

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: AeroSTEM Academy

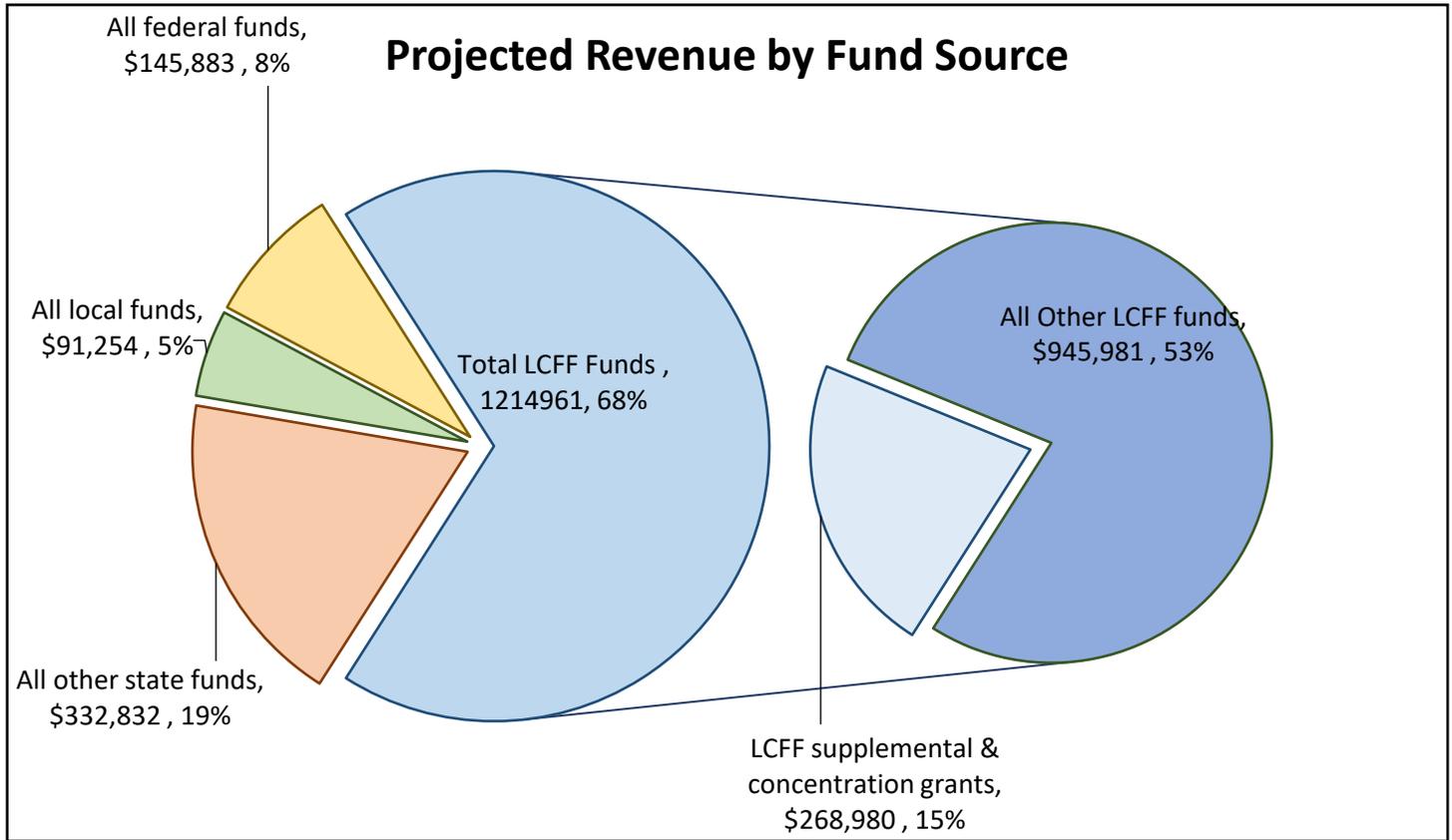
CDS Code: 51-10512-0138040

School Year: 2023/24

LEA contact information: Jim Walters, jwalters@aerostem.org, (530) 742-2531

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2023/24 School Year

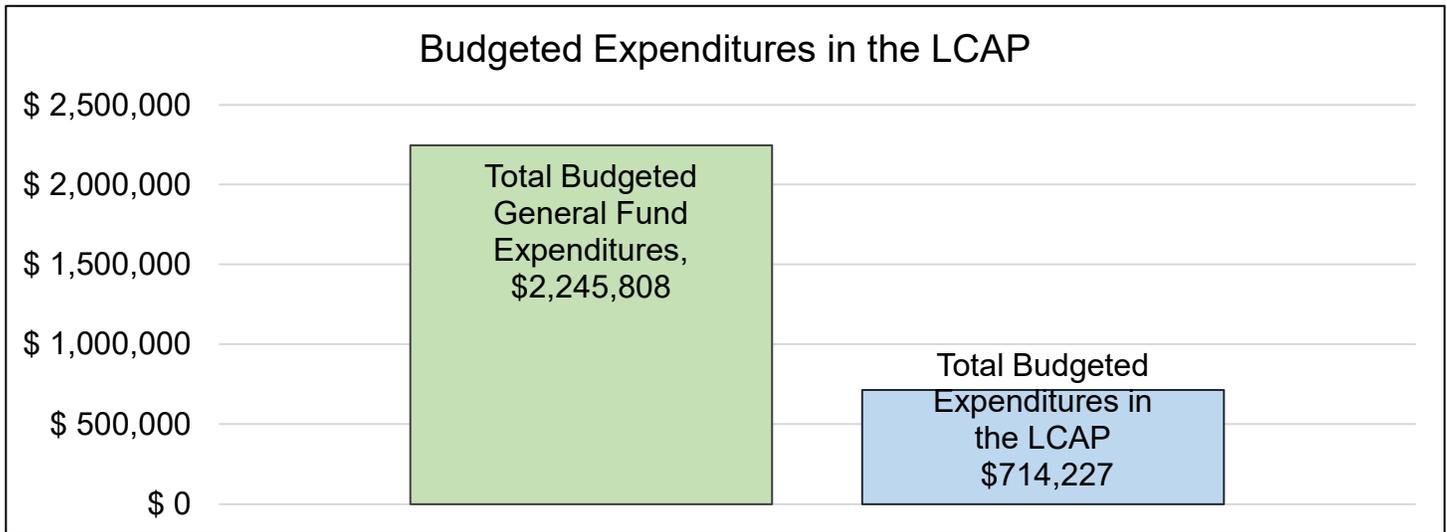


This chart shows the total general purpose revenue AeroSTEM Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for AeroSTEM Academy is \$1,784,930.00, of which \$1,214,961.00 is Local Control Funding Formula (LCFF), \$332,832.00 is other state funds, \$91,254.00 is local funds, and \$145,883.00 is federal funds. Of the \$1,214,961.00 in LCFF Funds, \$268,980.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much AeroSTEM Academy plans to spend for 2023/24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: AeroSTEM Academy plans to spend \$2,245,808.00 for the 2023/24 school year. Of that amount, \$714,227.00 is tied to actions/services in the LCAP and \$1,531,581.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

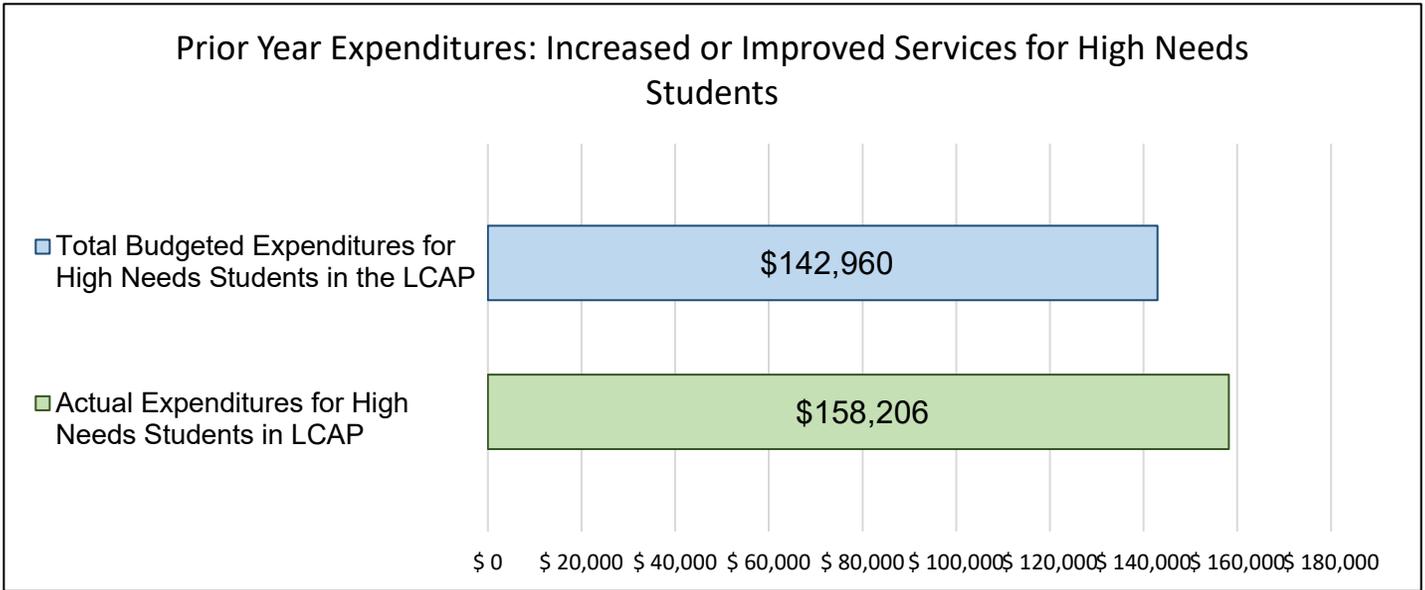
General Fund Budgeted Expenditures not in the LCAP include general operating expenses; certificated, classified, and administrative salaries; the meal program; and instructional materials and supplies.

