring above state average in PSAT/NMSQT	60.98% of students scoring above state average in PSAT/NMSQT
17.29% of students scoring above state average in SAT	27.38% of students scoring above state average in SAT

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Action 1 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. 2. The school will continue to develop core content and course curriculum maps, tools, and guides, in alignment CCSS and NGSS standards and materials.	$120,000	$107,557

3. Professional development and evaluation cycles will be strengthened across the school to ensure effective implementation of curriculum.		
Action 2 1. School will offer AP testing for all students enrolled in an AP class. 2. School will pay SAT fees for all enrolled students in the 11th grade 3. School will pay for PSAT fees for all enrolled students in the 9th and 10th graders 4. School will pay for up to three college/university applications for our 12th graders	$75,000	$12,461
Action 3 The school will continue to identify and provide standards-aligned instructional materials and resources. Students will attend academic field trips that are aligned with curriculum.	$60,000	See 3.1
Action 4 Purchase 120 additional Chromebooks to add to and maintain the pre-existing inventory. Computer Lab: Literature Comprehension, purchasing 33 desktops 2. Continue barcode system	$120,000.00	$80,000
Action 5 1. School will replace pre-existing textbooks to updated AP aligned ones 2. Maintain science classrooms with science lab technology/equipment	$60,000	$66,000
Action 6 1. Teachers will effectively use student assessment data to plan intervention for those students that are not meeting the standards. 2. Teachers will receive training on how to effectively assess student data	$6,000	$6,000

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.

AIMS HS purchased additional chromebooks to exceed a 1:1 laptop to student ratio. A big success we had was being able to shift to online learning in a fairly quick timespan by placing curriculum online learning platforms such as Schoology and Zoom. We also ensured that teachers received multiple training sessions 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 andem powers all stakeholders to provide optimal student learning opportunities and outcomes

State and/or Local Priorities addressed by this goal:

State Priorities:

State Priority 1: Basic Services

State Priority 2: Implementation of State Standards

Annual Measurable Outcomes

Expected	Actual
Percentage of fully credentialed teachers 100%	Percentage of fully credentialed teachers 65%

Rate of teacher mis-assignments 0%	Rate of teacher mis-assignments 30%
Monthly collaboration meetings 100%	Monthly collaboration meetings 100%
Classroom observation rated based on TCRP framework 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. 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. 65% of teachers will show improvement from the 1st observation to the 2nd formal observation. During formal observation use of standards-aligned instructional materials is evident	N/A

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
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:	$4,000	$4000

1. Recruitment events hosted by colleges and universities with large percentages of minority students. 2. Regularly monitoring potential barriers to initial and continued employment of diverse candidates. 3. 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 Develop Capacity of Beginning Teachers and Teachers in Need of Support - All Students 1. Recruit, develop and retain highly qualified teachers. 2. The school will continue to collaborate with local colleges and universities to ensure effective preparation of interns and student teachers. 3. The school will continue to provide an Induction Program for beginning teachers and interns.	[See 3.1	$1800
Action 3 All teachers must attend an off-campus workshop/ professional development on targeted subjects.	See 3.1	See 3.1
Action 4 All teachers will have the supplies needed to be able to perform in a successful educational environment All students will have all of the supplies needed to be able to thrive in school.	$95,000	$71,000

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. Additionally, the AIMS District designed a new evaluation system that was based upon the California Standards for the Teaching Profession (CSTP). This evaluation cycle could not be completed, due to our rapid shift to distance learning.

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: 75.29% Family Survey: 89.74%	School Climate Survey- Safety Student Survey: 83.45% Family Survey: 88.38%
School Climate Survey- High Expectations Family Survey: 84.61%	School Climate Survey- High Expectations Family Survey: 93.2%
School Climate Survey- Meaningful Participation Student Survey: 62.35% Family Survey: 65.38%	School Climate Survey- Meaningful Participation Student Survey: 80.94 Family Survey: 82.87%
Promoting parent participation: 66.66%	Promoting parent participation: 84.8%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Action 1 **1.** Annual school family surveys will be conducted to identify strengths and areas for improvement in family engagement. **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. **3.** Parent information and training will be provided to families so they can access Parent Portal (through PowerSchool), and training and support on family **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.technology use at home and social media to enhance and support student achievement at home.	$7,000	$7000
Action 2 Translation and interpretation services will continue to be provided to facilitate effective communication, engagement, and participation for all stakeholders.	$8,000	$8000
Action 3 **1.** The school will continue to improve communication strategies and structures for timely and easy access to information, support, and resources. **2.** Community partnerships to support student and family engagement and learning will continue to be cultivated, sustained, and expanded. **3.** Current, accurate, and timely communication will continue to be provided to parents/guardians regarding student ParentSquare, website, AIMS TV, automated calls, school and teacher communications). **4.** Mandatory parent meetings at the beginning of each year	$15,000	$15000

