

# AIPCS II

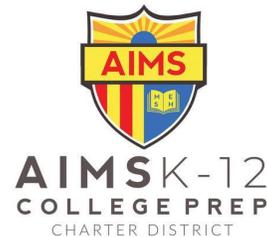
## Supplement to the 2021-22 Annual Update & Mid-Year Progress Report

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# Background

Section 124(e) of Assembly Bill 130 requires the LEA to present an update on the annual update to the 2021–22 LCAP and budget overview for parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting the LEA must include all of the following:

- The Supplement for the Annual Update for the 2021–22 LCAP;
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

# Impact on the Budget Overview for Parents

- When the AIMS K-12 Board adopted the LCAP and Budget on June 2021, the state budget act was not complete. The adopted state budget included additional funds that were not anticipated by our LEA.
- The impact to our adopted Budget Overview for Parents is as follows:

<b>Funding</b>	<b>As adopted by AIMS Board Meeting in June 2021</b>	<b>Amount per Budget Act of 2021</b>
Total LCFF Funds	<b>\$ 8,783,995</b>	
LCFF Supplemental/Concentration Grants		

# Supplement to the Annual Update

The Supplement has five prompts addressing the following areas:

1. Educational Partner Engagement for Budget Act 2021 Funds
2. Use of Additional Concentration Grant Funds
3. Educational Partner Engagement for One-Time Federal Funds
4. Implementation of the ESSER III Expenditure Plan
5. Use of Fiscal Resources Consistent with the 2021-22 LCAP

# Engagement of Educational Partners for Budget Act Funds

<b>Budget Act Program</b>	<b>Amount</b>
Educator Effectiveness Block Grant	<b>\$140,648</b>
A-G Completion Improvement Grant	N/A
Pre-K Planning & Implementation Grant	N/A
Expanded Learning Opportunities Program	

# Use of Additional Concentration Funding

The one-time supplement for was calculated based on the enrollment of low-income, English learners, and foster youth. LEAs with high percentages of these student groups were eligible to receive the additional funds.

The AIPCS II “unduplicated pupil count” is 64%, which resulted in \$ in supplemental/ concentration grant funding.

# Engagement for One-Time Federal Funds CARES (ESSER I) & CRRSA (ESSER II)

As part of our annual LCAP process, AIPCS II connected with students, families (including those who speak languages other than English), administrators, teachers and community groups May 2020 and May 2021 in alignment with the LCAP development process.

ARP (ESSER III - \$1,706,933.00)

The development of the ESSER III Expenditure Plan incorporated the extensive feedback received when we conducted community engagement for the 2021-22 Local Control & Accountability Plan (LCAP) and additional input received in the Fall 2021.

Expanded Learning Opportunities Grant (ELO-G \$ 278,147.81)

The ELOG Expenditure Plan was developed concurrently with the LCAP in the Spring 2021.

# Implementation of the ESSER III Plan

As of the midyear, AIPCS III has implemented some identified in our Elementary and Secondary School Emergency Relief (ESSER) III Expenditure Plan.

Specifically, we have successfully implemented the following:

- Student Health & Safety using additional cleaning and sanitization practices.
  - Use of online learning platform
  - ELD Support

We have also experienced some challenges to full implementation in filling staff positions due to staffing shortage.

# Mid-Year Progress for the LCAP 21-22

As this is the middle of academic year, very few metric outcomes are known.

Similarly, at this point in the school year, some LCAP actions are Complete, In-Progress, Planned, or Not Implemented. An update of LCAP actions will be shared with expenditures through the December 2021.

The metrics, implementation status, and expenditures as of December 2021 for each LCAP goal will be shared on the following slides. Additional detail can be found in the accompanying “Mid-Year LCAP Progress Report” document.

# Academics and Curriculum

We will commit to academic excellence by ensuring that all students receive Data-Driven Instruction and curriculum in Common Core State Standards (CCSS), Next Generation Science Standards (NGSS,) other California State Standards (ELD, Social Studies, World Languages, Visual Performing Arts.

	<b>LCAP 21-22</b>	<b>Mid-Year</b>
<b>Metrics</b> a.) Formative Assessment Scholastic Math Inventory (SMI) b.) Formative Assessment Scholastic Reading Inventory (SRI) c.) Illuminate Math	a.) 50% of students will be at grade the grade level proficiency b.) 40% of students will be at grade the grade level proficiency c.) Each K-5 grade level will have a proficiency rate of at least 50% or above	a.) 68% of all students were proficient in mathematics b.) 61% of all student were proficient in reading c.) 86% of all students were proficient in mathematics using Illuminate
<b>Actions</b>	11	
<b>Expenditures</b>	Detail can be found in the “Mid-Year LCAP Progress Report” document.	

# Instruction, Development, and Support

Provide high quality classroom instruction from appropriately credentialed teachers and staff, that promotes college and career readiness with academic interventions and professional development to eliminate barriers to student success.

	<b>LCAP 21-22</b>	<b>Mid-Year</b>
Metrics	4	4
Actions	8	8
Expenditures		

Detail can be found in the “Mid-Year LCAP Progress Report” document.

# Measurement of Data

Use technology and supplemental education resources to increase staff effectiveness, progress monitor, and improve student outcomes in becoming 21st century learners and educators.

	<b>LCAP 21-22</b>	<b>Mid-Year</b>
Metrics	4	4
Actions	5	5
Expenditures		

Detail can be found in the “Mid-Year LCAP Progress Report” document.

# School Culture and Climate

Create a safe and positive school that's based upon the principles of family and community, the recognition of dignity and worth of every human being, and social awareness and justice that leads to action.

	<b>LCAP 21-22</b>	<b>Mid-Year</b>
Metrics	7	
Actions	17	
Expenditures		

Detail can be found in the “Mid-Year LCAP Progress Report” document.

# Conclusion

The continuing impacts of the COVID-19 pandemic, including the challenges of hiring staff, implementing health and safety protocols, and addressing learning acceleration needs due to the impacts of distance learning, has presented many challenges the first half of the school year.

Despite these challenges, AIPCS II remains committed to implementing the 2021-22 LCAP to provide the necessary services to our students.

We acknowledge, and sincerely thank, the hard work and dedication of our employees, the support of our parents, and the resilience of our students.

**Thank you.**