Increased or Improved Services for High Needs Students in the LCAP for the 2023/24 School Year

In 2023/24, AeroSTEM Academy is projecting it will receive \$268,980.00 based on the enrollment of foster youth, English learner, and low-income students. AeroSTEM Academy must describe how it intends to increase or improve services for high needs students in the LCAP. AeroSTEM Academy plans to spend \$342,448.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022/23



This chart compares what AeroSTEM Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what AeroSTEM Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022/23, AeroSTEM Academy 's LCAP budgeted \$142,960.00 for planned actions to increase or improve services for high needs students. AeroSTEM Academy actually spent \$158,206.00 for actions to increase or improve services for high needs students in 2022/23.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
AeroSTEM Academy	Jim Walters, Interim Executive Director	jwalters@aerostem.org 530-742-2531

Plan Summary 2023/24

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

AeroSTEM Academy has its roots in one of the most viable California charter schools:

- In 2011; CORE Charter School, in operation since 1998 and fully WASC accredited, offered Intro to Aerospace as a single high school course to encourage student interest. Students began learning about aviation history, science, growing technology and the aviation industry. Within two years, due to its popularity, an advanced course was added: Guided Flight Discovery, in which students prepared to pass the FAA Private Pilot Knowledge Exam. Many related field trips and guest speakers were added as opportunities to provide real world “snapshots” of the aviation community.
- In 2013, AeroSTEM Academy had grown to fully occupy its own resource center. The program added a Model Aeronautics course as well as general academic classes. Through grant funds in partnership with Sutter County Office of Education, the program developed. Students had access to essential technology including a certified flight simulator, unmanned aerial vehicle (“UAV”) kits, and 3D printers. The program served 7th and 8th grade students on the brink of their high school experience and high school students seeking to complete CTE pathways for industry certification.
- In 2018, AeroSTEM Academy was approved for a 3 year contract by Sutter County Office of Education to branch off and open its own Charter School. Grades 6-9 were initiated, with each year adding a grade up to 12th grade.
- In 2021, AeroSTEM was awarded a Charter Renewal for 5 more years where grades 5 and 12 were added. Ultimately, AeroSTEM Academy will be a Middle and High School, Grades 5-12.

Since then, students have built and programmed team drones for competition, have been featured on Good Day Sacramento and local radio shows, have hosted their own Aerospace Day community event, and have met prominent government officials to discuss STEM education and UAV regulatory policies. Today, the AeroSTEM Academy, located on the property of the Sutter County Airport, pursues its objective: to introduce students to the critical need for Science, Technology, Engineering and Mathematics (STEM) knowledge by integrating STEM skills into all subject areas. As a result, our students attach valuable, personal meaning to their learning in the growing technological economy of the 21st century.

Mission:

AeroSTEM Academy prepares students of today for the growing college and career opportunities of tomorrow. By exploring Science, Technology, Engineering, and Mathematics (“STEM”) through the lens of aerospace, students gain the knowledge and skills necessary to contribute to a dynamic,

technology-intensive economy. AeroSTEM Academy creates a culture of character and collaboration in close partnership with college and professional communities. The educational program encourages imagination, incorporates experiential learning, and provides opportunities to engineer solutions. "Dream. Discover. Design."

Vision:

Graduates from AeroSTEM Academy will have mastered a growth mindset, determined a college and/or career field, acquired an accompanying real-world STEM skill set, and will be prepared to successfully enter the next phase of their post-secondary education and/or career pathway.

It is important to note that over 25% of the AeroSTEM student population has special needs, including homelessness, special education, 504 accommodations, and English Learners. This group of students with higher academic needs has shaped many of the adjustments in approach and methods that teachers utilize in instruction, to not only address grade-level standards, but also to identify and fill in gaps in learning, and to provide support services to assist students in achieving academic success, to prepare them for participation in future high school and college/career activities.

Enrollment of Diverse Learners	2020-21	2021-22	2022-23
English Learners	4.3%	7.6%	5.31%
Students with Disabilities	21.6%	19.7%	19.47%
Homeless/Foster Youth	0%	0%	1.77%

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

AeroSTEM Academy offers a full 4 year standards based curriculum from AOPA (Aircraft Owners and Pilots Association) to guide students through a comprehensive curriculum and lab activities to give them all of the knowledge and understanding of the piloting and drone/UAV operation career skills that they will need to pass the required FAA tests for licensure. Two pathways are fully vetted with curriculum aligned with state standards as well as industry professionals through AOPA and Tango Flight. Yuba College courses are also an offering that students regularly take advantage of through dual enrollment options. In 2022/23 86% of seniors graduated; 20% are going to a California university, 40% are going to Yuba College, and the remaining graduates are going into apprenticeships with family businesses. In the 2023/24 school year we will add to these programs and increase our support to students so we maintain increase to a 100% graduation rate. Goal 1, Actions 1.3 and 1.6

Pupil Achievement:

On our local assessment, Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) slightly more students scored Met/Exceeded (HiAvg/Hi in MAP) on the spring 2023 Math test than on fall 2022: Math 26.40% fall 2022, 28.57% spring 2023. Significantly fewer students scored in the Intensive (Lo in MAP) range in Reading in the spring compared to fall 2022 (23.21% spring, 30.95% fall). Our previous Actions 1.5, 2.6 and 2.7 supported our work as we implemented a local assessment system and provided support to students. This work will continue in 2023/24 with some modifications. Goal 1, Actions 1.4 and 1.5

Local Indicator:

We made progress in several areas in Implementation of State Academic Standards (Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability). On *Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks*, in History-social Science (HSS), we were a 2 in 2022 but are a 3 in 2023. On *Progress in making instructional material that are aligned to recently adopted academic standards... available in all classrooms*, we increased from a 4 to a 5 in HSS. On *Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction...* we improved in Math (3 in 2022, 4 in 2023), Next Generation Science Standards (NGSS) (2 in 2022, 3 in 2023) and HSS (2 in 2022, 4 in 2023). We are doing a better job implementing academic standards in Career Technical Education (CTE) (2 in 2022, 4 in 2023), Health (2 in 2022, 4 in 2023), Visual and Performing Arts (VAPA) (2 in 2022, 3 in 2023), and World Language (2 in 2022, 4 in 2023). We are identifying the professional learning needs of individual teachers, groups of teachers, and the staff as a whole and providing support for teachers on standards they have not yet mastered (3 in 2022, 4 in 2023). During the 2023/24 school year we plan to expand on this progress by developing a professional development plan and adding an action in the LCAP to focus on professional development. Goal 1, Action 1.1

Other Pupil Outcomes:

Two clubs were added during the 2022/23 school year, an Engineering Club and a Nature Club. In the Engineering Club students built robotics and competed in the Sacramento Bot Battles. In the Nature Club students grew vegetables and flowers in six small planter boxes. These after-school clubs were open to middle and high school students and brought students of different grade levels together to work toward common goals. We also expanded on Student Council by adding spirit weeks, awareness days (breast cancer, etc), and school dances. Each grade level took three field trips aligned with college and/or career exposure and grade level academic standards. Field trips varied by grade level but included an airport tour with Victoria Jaegger; Lodge Nature Walk; Reno Air Races; Urban Air; Sacramento State Planetarium; Ifly; and Bite of Reality. Just over 80% of students say there are activities at school they enjoy participating in and 89.6% of students say they get the support they need from teachers/staff to be successful in school. Actions 1.1, 1.2, 1.3, 1.7 supported these successes. We will add Goal 2, Action 2.3 to increase student engagement and school climate.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Student Achievement:

There is a performance gap on the 2022 CAASPP in both ELA and Mathematics. In ELA 35.11% of students scored Standard Met/Exceeded compared to 26.31% of students in the Hispanic student group, 41.46% of students in the White student group, and 10.53% of Students with Disabilities. In Mathematics, 22.83% of all students scored Standard Met/Exceeded compared to 5.4% of students in the Hispanic student group, 40% of students in the White student group, and 5.26% of Students with Disabilities. The 2022 California School Dashboard reports the All student group is 38.7 points below standard (Low), the Hispanic student group is 60.3 points below, and our Low-income student group is 28.4 points below, and the White student group is 24.4 points below in ELA. Results for Math are: All 88.4 point below standard (Low), Hispanic 120 point below, Low-income 87.6 points below, White 24.4 point below. Despite

the small successes on our local assessments mentioned above, there are still a great deal of needs. Less than 30% of our students scored Met/Exceeded (HiAvg/Hi in MAP) on the Math assessment during the year and the percentage of students scoring Met/Exceeded in Reading decreased from fall 2022 to spring 2023 (41.27% fall, 40.18% spring). Also, we are not able to evaluate our local data by subgroups and realize this is something we will need to change in the 2023/24 school year. To increase student achievement we are adding Goal 1, Action 1.4 to our LCAP. We will continue to administer an academic screener but we will improve our use of the data to identify student needs as we plan instruction and plan and deliver intervention. In addition to these actions, in the 2023/24 school year we will have students on campus, in classes five days per week instead of four days per week.

Student Engagement/School Climate:

Chronic absenteeism increased from 5.7% on the 2021 California School Dashboard to 7.7% on the 2022 Dashboard (Medium). Chronic absenteeism rates increased for several subgroups: Hispanic 4.5% in 2021 to 13.5% in 2022; Socioeconomically Disadvantaged 7.1% in 2021 to 9.4% in 2022, and Students with Disabilities 4.2% in 2021 to 5.6% in 2022. In Goal 2, Action 2.1 we will develop and follow a tiered intervention system for attendance and increase the number of days students are on campus, in classes from four days per week to five days per week to decrease chronic absenteeism and improve attendance.

Suspension rates increased from 0% on the 2021 CA School Dashboard to 6.1% on the 2022 Dashboard (High). Our Students with Disabilities student group increased to 17.1%, our White student group increased to 10.4%, and our Socioeconomically Disadvantaged student group increased to 5.2%. Goal 2, Action 2.3 will direct our work as we improve school climate, increase positive student behavior, and decrease suspensions by implementing social skills, character and wellness curriculum. An ERMS counselor on campus will provide social emotional support and follow up to student obstacles in attendance and competing coursework.

School Climate/Parent Involvement:

AeroSTEM Academy is undergoing a change in leadership and as a result, there have been numerous needs identified in the area of School Climate, Parent Engagement, and Building Partnerships for Student Achievement.

Parent Engagement:

- I have the opportunity to participate in decision making committees (School Site Council, governing board meeting, parent advisory group, Parent Club). 62.5%
- I have opportunities to provide input on school policies and programs. 31.25%
- My child's school encourages me to be an active partner with the school in educating my child. 25%
- My involvement in my child's education is valued at this school. 62.5%
- My input regarding the school is valued. 37.5%

Communication:

- There is two-way communication between home and school. 62.5%
- When my child's school communicates with me, it is easy for me to read or understand. 75%
- If I have a question, concern, or comment about my child, the teacher gets back to me right away. 56.25%

Building Partnerships:

- I receive information on what my child should learn and be able to do in each grade in school. 37.5%
- I receive information on what I can do at home to help my child improve or advance his/her learning. 18.75%

In Goal 2, Action 2.2 we will increase parent engagement through regular communication and frequent opportunities for parents to participate in school events. Communication to families will be ongoing and varied to meet the diverse needs of our school community. We will actively seek parents to be members of advisory groups and offer opportunities for our educational partners to provide feedback on our programs.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Working with educational partners, AeroSTEM Academy, developed this LCAP to support our objective: to introduce students to the critical need for Science, Technology, Engineering and Mathematics (STEM) knowledge by integrating STEM skills into all subject areas.

Goal 1: *Ensure all students are prepared for college and/or Career Technical Education opportunities.*

Key features include: Field trips aligned with college and/or CTE exposure and grade level academic standards; academic, college, and CTE counseling to support students; academic support for students not meeting standards and Students with Disabilities; and increasing CTE and Dual Enrollment.

Goal 2: Ensure a strong, rigorous learning community.

Key features include: Increasing attendance; improving school climate and student behavior; increasing parent engagement; and maintaining a safe school environment.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

AeroSTEM Academy reached out to our educational partners during the LCAP development process via email, website, and the district communication system asking educational partners to complete surveys, attend meetings, and provide feedback on the LCAP draft.

Certificated and Classified Staff (No Bargaining Unit):

Survey March 2023

Meetings April and May 2023

Parents/Advisory Group:

Survey March 2023

Meeting May 2023

Students:

Survey March 2023

SELPA:

Meeting April 2023

Board:

Public Hearing: June 19, 2023

LCAP Approval: June 26, 2023

A summary of the feedback provided by specific educational partners.

Certificated and Classified Staff (No Bargaining Unit): Staff expressed a need for planning days, collaboration time, and training in STEM and SEL. Small class sizes are important so students can get individual attention. Attendance is an issue. Staff report they have seen an improvement in discipline because the Interim Director is visible on campus, in classrooms, and interacts with staff and students. In order to grow and reach the population of students who would thrive in this environment, the staff feel that it is important to return to our mission.

Our school-wide focus is STEM through Aerospace so our lessons and actions should reflect that focus. It should be obvious to anyone who comes on campus who we are and what our mission is.

Parents/Advisory Group: Parents think the school is friendly, but they don't have a strong connection to the school, nor do they feel that they have an opportunity to participate in decision making committees. Parents would like more communication about their child's progress and parent conferences were requested. There is a lack of ongoing communication about events, opportunities for involvement, and academic progress. School safety was mentioned, especially the homeless living near the campus. Parents appreciate the staff, the small school and small class sizes, and that the school is different than other schools.

Students: Students feel safe at school. They view the staff as being friendly and helpful. Almost 90% of students say I get the support I need from my teachers/staff to be successful at school. Students want more things to do like more basketball courts, volleyball, tetherball when they have unstructured outside time. High school students want more in person teachers rather than online. Students want afterschool sports where they can play against other schools. Students also requested better lunches.

SELPA: AeroSTEM has a large number of special education students. A systematic intervention system needs to be developed to support struggling students before they are referred for special education.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The following summarizes the actions and services that have been influenced by specific educational partner input.

Parents/Advisory Group want more ongoing communication about school events and their child's progress. The following action is a result of this input:

Goal 2, Action 2.2 Communication and Parent Engagement - Increase parent engagement through regular communication and frequent opportunities for parents to participate in school events.

Certificated and Classified Staff say attendance is a problem and recognize that discipline can be improved with a good system in place. The following actions are a result of this input:

Goal 2, Action 2.1 Attendance - Increase student attendance by following a tiered intervention system.

Goal 2, Action 2.3 Student Well-being - Improve school climate, increase positive student behavior, and decrease suspensions by implementing social skills, character and wellness curriculum.

During the meeting between SELPA and AeroSTEM we discussed that AeroSTEM has a large number of special education students. A systematic intervention system needs to be developed to support struggling students before they are referred for special education, as a result:

Goal 1, Action 1.1 Professional Development - Enhance instruction for all students by providing targeted professional development and coaching to staff.

Goal 1, Action 1.3 Academic and Career Counseling - Provide academic, college, and CTE counseling to support students. Provide targeted assistance to low income, English learners, foster youth and students with disabilities in college and career readiness activities and guidance.

Goal 1, Action 1.4 Pupil Achievement - Provide academic support to all students, but principally directed to students qualifying as low-income, English learners, and foster youth.

Goal 1, Action 1.5 Instructional Support to Students with Disabilities – Hire a Director of Special Education and paraprofessionals to support special education students.

Parents/Advisory Group and Staff say small class sizes are important so students can get individualized help. As a result, we added a new action:

Action 1.7 Additional Certificated Staff for Smaller Class Sizes - Fund additional certificated staff to reduce class sizes to better serve low-income students, English learners and foster youth.

Goals and Actions

Goal

Goal #	Description
1	Ensure all students are prepared for college and/or Career Technical Education opportunities.

An explanation of why the LEA has developed this goal.