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. 6. Regular correspondence through memo's, PowerSchool, ParentSquare, detention slips, and progress reports to encourage frequent communication between faculty and families. 7. Powerschool Access is provided to families to view student academic progress		
Action 4 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.	$100,000	$100,000
Action 5 1. FAC - Family Advisory Committee meets to provide general support and voice to all families. 2. SSC - School Site Council meets to provide input in school's planning, including SSD's. 3. ELAC – English Learner Advisory Committee meets in an effort to provide support for English Language Learners and their families. 4. Wellness committee	$3,000	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.

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 was shifted online at the end of the year and we had to help parents troubleshoot as well on how to help their child virtually. We held 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
Student Chromebooks, computer refresh, internet hotspot purchases, and ongoing internet services in 2020-21 school year	$15,000	[$49,304]	[N]
Classroom technology upgrades - TV, TV Cart, ChromeCast, Projectors	$25,000	[$ 0.00]	[N]
Teachers and substitute teachers	$1,700,000	[$3,225,229.40]	[N]
Academic Deans/Instructional Coaches	$120,000	[$377,612]	[N]
Professional development for teachers, lead teacher, classified support staff, and administrators	$30,000	[$16,490]	[N]
Services for English learners ELD support and development	$175,000	[$170,625]	[Y]
Stakeholder engagement - Resources assigned for parent engagement distance meetings and webinar workshops - PowerSchool - Student information system and ParentSquare and Ringcentral	$65,000	[$3,381.22]	[N]
Schoology, Illuminate, ALEKS, Quill, Scholastic Reading Inventory, GoGuardian, - Educational Platforms	$20,000	[$60,636]	[N]

Intervention Aides, attendance clerks, support staff	$690,000	[$608,739]	[N]
The school has prepared for possible in-person learning by purchasing cleaning supplies, and protection materials (including plexiglass, and PPE).	$100,000	[$90,601.07]	[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.

At the onset, school leaders were unable to determine the precise moment in which school would reopen for in-person learning, if at all. For these reasons, both the In-Person and Distance Learning proposals represent identical costs. Furthermore, given that Distance Learning and In-Person learning involves duplicate costs, it is more beneficial to view this proposal as one goal with similar actions that cover both in-person and distance learning. The following is a rationale for the discrepancies in total budgeted funds and estimated actual expenditures:

1.1 Distance Learning - Student Chromebooks, computer refresh, internet hotspot purchases, and ongoing internet services in 2020-21 school year: Existing teacher laptops were insufficient and needed additional updates. Additional iMacs were purchased in classrooms for VPA / Art classes and AP examinations.

1.3: Distance Learning - Teachers and Substitute Teachers: Total anticipated costs for Teacher salaries, benefits, teacher bonuses, and all 4000 object codes (except capitalized) for books and supplies, and CMO fees is $3225229.40

1.4: Costs including Academic Coaches, Head of Division and Head of School are $377,612

1.5: Profession development costs were lower than anticipated, due to COVID-19 school related closures.

1.6: Distance Learning Services for ELD: Costs associated with ELD IA, ELD Teacher, and Coordinator was $170,625

1.8: Additional programs and resources were needed in order to accommodate distance learning, as well as our supplemental materials that were required for AP classes.

1.9: In Person intervention Aides, Attendance Clerks and support staff: While additional staff transitions occurred throughout the school year, $608,739 reflects the costs of all IA, support staff, and coordinators.

