

## REGULAR MEETING AGENDA

June 10th, 2024 at 6:30PM  
82 Second Street, Yuba City, CA 95991

A full Board packet is available for review at AeroSTEM Academy school office from 8am to 4pm, Monday through Friday (excluding legal holidays), and AeroSTEM Academics' website at [aerostem.org](http://aerostem.org).

### MISSION STATEMENT

*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.*

#### 1. CALL TO ORDER

#### 2. PLEDGE OF ALLEGIANCE

#### 3. ROLL CALL OF MEMBERS

Tony Barber, Board President

Marvin King, Treasurer

June McJunkin, SCSOS Representative

Rikki Shaffer, NCAI Representative

Jennifer Chaplin, Parent Representative

Present

Absent

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#### 4. APPROVAL OF BOARD AGENDA

*Action to add or delete items from any portion of the agenda or to discuss any consent agenda items must be taken prior to adoption of agenda.*

**Motion:** \_\_\_\_\_ **Second:** \_\_\_\_\_ **Ayes:** \_\_\_\_\_ **Noes:** \_\_\_\_\_ **Abstain:** \_\_\_\_\_

#### 5. COMMENT FROM MEMBERS OF THE PUBLIC CONCERNING ITEMS NOT ON THE AGENDA

*Members of the public are given an opportunity to address the Board regarding items not listed on the agenda. The California Government Code, Section 54954.3(a) states, ".....no action shall be taken on any item not appearing on the agenda unless the action is otherwise authorized by subdivision (b) of Section 54954.2."*

6. CONSENT AGENDA

*All matters listed under the Consent Agenda are considered to be routine and all will be enacted by one motion with a roll call vote. There will be no separate discussion of these items unless a member of the Board of Education, audience, or staff requests that specific items be removed from the Consent Agenda for separate action. Any items removed will be considered after the motion to approve the Consent Agenda.*

6.1. May 13th 2024 Meeting Minutes

**Motion:** \_\_\_\_\_ **Second:** \_\_\_\_\_ **Ayes:** \_\_\_\_\_ **Noes:** \_\_\_\_\_ **Abstain:** \_\_\_\_\_

7. INFORMATIONAL ITEMS

7.1. DIRECTOR'S REPORT

- 7.1.1. Lease
- 7.1.2. Enrollment
- 7.1.3. Staffing
- 7.1.4. Events
- 7.1.5. Board Composition

7.2. 2024-25 Budget Overview for Parents

7.3. 2024 Local Indicator Self-Reflection of 2023-24 Indicators

8. PUBLIC HEARINGS

8.1. 2024-25 Budget Overview for Parents

8.2. 2023-24 LCAP Annual Update

8.3. 2024-25 Local Control and Accountability Plan as part of the 2024-27 LCAP

8.4. 2024-25 Proposed Budget

9. ACTION ITEMS

9.1. Declaration Of Need

**Motion:** \_\_\_\_\_ **Second:** \_\_\_\_\_ **Ayes:** \_\_\_\_\_ **Noes:** \_\_\_\_\_ **Abstain:** \_\_\_\_\_

9.2. Consolidated Application Reporting System (CARS)

**Motion:** \_\_\_\_\_ **Second:** \_\_\_\_\_ **Ayes:** \_\_\_\_\_ **Noes:** \_\_\_\_\_ **Abstain:** \_\_\_\_\_

10. BOARD COMMENTS

11. FUTURE BOARD ITEMS

- 11.1. 2024-25 Local Control and Accountability Plan as part of the 2024-27 LCAP Adoption
- 11.2. 2024 Local Indicator Self-Reflection of 2023-24 Indicators
- 11.3. 2024-25 Budget Adoption
- 11.4. Workplace Violence Prevention Policy
- 11.5. June 10th 2024 Meeting Minutes

12. ADJOURNMENT

- 12.1. Motion to adjourn

**Motion:** \_\_\_\_\_ **Second:** \_\_\_\_\_ **Ayes:** \_\_\_\_\_ **Noes:** \_\_\_\_\_ **Abstain:** \_\_\_\_\_

*In compliance with the Americans with Disabilities Act, for those requiring special assistance to access the Board Meeting room, to access written documents being discussed at the Board Meeting, or to otherwise participate at Board Meetings, please contact the school office at 530-742-2531 for assistance.*

*Notification at least 48 hours prior to the meeting will enable the school office to make reasonable arrangements to ensure accessibility to the Board Meeting and to provide any required accommodations, auxiliary aids or services.*

*All Open Session Agenda related documents, including materials distributed less than 72 hours prior to the scheduled meeting, are available to the public for viewing at the school office located at 82 Second Street, Yuba City, CA 95991*

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TO: Board of Directors

AGENDA ITEM: 6

DATE: 6/10/24

ITEM: Consent Items

SUBMITTED FOR: Approval

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**Background and Summary Information:** Routine and administrative items given to the board for approval through consent. Included are the following documents:

→ May 13 ,2024 Board Minutes

**Financial/Educational Impact:** Decisions in all areas were made with consideration for the approved budget to create the best program within the budget.

**Staff Recommendation:** No recommendation on consent items.

## REGULAR MEETING MINUTES

May 13, 2024 at 6:30PM  
82 Second Street, Yuba City, CA 95991

A full Board packet is available for review at AeroSTEM Academy school office from 8am to 4pm, Monday through Friday (excluding legal holidays), and AeroSTEM Academy's website at [aerostem.org](https://aerostem.org).