There is a performance gap on the 2022 CAASPP in both ELA and Mathematics. In ELA 35.11% of students scored Standard Met/Exceeded compared to 26.31% of students in the Hispanic student group, 41.46% of students in the White student group, and 10.53% of Students with Disabilities. In Mathematics, 22.83% of all students scored Standard Met/Exceeded compared to 5.4% of students in the Hispanic student group, 40% of students in the White student group, and 5.26% of Students with Disabilities. The 2022 CA School Dashboard reports the All student group is 38.7 points below standard, the Hispanic student group is 60.3 points below, and our Low-income student group is 28.4 points below, and the White student group is 24.4 points below in ELA. Results for Math are: All 88.4 point below standard, Hispanic 120 point below, Low-income 87.6 points below, White 24.4 point below. Despite the small successes on our local assessments mentioned above, there are still a great deal of needs. Less than 30% of our students scored Met/Exceeded (HiAvg/Hi in MAP) on the Math assessment during the year and the percentage of students scoring Met/Exceeded in Reading decreased from fall 2022 to spring 2023 (41.27% fall, 40.18% spring). Also, we are not able to evaluate our local data by subgroups and realize this is something we will need to change in the 2023/24 school year.

State Priorities: 1, 2, 4, 7, 8

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Priority 1a: Basic Services</p> <p>Percentage of teachers appropriately assigned and fully credentialed.</p> <p>Source: Local Data</p>	<p>2022/23 is our baseline</p> <p>50% (3/6)</p>		<p>2022/23</p> <p>50% (3/6)</p>		<p>2023/24</p> <p>400% of teachers fully credentialed and properly assigned</p> <p>Updated 2023</p> <p>75%</p>
<p>Priority 1b: Basic Services</p> <p>Percentage of students with sufficient access to standards-aligned instructional materials</p> <p>Source: SARC</p>	<p>Our baseline is February 2023</p> <p>100%</p>		<p>February 2023</p> <p>100%</p>		<p>2023/24</p> <p>100%</p>
<p>Priority 1c: Basic Services</p> <p>Level to which facilities are maintained and in good repair.</p> <p>Source: FIT Report</p>	<p>Our baseline is May 2023</p> <p>Good</p>		<p>May 2023</p> <p>Good</p>		<p>May 2024</p> <p>Good or Exemplary</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Priority 2a Implementation of State Standards Progress (1-5) in implementing academic standards for all students including English learners.</p> <p>Source: Local Indicator Survey and/or CA Dashboard</p>	<p>Our baseline is Winter 2023</p> <p>CTE: 4 Health Ed: 4 PE: 2 VAPA: 3 World Language: 4</p>		<p>Winter 2023</p> <p>CTE: 4 Health Ed: 4 PE: 2 VAPA: 3 World Language: 4</p>		<p>Winter 2024</p> <p>CTE: 5 Health Ed: 5 PE: 4 VAPA: 4 World Language: 5</p>
<p>Priority 2b Implementation of State Standards</p> <p>Percentage of English learners scoring Standard Met in ELA on local assessment.</p> <p>Source: Local Assessment</p>	<p>Our baseline is Spring 2023</p> <p>16% (1/6)</p>		<p>Spring 2023</p> <p>16% (1/6)</p>		<p>Spring 2024</p> <p>25%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Priority 4a: Pupil Achievement</p> <p>Distance from Standard Met on CAASPP</p> <p>Source: CA School Dashboard</p>	<p>Our baseline is Fall 2022</p> <p>ELA 38.7 below- All 28.4 below- Low-Income 52.1 below- EL 110.1 below- SpEd</p> <p>Math 88.4 below- All 87.6 below- Low-Income 108.5 below- EL 176 below- SpEd</p>		<p>Fall 2022</p> <p>ELA 38.7 below- All 28.4 below- Low-Income 52.1 below- EL 110.1 below- SpEd</p> <p>Math 88.4 below- All 87.6 below- Low-Income 108.5 below- EL 176 below- SpEd</p>		<p>Fall 2023</p> <p>ELA 30 below- All 22 below- Low-Income 45 below- EL 100 below- SpEd</p> <p>Math 80 below- All 80 below- Low-Income 100 below- EL 150 below- SpEd</p>
<p>Priority 4a: Pupil Achievement</p> <p>Percentage of students meeting and exceeding on CAASPP Summative Assessment</p> <p>Source: CAASPP Data</p>	<p>Our baseline is Spring 2022</p> <p>Spring 2022</p> <p>ELA 35.11% All 38.71% Low-Income 10.53% SpEd</p> <p>Math 22.83% All 25.81% Low-Income 5.26% SpEd</p> <p>Science 27.66% All 35.71% Low-Income</p>		<p>Spring 2022</p> <p>ELA 35.11% All 38.71% Low-Income 10.53% SpEd</p> <p>Math 22.83% All 25.81% Low-Income 5.26% SpEd</p> <p>Science 27.66% All 35.71% Low-Income</p>		<p>Spring 2024</p> <p>ELA 40% All 43% Low-Income 13% SpEd</p> <p>Math 25% All 28% Low-Income 10% SpEd</p> <p>Science 30% All 38% Low-Income</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Priority 4c: Pupil Achievement</p> <p>Percentage of seniors that have successfully completed A-G requirements or CTE Pathways</p> <p>Source: Local Data</p>	<p>Our baseline is 2023</p> <p>100%</p>		<p>2022/23</p> <p>100%</p>		<p>2023/24</p> <p>Maintain 100%</p>
<p>Priority 4d: Pupil Achievement</p> <p>Percentage of English learners making progress toward English Proficiency as measure by the ELPAC</p> <p>Source: Dashboard/Local Data</p>	<p>Our baseline is 2022/23</p> <p>This information is not available but will be updated when released</p>		<p>2022/23</p> <p>This information is not available but will be updated when released.</p>		
<p>Priority 4e: Pupil Achievement</p> <p>EL Reclassification Rate</p> <p>Source: Local data</p>	<p>Our baseline is 2022/23</p> <p>0%</p>		<p>2022/23</p> <p>0%</p>		<p>2023/24</p> <p>10%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Priority 4f: Pupil Achievement</p> <p>Percentage of students who pass AP exam with score of 3 or higher</p> <p>Source: Local Data</p>	<p>Our baseline is 2022/23</p> <p>We do not offer AP classes</p>		<p>2022/23</p> <p>We do not offer AP classes</p>		<p>2023/24</p> <p>We will monitor this and offer classes as needed</p>
<p>Priority 4g: Pupil Achievement</p> <p>Percentage of pupils who participate in and demonstrate college preparedness by the EAP</p> <p>Source: CAASPP Data</p>	<p>Our baseline is 2022/23</p>		<p>2022/23</p> <p>This information is not available at this time and will be added.</p>		<p>2023/24</p> <p>An outcome will be determined after we see the baseline data.</p>
<p>Priority 7a: Broad Course Access</p> <p>Percentage of high school students who take Foreign Language</p> <p>Source: Local Data</p>	<p>Our baseline is 2022/23</p> <p>73% (29/40)</p>		<p>2022/23</p> <p>73% (29/40)</p>		<p>2023/24</p> <p>80%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Priority 7b/c: Broad Course Access</p> <p>Percentage of unduplicated and students with exceptional needs scoring Standard Not Met on the fall local assessment receiving intervention services</p> <p>Source: Local data</p>	<p>Our baseline is 2022/23</p> <p>Math – 0%</p> <p>Reading – 0%</p>		<p>This is our baseline year</p> <p>Math – 0%</p> <p>Reading – 0%</p>		<p>2023/24</p> <p>Math – 50%</p> <p>Reading – 50%</p>
<p>Priority 8: Pupil Outcomes</p> <p>Percentage of students scoring Standard Met on the local assessment</p> <p>Source: NWEA data</p>	<p>Our baseline is Spring 2023</p> <p>Math – 28.57%</p> <p>Reading – 40.18%</p>		<p>Spring 2023</p> <p>Math – 28.57%</p> <p>Reading – 40.18%</p>		<p>Spring 2024</p> <p>Math – 35%</p> <p>Reading – 45%</p>

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development	Enhance instruction for all students by providing targeted professional development and coaching to staff. A needs assessment and plan are currently being completed.	\$10,000	No