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

Overcoming the challenges of online instruction and lack of personal interactions with classroom

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	$15,000	(See 1.1)	[N]
Classroom technology upgrades - TV, TV Cart, ChromeCast, Projectors, Webcameras, Wireless Headsets	$25,000	[$ 0.00]	[N]
Teachers and substitute teachers	$1,700,000	[See 1.3)	[N]
Academic Deans/Instructional Coaches	$120,000	(See 1.4)	[N]
Professional development for teachers, lead teacher, classified support staff, and administrators	$20,000	(See 1.5)	[N]
Services for English learners ELD support and development	$175,000	(See 1.6)	[Y]
Stakeholder engagement - Resources assigned for parent engagement distance meetings and webinar workshops - PowerSchool - Student information system and ParentSquare and Ringcentral	$65,000	(See 1.7)	[N]
Schoology, Illuminate, ALEKS, Quill, Standards Plus, Scholastic Reading Inventory, GoGuardian - Educational Platforms	$20,000	(See 1.8)	[N]
Instructional Aides	$220,000	(See 1.9)	[N]
Art Supplies	$12,000	$5,000	[N]
Attendance clerks, support staff	$470,000	(See 1.9)	[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.

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.

Like Goal 1, school leaders were unable to determine the precise moment in which school would reopen for in-person learning, if at all. For these reasons, Distance Learning proposals represent identical costs. The following is a rationale for the discrepancies in total budgeted funds and estimated actual expenditures:

2.11: Distance Learning Attendance Clerks and Support staff: Costs should be added to 2.09.

Due to 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, AIPHS 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, training, and materials in order to deliver and meet the curriculum standard of the AIMS mission to prepare students for entry into 4-year universities. Additionally, AIPHS continued to support students w/ access to PreAP, AP and community college courses.

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Academic Saturday School	$20,000	[$ 10,000]	[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.

During the 2020-21 Academic School year, AIMS shifted its academic Saturday School to online during distance learning. During the return to in-person learning, students were given the option to attend in person or virtual Saturday School. Unfortunately, virtual Saturday school is difficult to track, as there is a lack of student engagement as students are completing their assignments.

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.

AIMS HS administration remains committed to ensure a 100% course passage rate for all students. However, due to distance learning many student cohorts experienced learning loss, especially at the Freshman Level. For example, during the first semester of the school year, AIMS HS had nearly a 83% course instance passage rate (2482/2992), which means that at least 17% of our students failed at least one course, which is a significant increase from previous years. The courses with the highest percentage of failures included our foreign language / elective courses, freshman Geometry and Freshman English. For these reasons, AIMS began it's credit recovery options for all students at the start of the 2nd semester and is planning to create a Freshman advisory class, in which students learn time management, note taking, and key study skills to help them succeed in high school and beyond.

Among our successes however, out of 445 students, 350 (78.65%) earned placement on AIMS HS Honor Rolls / Honorable Mention during the S1 of the 2020-21 academic school year. Additionally, 97.7% of AIMS HS students enrolled in our AIMS U College pathways program (225) received passing grades in their Dual Enrollment Classes during the first semester of the AIMS U College Pathways program.

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. For these reasons, AIMS HS purchased the book *'Mental Health 101 for Teens'* for all students, staff and families to access. AIMS HS also used these books to hold Mental Health Friday classroom engagements. 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. AIMS HS also partnered with Kaiser Permanente to provide

Mental Health awareness assemblies to all 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.

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.

With the increased ParentSquare usage rate, there is evidence to suggest that pupil and family engagement and outreach was more successful than at any time in AIMS HS's history. Daily calls were made to all AIMS HS and incoming AIMS HS students to confirm their Fall Enrollment for the school year; Multiple Summer ParentSquare and Email Communications from AIMS Staff Regarding Upcoming School Year / '19-'20 School Year Highlights; Required Summer Novel Readings for all AIMS HS students (students stopped by campus to pick up summer reading materials over the summer); Required Math ALEKS for all incoming AIMS students; Held 8 parent engagement meetings and 4 student orientations (one per grade level); Parent meetings were held in Mandarin only and Spanish breakout rooms; Held Junior / Senior and Freshman / Sophomore drive-in pickups of school supplies, textbooks, and class shirts; Multiple student engagements to complete Dual-Enrollment forms for AIMS U College Pathways Programs. In addition, parents received calls daily regarding student attendance and nearly 100 students and families attended in person campus engagements that were sponsored by the SGA in the spring. Additionally, one key asset was utilizing ParentSquare to send secure documents, such as Progress Reports and transcripts, which resulted in significant cost savings and ease of use to all AIMS families.

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
Actions Related to In-Person Instructional Offerings	Hire a School Nurse and Design a state-of the art Nurse's office	$110,000	[$ 15,000.00]	[N]
Actions Related to In-Person Instructional Offerings	Washer and Dryer Piping, Electrical, and Installation	$15,000	[$ 0.00]	[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.