### MISSION STATEMENT

*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.*

#### 1. CALL TO ORDER **6:34 Rikki Shaffer**

#### 2. PLEDGE OF ALLEGIANCE

#### 3. ROLL CALL OF MEMBERS

Tony Barber, Board President

Marvin King, Treasurer

John Floe, Community Board Member

June McJunkin, SCSOS Representative

Rikki Shaffer, NCAI Representative

Jennifer Chaplin, Parent Representative

Present

Absent

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#### 4. APPROVAL OF BOARD AGENDA

*Action to add or delete items from any portion of the agenda or to discuss any consent agenda items must be taken prior to adoption of agenda.*

**Motion: McJunkin Second:Chaplin Ayes:4 Noes: 0 Abstain: 0**

#### 5. COMMENT FROM MEMBERS OF THE PUBLIC CONCERNING ITEMS NOT ON THE AGENDA

*Members of the public are given an opportunity to address the Board regarding items not listed on the agenda. The California Government Code, Section 54954.3(a) states, ".....no action shall be taken on any item not appearing on the agenda unless the action is otherwise authorized by subdivision (b) of Section 54954.2.*

**There were no members of the public present.**

6. CLOSED SESSION: **6: 37**

6.1. REAL ESTATE NEGOTIATIONS

6.1.1. 82 Second Street Yuba City, CA 95991

6.2. PERSONNEL EXCEPTION (Gov. Code 54957)

6.3. PUBLIC EMPLOYEE PERFORMANCE EVALUATION (Gov. Code section 54957(b)(1).)

6.3.1. Executive Director

6.4. REPORT ACTION FROM CLOSED SESSION: **7:35** **No Reportable Action**

7. CONSENT AGENDA

*All matters listed under the Consent Agenda are considered to be routine and all will be enacted by one motion with a roll call vote. There will be no separate discussion of these items unless a member of the Board of Education, audience, or staff requests that specific items be removed from the Consent Agenda for separate action. Any items removed will be considered after the motion to approve the Consent Agenda.*

7.1. March 11,2024 Board Minutes

7.2. Job Descriptions and Salary Schedule (Executive Director, Director of Special Education, Counselor, Teacher, Business/HR Coordinator, Operations Coordinator, Clerical - Registrar, Clerical - Admin, Nutrition Services Coordinator, Custodian, Health Assistant, Paraeducator, Nutrition Services Assistant, Clerical-Attendance, Clerical-Support)

7.3. 24/25 Family Handbook

**Motion: Chaplin Second: Floe**

**Ayes: 4 Noes: 0 Abstain: 0**

8. DISCUSSION ITEMS

8.1. DIRECTOR'S REPORT

8.1.1. LCAP & Budget

8.1.2. WASC

8.1.3. Schedule/Instructional Minutes Update

8.1.4. Enrollment/24-25 Registration

8.1.5. Upcoming Community Events

8.1.6. Facilities

8.1.7. Promotion/Graduation

9. ACTION ITEMS

9.1. Tobacco Policy

**Motion: Floe Second: McJunkin**

**Ayes: 4 Noes: 0 Abstain: 0**

9.2. Declaration of Needs for 24/25 School Year (Form CL 500)

**Motion: Floe Second: Chaplin**

**Ayes: 4 Noes: 0 Abstain: 0**

9.3. 24/25 Staff Handbook

**Motion: McJunkin Second: Chaplin**

**Ayes: 4 Noes: 0 Abstain: 0**

9.4. 2024-2025 Charter School Facility Grant Program (SB740)

**Motion: McJunkin Second: Chaplin**

**Ayes: 4 Noes: 0 Abstain: 0**

9.5. College and Career Access Pathways Partnership (CCAP) Dual Enrollment MOU

**Motion: Floe Second: McJunkin**

**Ayes: 4 Noes: 0 Abstain: 0**

9.6. 24/25 Board Calendar

**Motion: Floe Second: Chaplin**

**Ayes: 4 Noes: 0 Abstain: 0**

9.7. Executive Director Contract for 2024-2025 School Year

**Motion: Floe Second: Shaffer**

**Ayes: 4 Noes: 0 Abstain: 0**

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10. BOARD COMMENTS: Chaplin requested information regarding the school food program for next term. YCUSD is confirmed to continue to provide food services.
11. FUTURE BOARD ITEMS
- 11.1. 24/25 Budget Development
  - 11.2. Audit Update
  - 11.3. 23/24 LCAP Annual Update
  - 11.4. 23/24 LCAP Local Indicators
  - 11.5. 24/25 LCAP Development & Public Hearing
12. ADJOURNMENT: **8:25**
- 12.1. Motion to adjourn
- Motion: McJunkin      Second: Chaplin      Ayes: 4   Noes: 0   Abstain: 0**

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TO: Board of Directors

AGENDA ITEM: 7.1

DATE: 6/10/24

ITEM: Director's Report

SUBMITTED FOR: Information

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**Background and Summary Information:** The executive director will update the board on the following items that have had movement since the previous board update.

- Lease
- Enrollment
- Staffing
- Events
- Board Composition

**Financial/Educational Impact:** Decisions in all areas were made with consideration for the approved budget to create the best program within the budget.

**Staff Recommendation:** No recommendation needed.

TO: Board of Directors

AGENDA ITEM: 7.2

DATE: 6/10/24

ITEM: 2024-25 Budget Overview for Parents

SUBMITTED FOR: INFORMATION

**Background and Summary Information:** In accordance with Education Code 52062, the Board shall convene a public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the annual update to the local control and accountability plan.

A copy of AeroSTEM Academy's Draft 2024-25 Local Control and Accountability Plan (LCAP) as part of the 2024-27 LCAP can be found in the school office at 82 Second St, Yuba City CA 95991.