1.2	Field Trips	Schedule 3 field trips per grade level in alignment with college and/or CTE exposure and grade level academic standards.	\$5,000	No
1.3	Academic and Career Counseling	Provide academic, college, and CTE counseling to support students. Provide targeted assistance to low income, English learners, foster youth and students with disabilities in college and career readiness activities and guidance. Offer College Success and Career Planning and Development dual enrollment classes	\$45,552	Yes
1.4	Pupil Achievement	Continue to use an academic universal screener to regularly monitor and support standards-based proficiency principally directed to our English learners, low-income, and foster youth students in ELA and Math. Staff will review student data, share best practices, and plan instructional strategies to address student needs based on the results from the screener and other assessments. <ul style="list-style-type: none"> ○ Purchase and implement a learning management and data system ○ Purchase supplemental math and science programs ○ Fund 2 FTE paraprofessionals to provide academic support in coordination with classroom teachers to all students, but principally directed to students qualifying as low-income, English learners, and foster youth. 	\$55,073	Yes
1.5	Instructional Support to Students with Disabilities	<ul style="list-style-type: none"> ○ Hire Director of Special Education ○ Hire paraprofessionals to support special education students 	\$207,047	No
1.6	College and Career and Technical Education (CTE) Pathways	Increase middle school career awareness activities and programs aligned to CTE Programs and industry needs. Increase high school participation in CTE Pathways and Dual Enrollment. <ul style="list-style-type: none"> ○ Tri County ROP ○ Yuba College Dual Enrollment Employ (1) FTE CTE credentialed teacher for CTE and STEM courses for middle school and high school.	\$91,536	No
1.7	Additional Certificated Staff for Smaller Class Sizes	<ul style="list-style-type: none"> ○ Fund additional certificated staff to reduce class sizes to better serve low-income students, English learners and foster youth. 	\$85,456	Yes

Goal Analysis for 2022/23

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Successes:

Three additional teachers were trained in CSTEM Coding and Math through UC Davis. (Action 1.1) Each grade level took three field trips aligned with college and/or career exposure and grade level academic standards. Field trips varied by grade level but included an airport tour with Victoria Jaegger; Lodge Nature Walk; Reno Air Races; Urban Air; Sacramento State Planetarium; Ifly; Bite of Reality. (Action 1.3) A stipend was provided for participants in support programs. (Action 1.4) We purchased and trained for the implementation of NWEA MAP assessments in the previous year but we did continue to use MAP for our local assessment. (Action 1.5) All teachers participated in collaboration and training to support SEL and accelerated learning strategies with SCSOS staff. (Action 1.6) We employed 1 FTE CTE credentialed teacher for aerospace pathways. (Action 1.7) Some high school course offerings are a-g and the high school is WASC accredited. (Action 1.11)

Challenge:

We did not have two teachers trained in Project Lead the Way modules in middle school. (Action 1.2) and CTE related instructors did not attend the Educating for Careers Conference. (Action 1.9) For Action 1.8 we were not able to find qualified applicants to support students and assist in performance of hands on activities in Math/STEM/CTE courses or a multiple subject teacher to support STEM for middle school. Teachers started designing scope and sequence across grade levels but this will need to continue in 2023/24. (Action 1.10)

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

As discussed above, some actions were not completed and several actions were overbudgeted, resulting in a material difference between Budgeted Expenditures and Estimated Actual Expenditures.

Actions not completed:

Actions 1.8 and 1.9 – Budgeted \$42,500, Spent \$0

Actions partially completed:

Action 1.1, 1.2, 1.10 – Budgeted \$28,600, Spent \$9,818

Actions completed but overbudgeted:

Action 1.3, 1.4, 1.5, 1.7 – Budgeted \$90,360, Spent \$50,047

Actions completed but underbudgeted:

Actions 1.6, 1.11 – Budgeted \$ 21,500, Spent \$32,994

An explanation of how effective the specific actions were in making progress toward the goal.

The following actions were effective in making progress toward Goal 1, *Ensure all students are prepared for college and/or career opportunities*.

Actions 1.1 CSTEM Training, 1.2 PLTW Training, 1.3 Field Trips, 1.7 CTE Pathways Teacher, 1.11 Accreditation

In 2022/23 100% of seniors graduated; 16.67% are going to a California university, 33% are going to Yuba College, and the remaining graduates are going into apprenticeships with family businesses.

Each grade level took three field trips aligned with college and/or career exposure and grade level academic standards. Field trips varied by grade level but included an airport tour with Victoria Jaegger; Lodge Nature Walk; Reno Air Races; Urban Air; Sacramento State Planetarium; Ifly; and Bite of Reality. Just over 80% of students say there are activities at school they enjoy participating in.

Action 1.5 Assessment and Progress Monitoring

On our local assessment, MAP, more students scored Met/Exceeded (HiAvg/Hi in MAP) on the spring 2023 Math test than on fall 2022: Math 13% fall 2022, 16.32% spring 2023. Significantly fewer students scored in the Intensive (Lo in MAP) range in Reading in the spring compared to fall 2022 (22.13% spring, 30.25% fall). There was also a small decrease in the number of students scoring in the Intensive range in Math in the spring (29.75%) compared to fall 2022 (32.75%).

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The title of Goal 1 was changed from, *Ensure all students are prepared for college and/or Career opportunities* to *Ensure all students are prepared for college and/or Career **Technical Education** opportunities* after input from educational partners.

After feedback from educational partners, the following metrics have been removed because they were not measuring a required or necessary metric, moved to fit the appropriate goal, or changed to reflect needs/educational partner input:

- Priority 7: Broad Course Access – teachers trained in CSTEM - Removed
- Priority 7: Broad Course Access – Project Lead the Way - Removed
- Priority 8: Broad Course Access – - Removed
- Priority 1: Basic Services – Participation in mentorship program - Removed
- Priority 4 Pupil Outcomes and Priority 7: Course Access – Staff training - Removed
- Priority 4 Pupil Outcomes, Priority 7, and Priority 8 Other Pupil Outcomes: Course Access – Percent of students completing CTE and STEM - Removed
- Priority 4 Pupil Outcomes, Priority 7, and Priority 8 Other Pupil Outcomes: Course Access – Percent of student taking CTE - Removed
- Priority 1: Basic Services, Priority 2: State Standards, Priority 7: Course Access, and Priority 8: Other Pupil Outcomes – Attendance in workshops - Removed
- Priority 5: Pupil Engagement and Priority 8: Other Pupil Outcomes – Lesson plans - Removed

- Priority 2: State Standards and Priority 7: Course Access – A-G classes - Removed
- Priority 8: Pupil Outcomes: NWEA 3% Growth – Changed

After feedback from educational partners, the following metrics have been added:

- Priority 1a: Basic Services - Percentage of teachers appropriately assigned and fully credentialed. Based on Year 2 Outcome the Desired Outcome was changed.
- Priority 1b: Basic Services - Percentage of students with sufficient access to standards-aligned instructional materials.
- Priority 1c: Basic Services - Level to which facilities are maintained and in good repair.
- Priority 2 Implementation of State Standards - Progress (1-5) in implementing academic standards for all students including English learners.
- Priority 2b Implementation of State Standards - Percentage of English learners scoring Standard Met in ELA on local assessment.
- Priority 4a: Pupil Achievement - Distance from Standard Met on CAASPP.
- Priority 4a: Pupil Achievement - Percentage of students meeting and exceeding on CAASPP Summative Assessment.
- Priority 4b: Pupil Achievement Percentage of seniors that have successfully completed A-G requirements or CTE Pathways.
- Priority 4c: Pupil Achievement - Percentage of English learners making progress toward English Proficiency as measure by the ELPAC.
- Priority 4d: Pupil Achievement - EL Reclassification Rate.
- Priority 4e: Pupil Achievement - Percentage of students who pass AP exam with score of 3 or higher.
- Priority 4f: Pupil Achievement - Percentage of pupils who participate in and demonstrate college preparedness by the EAP.
- Priority 4g: Pupil Achievement- Percentage of pupils who participate in and demonstrate college preparedness by the EAP
- Priority 7a: Broad Course Access – Percentage of high school students who take Foreign Language
- Priority 7b/c: Broad Course Access - Percentage of unduplicated and students with exceptional needs scoring Standard Not Met on the fall local assessment receiving intervention services
- Priority 8: Pupil Outcomes – Percentage of students scoring Standard Met on the local assessment

Action Changes based on educational partner input and Year 1 Outcome metrics:

Removed:

- 1.1 Priority 7 (CSTEM Training)
- 1.2 Priority 7 (PLTW Training)
- 1.4 Priority 1 (Teacher Mentorship)
- 1.6 Priority 4 & 7 (SEL and Accelerated Learning Strategies)
- 1.8 Priorities 4, 7, 8 (CTE Pathways Teacher)
- 1.9 Priorities 1, 2, 7, 8 (CTE Workshops)
- 1.10 Learning Outcomes- Teacher Preparations and Training

Goal

Goal #	Description
2	Ensure a strong, rigorous learning community.

An explanation of why the LEA has developed this goal.

AeroSTEM Academy believes a safe, learning-focused environment is the key to achievement. The goal is to surround students with a professional community, including engaged parents and industry experts, in order to expose students to whole-health, mature behaviors and thinking.

