# Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

| **Local Educational Agency (LEA) Name** | **Contact Name and Title** | **Email and Phone** |
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California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

AIMS College Prep High School engaged with its educational partners for the development of the 2021-2022 LCAP. Resources available as of June 15, 2021 did not permit inclusion of all state funds included in the Budget Act of 2021. Additional funds not included in the 2021-22 LCAP include:

- **LCFF S&C including One-time 15% Add-On:** Due to limited LCFF resources, not all of the expressed needs were addressed in the LCAP, however, this feedback has been considered in the use of additional funds received.

- **Educator Effectiveness Block Grant** ($70,034): A public meeting was held on 11/30/2021 regarding Educator Effectiveness Block Grant. Staff were engaged and asked to contribute to the plan. For example, one music teacher expressed interest in attending an out of state professional development training for music teachers and this idea was included as part of the EEBG plan.

- **A-G Completion Improvement Grant** (TBD): A public meeting, various staff, family, and student engagements, and community surveys will be planned in the near future regarding the A-G Completion Grant, which is contingent on the amount of funds received.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

AIMS College Prep High School (AIMS HS) has an unduplicated pupil enrollment of 60%. AIMS HS will use the concentration grant add-on funding to increase the number of paraprofessionals and teachers who will provide the following direct services to students:

Student tutoring, Academic Saturday School, and Credit Recovery programs.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Throughout the annual LCAP development process AIMS HS received input on a variety of programs and services provided to students. Due to limited resources and previous funding plan development, not all of these expressed needs were addressed in the 21-22 LCAP, however the feedback received has been considered in the use of additional funds including federal COVID-19 Relief funds.

The LEA engaged its educational partners during the release of these federal funds as follows:

- CARES Act, ESSER I, GEER, ESSER II: Various student, staff, and parent engagements were held, including survey’s soliciting for stakeholder feedback, in the event that they were unable to attend engagement meetings.

- ESSER III: AIMS Staff were engaged during a staff meeting and provided feedback on how best to utilize the funds. Student Government Association students were engaged during their leadership class, and parents and the general public were able to vote in favor of the proposed plans during an October 2021 School Site Council meeting.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

It is a priority of AIMS HS to ensure the health and safety of students, educators and other staff as well as to ensure continuity of services, as required by the American Rescue Plan (ARP) Action of 2021. To this end AIMS HS has implemented some of the actions identified in our Elementary and Secondary School Emergency Relief (ESSER) III Expenditure Plan.

We have successfully implemented the purchase of a FloWater machine; a Health Clerk to increase COVID screenings; Additional Lunch Tables and Common Area Seatings / Work Areas; Durable Exercise Floor Mats; Music Instrument Face Masks, Additional Student Headsets; Additional Student Chromebooks and Chromebook Carts,

We have also experienced challenges to implementation. For example, additional power outlets are needed to help provide students with more opportunities to charge their student chromebooks during the school day. Suitable outlets must be purchased without posing a tripping hazard, or strains on the school’s existing powerload.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

AIMS HS considers the LCAP to be the comprehensive planning document which captures the priorities, goals, and actions to improve student outcomes. As such, the additional funds received are viewed through the lens of the LCAP to determine where student needs exist and what services are needed to address those needs. Some examples of the alignment of these funds to the LCAP are:

- Added $30,000 in ESSER III funds to support LCAP Goal 4, Action 7 (Custodial Staff & Facility Maintenance)

- Added $12,000 in ESSER III funds to support LCAP Goal 4, Action 16 (Lunch Tables / Common Area Seating / Work Areas)

- Added $16,655 in ESSER III funds to support LCAP Goal 4, Action 16 (Student Chromebooks and Chromebook Carts)

## Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at* *lcff@cde.ca.gov**.*

### Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

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

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

* The 2022–23 Budget Overview for Parents
* The 2021–22 Supplement
* The 2022–23 LCAP
* The Action Tables for the 2022–23 LCAP
* The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

### Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** “*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).*”

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** “*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*”

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

**Prompt 3:** “*A description of how and when the LEA engaged its educational partners* *on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.*”

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>)for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education

November 2021