The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. The components of the LCAP for the 2024–2027 LCAP year must be posted as one document that includes the following:

- LCFF Budget Overview for Parents
- Plan Summary
- Engaging Educational Partners
- Goals and Actions
- Increased or Improved Services for Foster Youth, English Learners, and Low-income students
- Action Tables
- Instructions

**Financial/Educational Impact:** Possible compliance and fiscal impact

**Staff Recommendation:** N/A



## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: AeroSTEM Academy

CDS Code: 51-10512-0138040

School Year: 2024-25

LEA contact information:

Joseph Clark

Executive Director

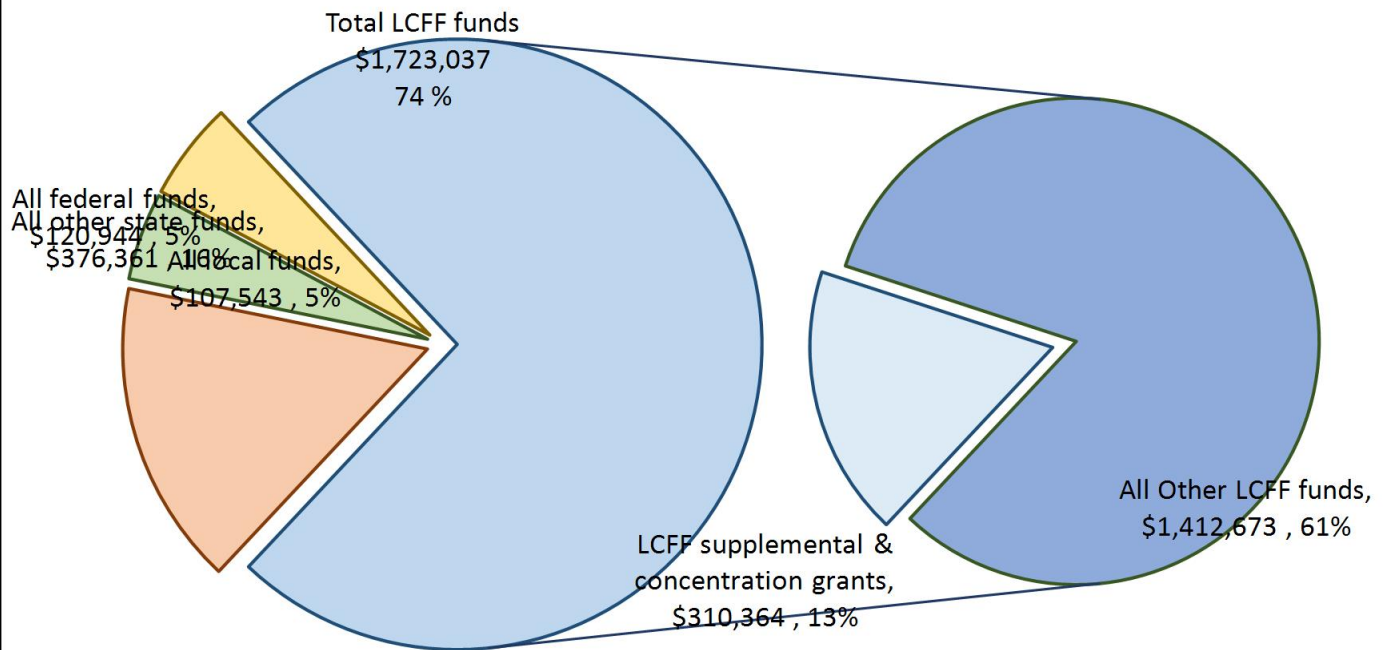
jclark@aerostem.org

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 2024-25 School Year**

## Projected Revenue by Fund Source

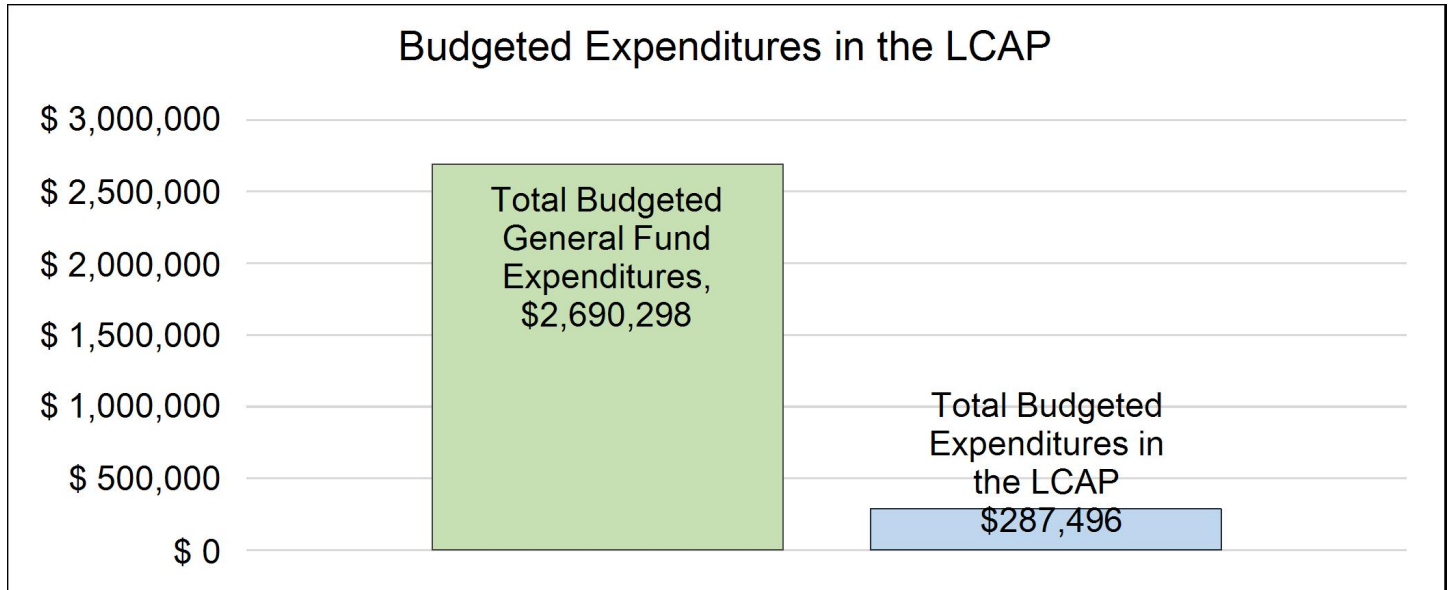


This chart shows the total general purpose revenue AeroSTEM Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for AeroSTEM Academy is \$2,327,885, of which \$1723037 is Local Control Funding Formula (LCFF), \$376361 is other state funds, \$107543 is local funds, and \$120944 is federal funds. Of the \$1723037 in LCFF Funds, \$310364 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 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