Parents desire more communication, access to information, and frequent updates on their child's achievement. Teachers currently use Parent Square for notifications. They use Google classrooms for grading and assignments but parents do not know how to easily access this.

Chronic absenteeism increased from 5.7% on the 2021 CA School Dashboard to 7.7% on the 2022 Dashboard. Chronic absenteeism rates increased for several subgroups: Hispanic 4.5% in 2021 to 13.5% in 2022; Socioeconomically Disadvantaged 7.1% in 2021 to 9.4% in 2022, and Students with Disabilities 4.2% in 2021 to 5.6% in 2022. Suspension rates increased from 0% on the 2021 CA School Dashboard to 6.1% on the 2022 Dashboard. Our Students with Disabilities student group increased to 17.1%, our White student group increased to 10.4%, and our Socioeconomically Disadvantaged student group increased to 5.2%.

AeroSTEM Academy is undergoing a change in leadership and as a result, there have been numerous needs identified in the area of School Climate, Parent Engagement, and Building Partnerships for Student Achievement. Parents do not feel that the school encourages or values their input on school policies and programs, nor does the school encourage them to be partners in educating their children. According to parents, there is a lack of timely communication. Parents do not receive information about what their child should learn at each grade level or about what they can do at home to help their child improve or advance their learning.

State Priorities: 5 & 6

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Priority 5a: Pupil Engagement</p> <p>P2 Attendance Rate</p> <p>Source: Annual Attendance Report</p>	<p>Average attendance over 2019-2021 school years was 88.5%</p>	<p>96.3% is our current ADA. This is positively impacted by using Covid era distance learning.</p>	<p>P2 2023 91.37%</p>		<p>Student attendance rates will be over 95%.</p>
<p>Priority 5b: Pupil Engagement</p> <p>Chronic Absenteeism Rate</p> <p>Source: CA School Dashboard and/or DataQuest</p>	<p>Our baseline is Fall 2022</p> <p>7.7% All 9.4% Low-income 5.6% SpEd</p>		<p>Fall 2022</p> <p>7.7% All 9.4% Low-income 5.6% SpEd</p>		<p>Fall 2023</p> <p>5% All 7% Low-income 3.5% SpEd</p>
<p>Priority 5c/d: Pupil Engagement</p> <p>Middle school and high school dropout rate</p> <p>Source: Local Data</p>	<p>Our baseline is 2022/23</p> <p>0% Middle School 14% (1/7) High School</p>		<p>2022/23</p> <p>0% Middle School 14% (1/7) High School</p>		<p>2023/24</p> <p>0% Middle School 0% High School</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Priority 5e: Pupil Engagement</p> <p>High school graduation rate</p> <p>Source: Local Data</p>	<p>Year 2 is our baseline</p> <p>100%</p>		<p>May 2023</p> <p>100%</p>		<p>May 2024</p> <p>Maintain 100%</p>
<p>Priority 6a/b: School Climate</p> <p>Suspension & expulsion rates</p> <p>Source: CA School Dashboard and/or CALPADS</p>	<p>Fall 2022 is our baseline</p> <p>Suspension 6.1% All 5.2% Low-income 17.1% SpEd</p> <p>Expulsion 0% All</p>		<p>Fall 2022</p> <p>Suspension 6.1% All 5.2% Low-income 17.1% SpEd</p> <p>Expulsion 0% All</p>		<p>Fall 2023</p> <p>Suspension 4.1% All 3.2% Low-income 10% SpEd</p> <p>Expulsion 0% All</p>
<p>Priority 6c: School Climate</p> <p>Percent of parents, students, and staff who feel the school is safe.</p> <p>Source: Stakeholder Surveys</p>	<p>57% Students</p> <p>No data for staff or parents</p>	<p>2021/22</p> <p>48.2% Grade 5 54.5% Grades 6-12 65% Parents No data for staff</p>	<p>Winter 2023</p> <p>Students 60.4% Usually 33% Sometimes 6.6% Never</p> <p>Parents 68.75% Agree 12.5% Neutral 12.5% Disagree</p> <p>80% Staff</p>		<p>Winter 2024</p> <p>80% Students 80% Parents 85% Staff</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Priority 6c: School Climate</p> <p>Percent of parents, students, and staff who feel a sense of connectedness to the school.</p> <p>Source: Stakeholder Surveys</p>	<p>Our baseline is Winter 2023</p> <p>Students 36.8% Usually 44.3% Sometimes</p> <p>Parents 68.75% Agree 12.55 Neutral 18.75% Disagree</p>		<p>This is our baseline year</p> <p>Students 36.8% Usually 44.3% Sometimes</p> <p>Parents 68.75% Agree 12.55 Neutral 18.75% Disagree</p>		<p>Winter 2024</p> <p>Students Usually: 60%, Sometimes: 40%</p> <p>Parents 75% Agree</p>

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Attendance	<p>Increase student attendance by following a tiered intervention system. Components include:</p> <ul style="list-style-type: none"> ○ The Leadership Team will complete a needs assessment then develop a tiered intervention system for attendance. ○ Create a School Attendance Review Team to implement the tiered intervention system for attendance. ○ Employ a classified staff person (60% FTE) to verify absences, generate attendance letters based on the school's tiered system, set up attendance meetings between the school and parents, and support families with resources when needed. ○ Student Information System 	\$46,161	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Communication and Parent Engagement	<p>Increase parent engagement through regular communication and frequent opportunities for parents to participate in school events.</p> <ul style="list-style-type: none"> ○ Parent Square ○ Monthly communication ○ Back to School Night/Open House ○ Family nights ○ Educational Partner surveys ○ Seeking parents to be members of Advisory Groups ○ Translations as needed ○ We Video ○ Communication tools chat system ○ Office staff member for parent coordination and outreach. (1 FTE) 	\$65,654	Yes
2.3	Student Well-being	<p>Improve school climate, increase positive student behavior, and decrease suspensions by implementing social skills, character and wellness curriculum. An ERMS counselor on campus will provide social emotional support and follow up to student obstacles in attendance and competing coursework.</p> <p>Purchase and implement a PBIS Behavior Management System</p>	\$46,552	Yes
2.4	Facilities	<p>Maintain and improve facilities so students are educated in a safe and clean environment.</p> <ul style="list-style-type: none"> ○ Add two additional classrooms to the campus ○ Fund (1 FTE) custodial staff 	\$56,196	No

Goal Analysis for 2022/23

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Successes:

We employed an attendance clerk to follow up on absences. (Action 2.1) We purchased and implemented a school communication system. (Action 2.3) Breakfast and lunch was available to all students. (Action 2.4) Paraeducators were hired to support students in classrooms, assist in tutoring and supervision of Spanish lab for students in high school Spanish classes. (Actions 2.6 and 2.7) We contracted with a counselor 5 days per week to provide social-emotional support, student attendance, and coursework. (Action 2.8) We designated classroom space for a STEM classroom. (Action 2.9) We hired an office staff member for parent coordination, outreach, and maintenance of logs and records. (Action 1.11)

Challenges:

We did not update and adopt an attendance policy, train for implementation as documented by board minutes, and staff training logs. Nor did we train for 4 year plans and high school planning tools and implementation. (Action 2.2) Also due to a change in leadership, we did not complete Action 2.5. Although Action 2.9 was partially completed (see above), due to affordable portable classrooms, we have not found space for a special education learning center, grade 5, grade 12, or 2 additional middle school classrooms. Action 2.10 does not apply as we are no longer at the fairgrounds.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Actions 2.2, 2.5, 2.9, and 2.10 were either partially completed or not completed at all resulting in a material difference between Budgeted Expenditures and Estimated Actual Expenditures. The biggest difference was in two facilities actions. In Action 2.9 we did not add portable classrooms so did not spend the amount budgeted for that action and since we are no longer at the fairgrounds, Action 2.10 did not apply this year so we did not spend the \$38,000 budgeted.

An explanation of how effective the specific actions were in making progress toward the goal.

Several actions supported progress toward Goal 2, *Ensure a strong, rigorous learning community.*

Paraeducators were hired to support students in classrooms, assist in tutoring and supervision of Spanish lab for students in high school Spanish classes. (Actions 2.6 and 2.7) We contracted with a counselor 5 days per week to provide social-emotional support, student attendance, and coursework. (Action 2.8)

In 2022/23 100% of seniors graduated; 16.67% are going to a California university, 33% are going to Yuba College, and the remaining graduates are going into apprenticeships with family businesses.

On our local assessment, MAP, more students scored Met/Exceeded (HiAvg/Hi in MAP) on the spring 2023 Math test than on fall 2022: Math 13% fall 2022, 16.32% spring 2023. Significantly fewer students scored in the Intensive (Lo in MAP) range in Reading in the spring compared to fall 2022 (22.13% spring, 30.25% fall). There was also a small decrease in the number of students scoring in the Intensive range in Math in the spring (29.75%) compared to fall 2022 (32.75%). Almost 90% of students say they get the support they need from teachers/staff to be successful in school.