AIMS HS budgeted for the costs for a 1.0 FTE nurse over the duration of an entire academic year. However, the nurse did not begin employment at AIMS HS until after students were permitted to return to campus for in-person learning in April 2021. Additionally, given Lakeview Elementary's age, the school site in which AIMS HS has a short-term lease, we were unable to locate a suitable place within the school to accommodate both the water and electrical capacity for the proposed Washer and Dryer. Additionally, we are unwilling to pay for the additional structural changes and repairs at the Lakeview campus for both the washer and dryer, without a long-term deal.

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.

We learned that it was important to ensure that our technology reserves were in order, just in case we needed to quickly shift to virtual learning. Additionally, our shift to a reliable learning management system like schoology ensures us that virtual learning can occur with

Goal 1, Action 1 - Enhanced Curriculum / Instruction for English Language Learners: Enhance and modify curriculum and instruction to ensure English Learners have access to CCSS and ELD Standards. This enhancement will be improved professional development and support for instructional staff, and increased planning time to incorporate ELD standards into integrated instructional time. Due to distance learning, the gap of language support opportunities has widened. Many ELs failed some content core subject classes and did not make growth in their reading lexile. 65% of English learners are still below basic in reading. Teachers and staff will be aware in the beginning of the school year that ELs need support and they can be placed in intervention right away.

Goal 1, Action 6 - Acellus Online Learning Accelerator will help provide supplemental education and credit recovery options to all students. The Acellus learning management system contains video-based lessons with cutting-edge technology to accelerate learning, elevate standardized test scores, and reduce dropout rates

Goal 2, Action 2.4 - Integrated and Designated ELD PD: AIMS HS will support general ed teachers in support of ELLs.To ensure a high-quality academic program for English learners: There are 4 ELD Courses that are provided to enhance Designated ELD to build language skills and integrated ELD to support acquisition of content knowledge. Professional development to understand and differentiate instruction based on the specific needs of newcomer ELs and students who could become LTELS Professional learning on strategies for students who are English learners addressing their language and academic needs. Monitor progress to strengthen implementation in assessments and intervention. Decrease the number of Long Term English Learners. Students are not reclassifying at an expected rate. Integrated and Designated ELD will need to be the main focus to help support ELs for all levels. All staff will provide professional development on EL support.

Goal 2, Action 2.5 - Bilingual Instructional Aides: AIMS HS will provide regular and equitable instructional "push-in" and "pull-out" support to students that are most in need. Four Bilingual Administrative Assistants will promote a positive, proactive, professional, and efficient environment.

Goal 2, Action 2.7 - Academic Saturday School, Student Tutors, and Summer Credit Recovery: Student Tutors and Staff will help AIMS HS students during Academic Saturday School and as needed. Summer school credit recovery will also be for students that earn a C- or below in core classes

Goal 2, Action 11

Goal 3, Action 3.4 - District-Wide Assessment & Data Platform: Increase the District reclassification rate for English Learners. The percentage rates of reclassification did not meet the baseline that was set for the 2019-2020 school year. The expectation was

set at 25%, however, the rates came in at around 5 %. Academic Intervention support will help remediate skill deficits and accelerate learning to close the achievement gap.

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.

In looking at the In Person Instructional Offering and Distance Learning Program - 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.

In shaping the 2021-24 LCAP, the AIMS HS Community believes that it is important to have clearly defined goals that are easily measurable without financial overlap. This will allow the AIMS HS community to better monitor the progress of each LCAP goal and action. Current guidance suggests that schools will reopen fully for in-person learning in the fall. For these reasons, AIMS learned that it was important to ensure that our technology reserves were in order, just in case we needed to quickly shift to virtual learning. Additionally, our shift to a reliable learning management system like schoology ensures us that virtual learning can occur with instructional materials, grading and feedback, and direct teacher access occurring under one platform. Finally, because we are unable to fully gauge the long term effects of any potential learning loss, it is important to examine our teaching practices, better track our academic data, and provide increased support to our most vulnerable students in need.

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 2020–2Annual Update

1 Learning Continuity and Attendance Plan

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:
  - o Continuity of Instruction,
  - o Access to Devices and Connectivity,
  - o Pupil Participation and Progress,
  - o Distance Learning Professional Development,
  - o Staff Roles and Responsibilities, and
  - o 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