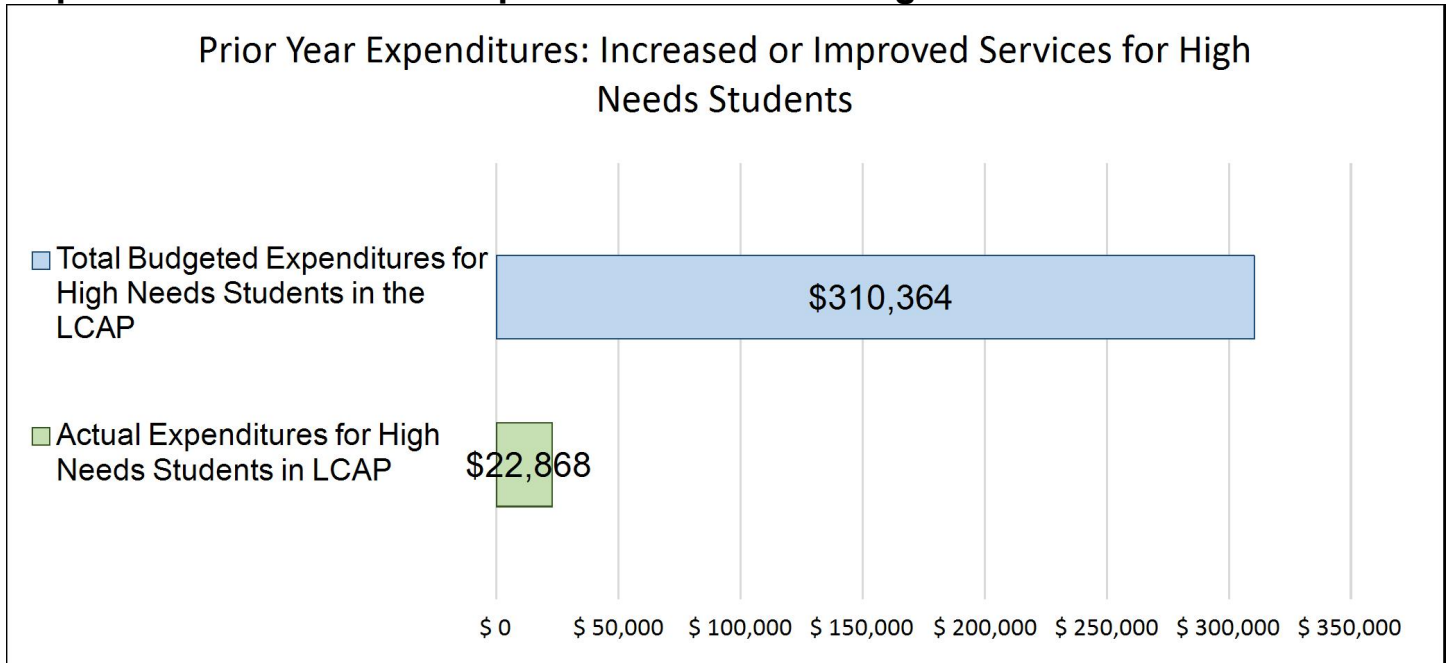
The text description of the above chart is as follows: AeroSTEM Academy plans to spend \$2690298 for the 2024-25 school year. Of that amount, \$287496 is tied to actions/services in the LCAP and \$2,402,802 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

## Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, AeroSTEM Academy is projecting it will receive \$310364 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 \$22868 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 2023-24



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 2023-24, AeroSTEM Academy's LCAP budgeted \$310364 for planned actions to increase or improve services for high needs students. AeroSTEM Academy actually spent \$22868 for actions to increase or improve services for high needs students in 2023-24.

TO: Board of Directors

AGENDA ITEM: 7.3

DATE: 6/10/24

ITEM: 2024 Local Indicator Self-Reflection of 2023-24 Indicators

SUBMITTED FOR: INFORMATION

**Background and Summary Information:** Staff is presenting the School's local indicator data which will be included on the California Dashboard.

The California Dashboard is used by parents/guardians, educators and other stakeholders to see how local educational agencies and schools are performing under California's school accountability system. The Dashboard displays overall performance and student group performance on multiple measures called state and local indicators.

State indicators are populated by the California Department of Education onto the Dashboard and Districts use the State Board of Education approved self-reflection tools to measure progress on data collected at the local level.

The local indicators are:

- State Priority 1 - Basic Services and Conditions of Learning
- State Priority 2 - Implementation of State Academic Standards
- State Priority 3 - Parent Engagement.
- State Priority 6 - School Climate
- State Priority 7 - Broad Course of Study

All local indicators must be updated annually and reported to the local Governing Board in conjunction with the approval of the Local Control Accountability Plan.

**Financial/Educational Impact:** Possible compliance impact

**Staff Recommendation:** N/A



## 2024-25 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
AeroSTEM Academy	Joseph Clark Executive Director	jclark@aerostem.org 530-742-2531

### Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.



# Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

## Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2023 - 2024	6	3		2	1			

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0%

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

# Implementation of State Academic Standards (LCFF Priority 2)

## OPTION 2: Reflection Tool

### Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

- Rating Scale (lowest to highest):
- 1 - Exploration and Research Phase
  - 2 - Beginning Development
  - 3 - Initial Implementation
  - 4 - Full Implementation
  - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics			3		
Next Generation Science Standards			3		
History-Social Science			3		

2. Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

- Rating Scale (lowest to highest):
- 1 - Exploration and Research Phase
  - 2 - Beginning Development
  - 3 - Initial Implementation
  - 4 - Full Implementation
  - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA			3		
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics			3		
Next Generation Science Standards			3		
History-Social Science			3		

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA			3		
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics			3		
Next Generation Science Standards			3		
History-Social Science			3		

#### Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education					5	
Health Education Content Standards		2				
Physical Education Model Content Standards			3			
Visual and Performing Arts					5	
World Language					5	

Support for Teachers and Administrators

5. Rate the LEA’s success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

- Rating Scale (lowest to highest):
- 1 - Exploration and Research Phase
  - 2 - Beginning Development
  - 3 - Initial Implementation
  - 4 - Full Implementation
  - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole			3		
Identifying the professional learning needs of individual teachers			3		
Providing support for teachers on the standards they have not yet mastered			3		

**Optional Narrative (Limited to 1,500 characters)**

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Staff turnover has impacted progress in identifying staff development needs. 5 of 6 teachers were new to the site for the 23/24 school year. This led to staff having to learn the specific curriculum while teaching. Staff also implemented new learning management, data management and behavior management systems. Training for the year centered on gaining base knowledge of all new systems.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education’s (CDE’s) Family Engagement Toolkit: <sup>1</sup>

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

## Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
  - 1 – Exploration and Research
  - 2 – Beginning Development
  - 3 – Initial Implementation
  - 4 – Full Implementation
  - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

## Sections of the Self-Reflection Tool

### Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	3
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	3
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

### Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Parents are an integral part of the AeroSTEM school community. Parents are regularly surveyed for feedback and the needs of the family and student. AeroSTEM has also shifted to meeting with parents one-on-one on a regular basis with parents to gain specific feedback in a safe environment. This information guides the decisions being made and how we approach things like our schedule, our meal program, our pickup times, and classes we offer.

We use communication methods such as Parent Square (posts, chat messages, alerts and newsletters), email, social media postings, all calls, and text messages to regularly communicate with parents everything from missing assignments in individual classes to school wide events.

Parents serve as volunteers for field trips, fundraisers, classrooms, and join the Charter Council and Charter School Board to provide input and guidance on school policies.

AeroSTEM Academy also produces an annual School Accountability Report Card ("SARC") to communicate school demographic data and performance to the California Department of Education ("CDE") and the public. All student achievement data and student information data kept in its school information system, School Pathways, will be available for reporting purposes including the SARC.

Annually, student achievement data will be disaggregated to clearly identify the academic performance of students by sub-groups (e.g., by ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities).

Parents are notified of results in graded work and progress reports via the Student Information System, Learning Management System Parent Square or email notices from teachers.

Educational Partners can access the School Pathways Information System (SIS) and learning management system to see current grades and use that information in staff and parent conferences. AeroSTEM reports grades using the SIS and issues credits to high school students and final grades for the entire school population twice a year as semester grades, in addition to a minimum of two progress reports periodically through each semester.

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Parent participation is currently not tracked or structured in a meaningful way outside of the board representative and charter council meetings.

Processes around a volunteer handbook, volunteer training, and volunteer onboarding, community/volunteer calendar of events, volunteer opportunities, and track parent volunteer participation via participation logs all need to be improved.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

AeroSTEM recognizes a need to continue to further develop and support the connection between staff and the community. To this end, we are setting an action plan to encourage parent involvement through greater development of volunteer structures and opportunities. This will be supported through LCAP Goal 4, which addresses Priority 3 and Priority 6.

**Section 2: Building Partnerships for Student Outcomes**

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA’s progress in providing professional learning and support to teachers and principals to improve a school’s capacity to partner with families.	3
6. Rate the LEA’s progress in providing families with information and resources to support student learning and development in the home.	3
7. Rate the LEA’s progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4
8. Rate the LEA’s progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	3

**Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)**

1. Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Building Partnerships for Student Outcomes.

Transparency and availability have been the underlying philosophy of partnership for this school year. One-on-One meeting with students, open-door policy for all students and parents, informal and formal communication to parents and students, and building systems that all educational partners have access to has been a major strength for AeroSTEM.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA’s focus area(s) for improvement in Building Partnerships for Student Outcomes.

AeroSTEM recognizes a need to continue to further develop and support the connection between staff and the community. To this end, there will be a greater focus in increasing the attendance at board and charter council meetings.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

While communication with families is developing in an ongoing manner, advocacy oriented activities are just beginning. Developing parent participation capacities is still in initial implementation, communicating more frequently about governance meetings and increasing the importance of governance participation will be a commitment for coming years. This will be supported through LCAP Goal 4, which addresses Priority 3 and Priority 6.

### Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	3
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	3
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	3

### Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

AeroSTEM Academy seeks and encourages family participation in every aspect of AeroSTEM Academy.

We use communication methods such as Parent Square (posts, chat messages, alerts and newsletters), email, social media postings, all calls, and text messages to regularly communicate with parents everything from missing assignments in individual classes to school wide events.

Parents sit on the Charter Site Council advisory body as well as the Charter Board of Directors.

Announcements are made regularly through Parent Square postings, email blasts, texts and phone calls.

Teachers call and email parents to keep them "in the loop" regarding their student's progress and call home to give praise reports as well as address concerns.

Staff regularly schedule parent teacher meetings, IEP and 504 meetings, and parent-teacher conferences to work collaboratively with families and advocate for student success.



2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

Opportunities currently exist for the input from educational partners, the communication needs to improve and the educational partners need to be educated on the importance of their involvement.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

AeroSTEM Academy will schedule more informal and formal gatherings for educational partners to learn and give input about school governance. This will be supported through LCAP Goal 4, which addresses Priority 3 and Priority 6.

## **School Climate (LCFF Priority 6)**

### **Introduction**

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

### **Introduction**

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

**Prompt 1 (DATA):** Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

For the 23/24 school year data was not collected by disaggregated demographics, but Student, Parents and Staff were all given surveys with corresponding questions.

Percent of parents, students, and staff who feel the school is safe. Students = 73% , Parents = 96%, Staff = 100%

Percent of parents, students, and staff who feel a sense of connectedness to the school. Students = 66% , Parents = 96%, Staff = 100%

This data was collected in December of 2024.