More students and parents view the school as safe. In 2022/23 60.4% of students said the school is a safe place to learn compared to 51.35% in 2021/22. Parent's view of school safety also improved, 68.75% in 2022/23 compared to 65% in 2021/22.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

After feedback from educational partners, the following metrics have been removed:

- Priority 4: Pupil Achievement – progress toward graduation
- Priority 3: Parent Engagement – communication to parents
- Priority 1: Conditions of Learning – meals served per day
- Priority 3: Parent Engagement – parent group vacancies
- Priority 4: Pupil Achievement and Priority 7: Access to Broad Course of Study – grades
- Priority 4: Pupil Achievement and Priority 7: Access to Broad Course of Study – credit recovery needed
- Priority 2: State Standards, Priority 4: Pupil Achievement, Priority 8: Other Pupil Outcomes – passing CTE
- Priority 3: Parent Engagement – participation tracked

After feedback from educational partners, the following metrics have been added or adjusted:

- Priority 3: Parent Involvement - Percent of parents who say the school encourages them to be an active partner with the school in educating their child.
- Priority 5a: Pupil engagement - School attendance rate
- Priority 5b: Pupil engagement - Chronic Absenteeism Rate
- Priority 5c/d: Pupil engagement - Middle school and high school dropout rate
- Priority 5e: Pupil engagement - High school graduation rate
- Priority 6a/b: School Climate - Suspension & expulsion rates
- Priority 6c: School Climate - Percent of parents, students, and staff who feel a sense of connectedness to the school.

After feedback from educational partners, the following metrics have been changed:

Priority 6c: School Climate did not have a metric; this is the new metric: Percent of parents, students, and staff who feel the school is safe.

Priority 1c: School Climate did not have a metric; this is the new metric: Level to which facilities are maintained and in good repair.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2023/24

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$172,154	\$96,826

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
20.92%	4.23%	\$52,584	25.15%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

AeroSTEM Academy will receive \$268,980 in supplemental and concentration grant funding for the 2023/24 school year based on the number and concentration of English learners, low income, and foster youth. A review of the district’s needs and metrics, along with educational partner input, determined that the following services and programs would be the most effective use of supplemental funds to meet the goals for unduplicated pupils. The following actions are principally directed and effective in increasing performance for low-income students, English learners, and foster youth.

Student Achievement:

There is a performance gap on the 2022 CAASPP in both ELA and Mathematics. In ELA 35.11% of all students scored Standard Met/Exceeded compared to 26.31% of students in the Hispanic student group, 41.46% of students in the White student group, 38.71% of students in the Low-income student group, and 10.53% of Students with Disabilities. In Mathematics, 22.83% of all students scored Standard Met/Exceeded compared to 5.4% of students in the Hispanic student group, 40% of students in the White student group, 25.81% of students in the Low-income student group, and 5.26% of Students with Disabilities. The 2022 CA School Dashboard reports the All student group is 38.7 points below standard, the Hispanic student group is 60.3 points below, and our Low-income student group is 28.4 points below, and the White student group is 24.4 points below in ELA. Results for Math are: All 88.4 point below standard, Hispanic 120 point below, Low-income 87.6 points below, White 24.4 point below. On our local assessment, less than 30% of our students scored Met/Exceeded (HiAvg/Hi in MAP) on the Math assessment during the year and the percentage of students scoring Met/Exceeded in

Reading decreased from fall 2022 to spring 2023 (41.27% fall, 40.18% spring). Also, we are not able to evaluate our local data by subgroups and realize this is something we will need to change in the 2023/24 school year. Several educational partner groups gave input regarding student achievement. During our meeting with the SELPA Director we discussed the need for a systematic intervention system to support struggling students before they are referred for special education. Parents and staff noted the importance of small class sizes so students can get individualized help.

Educational partners also identified Building Partnerships for Student Achievement as an area of need. Few parents feel that the school encourages or values their involvement in their child's education (37.5%). When asked if the school encourages them to be partners in educating their children, 25% of parents agreed. According to parents, there is a lack of timely communication. Parents do not receive information about what their child should learn at each grade level or about what they can do at home to help their child improve or advance their learning. Very few parents of students in the Low-income student group or English learners responded to our survey requests and the responses we did receive are similar to the All student group. Survey results:

Building Partnerships:

-I receive information on what my child should learn and be able to do in each grade in school. 37.5%

-I receive information on what I can do at home to help my child improve or advance his/her learning. 18.75%

In order to address the academic needs of our students and address these performance gaps we will add four new actions, Goal 1 Action 1.3 Academic and Career Counseling, Action 1.4 Pupil Achievement, Action 1.7 Additional Certificated Staff for Smaller Class Sizes, and Goal 2, Action 2.2 Communication and Parent Engagement.

In Action 1.3 we will fund staff to provide academic, college, and CTE counseling to support students. We will provide targeted assistance to low income, English learners, foster youth and students with disabilities to help them overcome barriers to academic achievement. Students will also have access to college and career readiness activities.

In Action 1.4 we will continue to use an academic universal screener to regularly monitor and support standards-based proficiency in ELA and Math. A learning management system and data system will be added to assist staff in the review of student data, including subgroup data, as they plan instructional strategies to address student needs based on the results from the screener and other assessments, and an intervention system will be added. Classroom teachers and paraprofessionals will provide targeted intervention to all students but principally directed to students qualifying as low-income, English learners, and foster youth.

To increase and improve services to all students but especially to our students in our Unduplicated student group, we will add Action 1.7 and fund additional certificated staff so we have smaller class sizes. Teachers will have fewer students in their classes so they will be able to routinely check for understanding during lessons then provide reteaching as needed. Student behavior will be better in smaller classes and more time can be spent on learning.

In Goal 2, Action 2.2 we will focus on Building Partnerships for Student Achievement. We will increase parent engagement through regular communication and frequent opportunities for parents to participate in school events such as Back to School Night, Open House, Family Nights, and Parent Conferences. These events will give use the opportunity to solidify our partnership with parents, clarify grade level expectations, and give them the tools they need to support their children at home. Communication to families will be ongoing and varied to

meet the diverse needs of our school community. Translations will be offered as necessary. We will actively seek parents to be members of advisory groups and offer opportunities for our educational partners to provide feedback on our programs.

These actions will be provided on an LEA-wide basis and we expect all students not meeting or exceeding standards on the CAASPP to increase in both ELA and Math. However, we believe these actions will support students in our Unduplicated student group significantly more than all students as measured by the ELA and Math CAASPP and our local ELA and Math assessment.

Student Engagement/School Climate:

Chronic absenteeism increased from 5.7% on the 2021 CA School Dashboard to 7.7% on the 2022 Dashboard. Chronic absenteeism rates increased for several subgroups: Hispanic 4.5% in 2021 to 13.5% in 2022; Socioeconomically Disadvantaged 7.1% in 2021 to 9.4% in 2022, and Students with Disabilities 4.2% in 2021 to 5.6% in 2022. In order to address these performance gaps in Chronic Absenteeism, we will implement the following action: 2.1 Attendance.

We will address the need to improve attendance by developing an attendance intervention system to improve attendance. We will begin with a needs assessment prior to developing the tiered intervention system. Our attendance intervention will include an Attendance Review Team process that includes, tracking attendance in our Student Information System and funding a part-time position to verify absences, generate attendance letters based on the school's tiered system, set up attendance meetings between the school and parents, and support families with resources when needed. These actions will be provided on an LEA-wide basis and we expect all students who are chronically absent will reduce their absences as measured by our local attendance reports and the CA School Dashboard. We believe these actions will support students in our Unduplicated student group significantly more than our All student group.

Suspension rates increased from 0% on the 2021 CA School Dashboard to 6.1% on the 2022 Dashboard. Our Students with Disabilities student group increased to 17.1%, our White student group increased to 10.4%, and our Socioeconomically Disadvantaged student group increased to 5.2%.

In order to address these performance gaps in Suspension Rate and to improve student behavior, we will implement the following action: 2.3 Student Well-Being. In this action, we will improve school climate, increase positive student behavior, and decrease suspensions by implementing social skills, character and wellness curriculum. An ERMS counselor on campus will provide social emotional support and follow up to student obstacles in attendance and competing coursework. This action will be provided on an LEA-wide basis and we expect all students will reduce their suspensions and local referrals as measured by our Student Information System. We believe these actions will support our Unduplicated students significantly more than our All student group.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

N/A

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Additional concentration grant add-on funding will be used to improve our local assessment and data system and increase the number of staff providing direct services to students by providing small group instruction, intervention and support services to include push-in/pull-out services. Actin 1.4 Concentration grant add-on funding will also be used to increase the amount of time staff has to work with students and families to improve attendance. Action 2.1

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	22:1
Staff-to-student ratio of certificated staff providing direct services to students	N/A	22:1

2022/23 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 518,235.00	\$ 285,842.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Priority 7 (CSTEM Training)	Yes	\$ 3,200	
1	1.2	Priority 7 (PLTW Training)	Yes	\$ 5,400	\$ 950
1	1.3	Priority 7 and 8 (Field Trips)	Yes	\$ 5,000	\$ 3,345
1	1.4	Priority 1 (Teacher Mentorship)	No	\$ 7,500	\$ 3,000
1	1.5	Priority 8 (Assessment and Progress Monitoring)	Yes	\$ 8,860	\$ -
1	1.6	Priority 4 & 7 (SEL and Accelerated Learning Strategies)	Yes	\$ 20,000	\$ 31,384
1	1.7	Priorities 4, 7, 8 (CTE Pathways Teacher)	No	\$ 69,000	\$ 43,702
1	1.8	Priorities 4, 7, 8 (CTE Pathways Teacher)	No	\$ 34,500	\$ -
1	1.9	Priorities 1, 2, 7, 8 (CTE Workshops)	No	\$ 8,000	\$ -
1	1 10	Learning Outcomes- Teacher Preparations and Training	Yes	\$ 20,000	\$ 8,868
1	1.11	Conditions of Learning- Accreditation	No	\$ 1,500	\$ 1,610
2	2.1	Priority 5 (Attendance)	Yes	\$ 9,000	\$ 10,146
2	2.2	Priority 5 (progress toward graduation)	Yes	\$ 11,000	\$ 4,921
2	2.3	Priority 3 (Parent Square and PowerSchool)	Yes	\$ 6,500	\$ 6,330
2	2.4	Priority 1 (Nutrition/Meal Program)	Yes	\$ 45,935	\$ 29,819
2	2.5	Priority 3 (Board Leadership)	No	\$ 12,000	\$ -
2	2.6	Priority 4 (Pupil Achievement)	Yes	\$ 12,000	\$ 21,693
2	2.7	Priority 4 (Access to Broad Course of Study)	Yes	\$ 12,000	\$ 32,723
2	2.8	Priority 6 (Counselor)	Yes	\$ 76,000	\$ 76,712
2	2.9	Priority 6 (Facilities)	No	\$ 104,840	\$ -
2	2 10	Priority 6 (CTE specialized learning spaces)	No	\$ 38,000	\$ -
2	2.11	Priority 3: Parent Engagement	No	\$ 8,000	\$ 10,639

2022/23 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 210,790	\$ 142,960	\$ 158,206	\$ (15,246)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Priority 7 (CSTEM Training)	Yes	\$ 1,600		0.00%	0.00%
1	1.2	Priority 7 (PLTW Training)	Yes	\$ -	\$ 950.00	0.00%	0.00%
1	1.3	Priority 7 and 8 (Field Trips)	Yes	\$ 4,000	\$ 3,345.00	0.00%	0.00%
1	1.4	Priority 1 (Teacher Mentorship)	No	\$ -	\$ -	0.00%	0.00%
1	1.5	Priority 8 (Assessment and Progress Monitoring)	Yes	\$ 4,860		0.00%	
1	1.6	Priority 4 & 7 (SEL and Accelerated Learning Strategies)	Yes	\$ 20,000	\$ 31,384.00	0.00%	0.00%
1	1.7	Priorities 4, 7, 8 (CTE Pathways Teacher)	No	\$ -	\$ -	0.00%	0.00%
1	1.8	Priorities 4, 7, 8 (CTE Pathways Teacher)	No	\$ -	\$ -	0.00%	0.00%
1	1.9	Priorities 1, 2, 7, 8 (CTE Workshops)	No	\$ -	\$ -	0.00%	0.00%
1	1.10	Learning Outcomes- Teacher Preparations and	Yes	\$ 20,000	\$ 8,868.00	0.00%	0.00%
1	1.11	Conditions of Learning- Accreditor	No	\$ -	\$ -	0.00%	0.00%
2	2.1	Priority 5 (Attendance)	Yes	\$ 9,000	\$ 10,146.00	0.00%	0.00%
2	2.2	Priority 5 (progress toward graduation)	Yes	\$ 3,000	\$ 4,921.00	0.00%	0.00%
2	2.3	Priority 3 (Parent Square and PowerSchool	Yes	\$ 6,500	\$ 6,330.00	0.00%	0.00%
2	2.4	Priority 1 (Nutrition/Meal Program)	Yes	\$ 15,000	\$ 29,819.00	0.00%	0.00%
2	2.5	Priority 3 (Board Leadership)	No	\$ -	\$ -	0.00%	0.00%
2	2.6	Priority 4 (Pupil Achievement)	Yes	\$ 12,000	\$ 8,744.00	0.00%	0.00%
2	2.7	Priority 4 (Access to Broad Course of Study)	Yes	\$ 12,000		0.00%	0.00%
2	2.8	Priority 6 (Counselor)	Yes	\$ 35,000	\$ 53,699.00	0.00%	0.00%
2	2.9	Priority 6 (Facilities)	No	\$ -	\$ -	0.00%	0.00%
2	2.10	Priority 6 (CTE specialized learning spaces)	No	\$ -	\$ -	0.00%	0.00%
2	2.11	Priority 3: Parent Engagement	No	\$ -	\$ -	0.00%	0.00%

2022/23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 1,243,927	\$ 210,790	0.00%	16.95%	\$ 158,206	0.00%	12.72%	\$ 52,584.00	4.23%

2023/24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 495,180	\$ -	\$ 207,047	\$ 12,000	714,227	\$ 673,127	\$ 41,100

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Professional Development	All	\$ -	\$ -	\$ -	\$ 10,000	\$ 10,000
1	1.2	Field Trips	All	\$ 5,000	\$ -	\$ -	\$ -	\$ 5,000
1	1.3	Academic and Career Counseling	All	\$ 45,552	\$ -	\$ -	\$ -	\$ 45,552
1	1.4	Pupil Achievement	All	\$ 53,073	\$ -	\$ -	\$ 2,000	\$ 55,073
1	1.5	Instructional Support to Students with Disabilities	All	\$ -	\$ -	\$ 207,047	\$ -	\$ 207,047
1	1.6	College and Career and Technical Education (CTE) Pathways	All	\$ 91,536	\$ -	\$ -	\$ -	\$ 91,536
1	1.7	Additional Certificated Staff for Smaller Class Sizes	All	\$ 85,456	\$ -	\$ -	\$ -	\$ 85,456
2	2.1	Attendance	All	\$ 46,161	\$ -	\$ -	\$ -	\$ 46,161
2	2.2	Communication and Parent Engagement	All	\$ 65,654	\$ -	\$ -	\$ -	\$ 65,654
2	2.3	Student Well-being	All	\$ 46,552	\$ -	\$ -	\$ -	\$ 46,552
2	2.4	Facilities	All	\$ 56,196	\$ -	\$ -	\$ -	\$ 56,196

2023/24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 1,285,494	\$ 268,980	20.92%	4.23%	25.15%	\$ 342,448	0.00%	26.64%	Total:	\$ 342,448
								LEA-wide Total:	\$ 342,448
								Limited Total:	\$ -
								Schoolwide Total:	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Professional Development	No	LEA-Wide		All	\$ -	0.00%
1	1.2	Field Trips	No	LEA-Wide		All	\$ -	0.00%
1	1.3	Academic and Career Counseling	Yes	LEA-Wide	English Learners, Foster Youth, Low Income	All	\$ 45,552	0.00%
1	1.4	Pupil Achievement	Yes	LEA-Wide	English Learners, Foster Youth, Low Income	All	\$ 53,073	0.00%
1	1.5	Instructional Support to Students with Disal	No	LEA-Wide		All	\$ -	0.00%
1	1.6	College and Career and Technical Educati	No	LEA-Wide		All	\$ -	0.00%
1	1.7	Additional Certificated Staff for Smaller Cla	Yes	LEA-Wide	English Learners, Foster Youth, Low Income	All	\$ 85,456	0.00%
2	2.1	Attendance	Yes	LEA-Wide	English Learners, Foster Youth, Low Income	All	\$ 46,161	0.00%
2	2.2	Communication and Parent Engagement	Yes	LEA-Wide	English Learners, Foster Youth, Low Income	All	\$ 65,654	0.00%
2	2.3	Student Well-being	Yes	LEA-Wide	English Learners, Foster Youth, Low Income	All	\$ 46,552	0.00%