**Prompt 2 (MEANING):** Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

The result show that the adult educational partners connected to AeroSTEM have a much better perception of safety and connectedness that the students. The majority of students at the school were returning students and with the change in more than 80% of staff, it may be that the students are still building relationships with new staff. The communication between adults was a point of emphasis and a strength of AeroSTEM. These two factors could contribute to the discrepancy of adult and student survey results.

**Prompt 3 (USE):** Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

AeroSTEM will continue the emphasis on communication between adult educational partners, as it shown to be a strength. But moving forward administration will meet with a student from each grade level in a more formal manner to gain student insights. Staff will also be trained on relationship building techniques by the school counselor and an advisory period added to the schedule to dedicate time to relationship building. This will be supported through LCAP Goal 4, which addresses Priority 3 and Priority 6.

**Access to a Broad Course of Study (LCFF Priority 7)**

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

- 1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

AeroSTEM analyzes courses offered utilizing the Student Information System to ensure all students have access to approved courses, A-G Courses (when appropriate) and CTE Pathways (when appropriate).

AeroSTEM also implemented a new learning management and data warehouse system that allows staff to look at student grades (including standards breakdown), 3rd party local data and State data while disaggregating student subgroups.

AeroSTEM also utilizes a 3rd party provided for high school content, which allows all students access to an accredited, A-G compliant high school program.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

AeroSTEM Academy believes in a full inclusion school environment in which all students are enrolled in a course of study outlined by the charter petition to the greatest extent appropriate. All middle school students are in grade level appropriate courses taught by properly credentialed staff. All high school students are in a high school program taught by fully credentialed teachers and can graduate a-g ready.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

There are no barriers preventing access to a broad course of study for all students as all students have access to all courses.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

AeroSTEM is in year one of a new learning management and data warehouse system and year two of a 3rd party provider for the high school program. At this point, there are no revisions or new actions in order to grow the program. Staff will continue to develop with the new systems through professional development.

TO: Board of Directors

AGENDA ITEM: 8.1, 8.2, 8.3

DATE: 6/10/24

ITEM: 2024-25 LCAP

SUBMITTED FOR: PUBLIC HEARING

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**Background and Summary Information:** In accordance with Education Code 52062, the Board shall convene a public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the annual update to the local control and accountability plan.

A copy of AeroSTEM Academy's Draft 2024-25 Local Control and Accountability Plan (LCAP) as part of the 2024-27 LCAP can be found in the school office at 82 Second St, Yuba City CA 95991.

The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. The components of the LCAP for the 2024–2027 LCAP year must be posted as one document that includes the following:

- LCFF Budget Overview for Parents
- Plan Summary
- Engaging Educational Partners
- Goals and Actions
- Increased or Improved Services for Foster Youth, English Learners, and Low-income students
- Action Tables
- Instructions

**Financial/Educational Impact:** Possible compliance and fiscal impact

**Staff Recommendation:** N/A



## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: AeroSTEM Academy

CDS Code: 51-10512-0138040

School Year: 2024-25

LEA contact information:

Joseph Clark

Executive Director

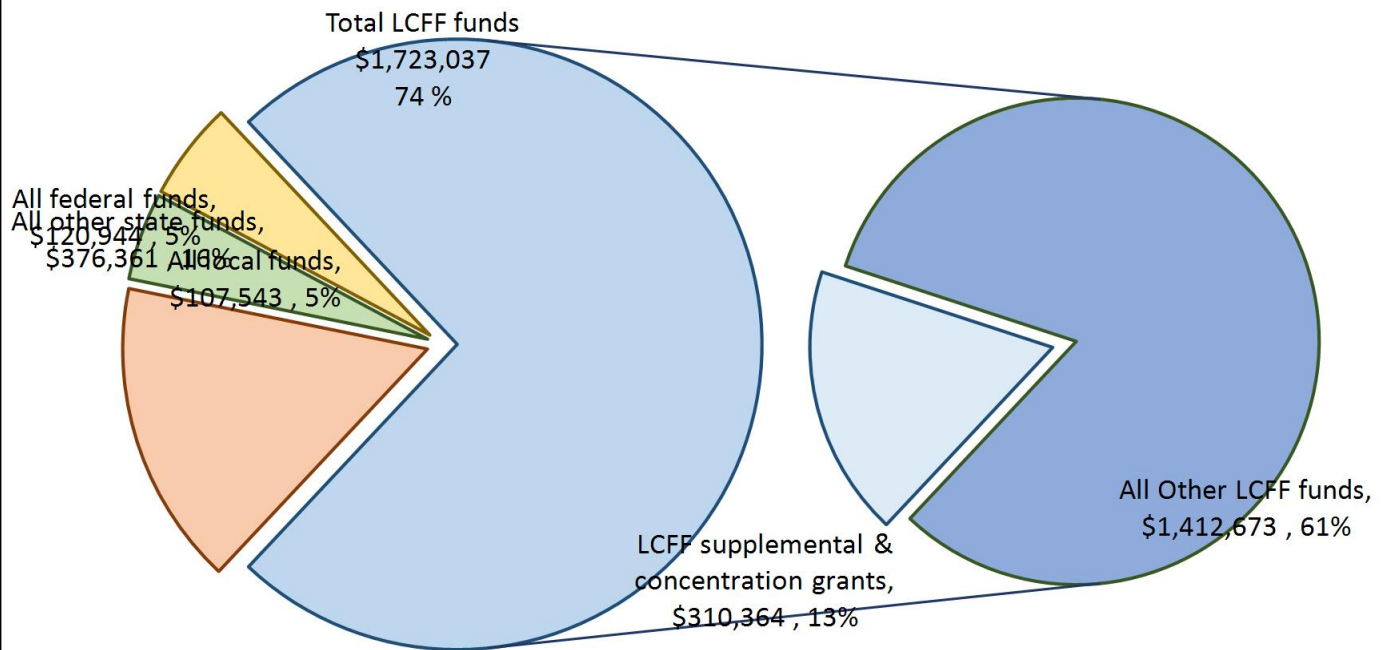
jclark@aerostem.org

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 2024-25 School Year**

## Projected Revenue by Fund Source

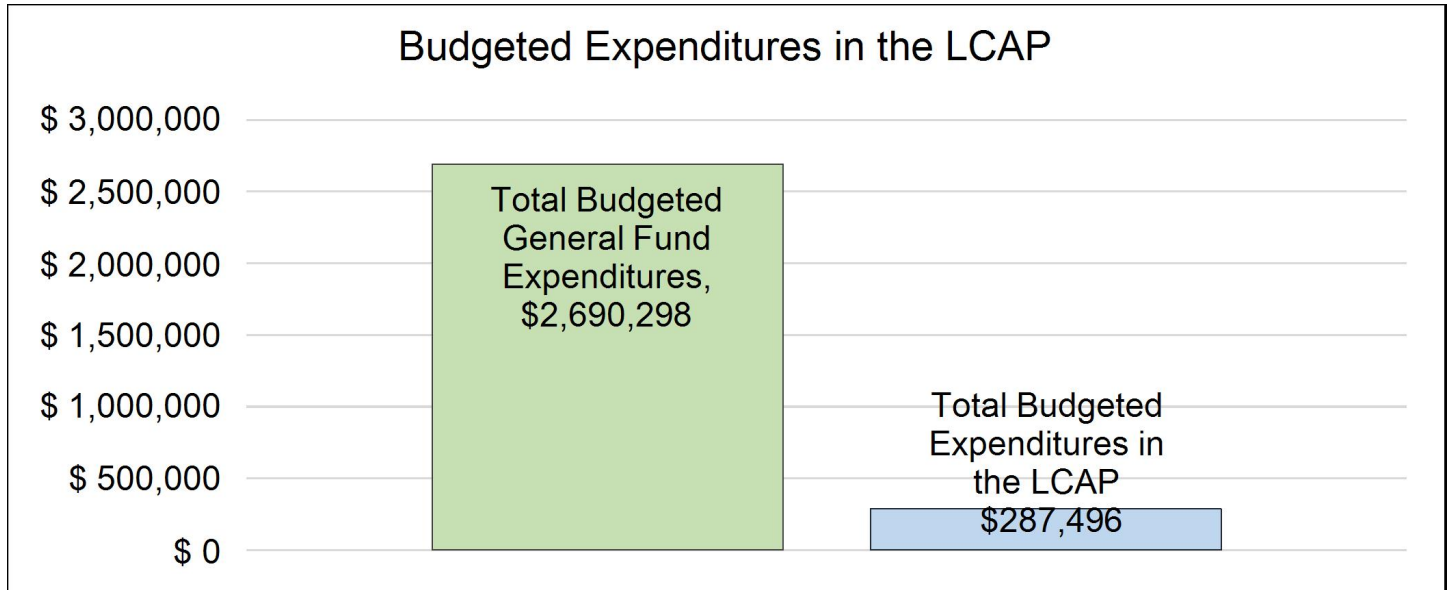


This chart shows the total general purpose revenue AeroSTEM Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for AeroSTEM Academy is \$2,327,885, of which \$1723037 is Local Control Funding Formula (LCFF), \$376361 is other state funds, \$107543 is local funds, and \$120944 is federal funds. Of the \$1723037 in LCFF Funds, \$310364 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 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

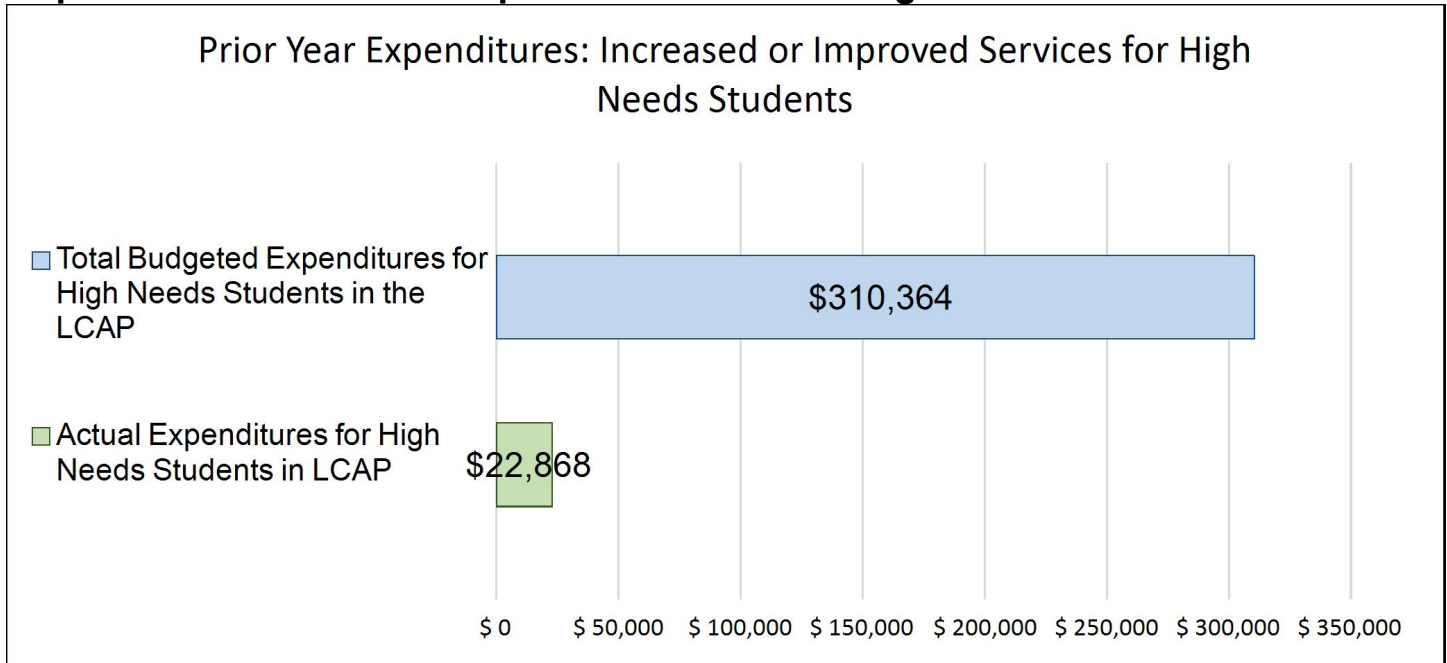
The text description of the above chart is as follows: AeroSTEM Academy plans to spend \$2690298 for the 2024-25 school year. Of that amount, \$287496 is tied to actions/services in the LCAP and \$2,402,802 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

## Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, AeroSTEM Academy is projecting it will receive \$310364 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 \$22868 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 2023-24



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 2023-24, AeroSTEM Academy's LCAP budgeted \$310364 for planned actions to increase or improve services for high needs students. AeroSTEM Academy actually spent \$22868 for actions to increase or improve services for high needs students in 2023-24.





## 2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
AeroSTEM Academy	Joseph Clark Executive Director	jclark@aerostem.org 530-742-2531

## Goals and Actions

### Goal

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

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1a: Basic Services  Percentage of teachers appropriately assigned and fully credentialed.  Source: Local Data	50% (3/6)  Fall 22/23		50% (3/6)  Fall 22/23	100%  Fall 23/24	75% of teachers fully credentialed and properly assigned
Priority 1b: Basic Services  Percentage of students with sufficient access to standards-aligned instructional materials  Source: SARC	100%  2/2023		100%  2/2023	100%  2/2024	100%  2/2024
Priority 1c: Basic Services	Good  5/2023		Good  5/2023	Exemplary  12/2023	Good or Exemplary  5/2024

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Level to which facilities are maintained and in good repair.</p> <p>Source: FIT Report</p>					
<p>Priority 2a Implementation of State Standards</p> <p>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>CTE: 4 Health Ed: 4 PE: 2 VAPA: 3 World Language: 4</p> <p>12/2022</p>		<p>CTE: 4 Health Ed: 4 PE: 2 VAPA: 3 World Language: 4</p> <p>12/2022</p>	<p>CTE: 5 Health Ed: N/A PE: VAPA: 5 World Language: 5</p> <p>12/2023</p>	<p>CTE: 5 Health Ed: 5 PE: 4 VAPA: 4 World Language: 5</p> <p>1/2024</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>16% (1/6)</p> <p>Spring 22/23</p>		<p>16% (1/6)</p> <p>Spring 22/23</p>	<p>33% (1/3)</p> <p>Fall 23/24</p>	<p>25%</p> <p>Spring 23/24</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>ELA All - 38.7 below Low SES - 28.4 below EL - 52.1 below SpEd - 110.1 below</p> <p>Math All - 88.4 Low-SES - 87.6 below EL - 108.5 below SpEd - 176 below</p> <p>Spring 21/22</p>		<p>ELA All - 38.7 below Low SES - 28.4 below EL - 52.1 below SpEd - 110.1 below</p> <p>Math All - 88.4 Low-SES - 87.6 below EL - 108.5 below SpEd - 176 below</p> <p>Spring 21/22</p>	<p>ELA All - 44.8 below Low SES - 58.4 below EL - Not Reported SpEd - 71 below</p> <p>Math All - 74.7 Low-SES - 85 below EL - Not Reported SpEd - 103 below</p> <p>Spring 22/23</p>	<p>ELA All - 30 below Low SES - 22 below EL - 45 below SpEd - 100 below</p> <p>Math All - 80 below Low-SES - 80 below EL - 100 below SpEd - 150 below</p> <p>Spring 22/23</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>ELA 35.11% All 38.71% Low-SES 10.53% SpEd</p> <p>Math 22.83% All 25.81% SES 5.26% SpEd</p> <p>Spring 21/22</p>		<p>ELA 35.11% All 38.71% Low-SES 10.53% SpEd</p> <p>Math 22.83% All 25.81% SES 5.26% SpEd</p> <p>Spring 21/22</p>	<p>ELA 40.5% All 37.3% Low-SES 20% SpEd</p> <p>Math 26.6% All 23.5% Low-SES 13.3% SpEd</p> <p>Spring 22/23</p>	<p>ELA 40% All 43% Low-SES 13% SpEd</p> <p>Math 25% All 28% Low-SES 10% SpEd</p> <p>Spring 22/23</p>
<p>Priority 4c: Pupil Achievement</p> <p>Percentage of seniors that have successfully completed A-G requirements or CTE Pathways</p>	<p>100%</p> <p>May 21/22</p>		<p>100%</p> <p>May 22/23</p>	<p>100%</p> <p>February 22/23</p>	<p>100%</p> <p>May 23/24</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Source: Local Data					
Priority 4d: Pupil Achievement  Percentage of English learners making progress toward English Proficiency as measure by the ELPAC  Source: Dashboard/Local Data		0% May 21/22	0% May 22/23	This information is not available but will be updated when released	40% May 23/24
Priority 4e: Pupil Achievement  EL Reclassification Rate  Source: Local data	0% May 21/22		0% May 22/23	This information is not available but will be updated when released	10% May 23/24
Priority 4f: Pupil Achievement  Percentage of students who pass AP exam with score of 3 or higher  Source: Local Data	0% Fall 21/22		0% Fall 22/23	0% Fall 23/24	0% Fall 23/24
Priority 4g: Pupil Achievement	0%	0%	0%	This information is not available but will be	40% May 23/24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Percentage of pupils who participate in and demonstrate college preparedness by the EAP</p> <p>Source: CAASPP Data</p>	Fall 21/22	Fall 21/22	Fall 22/23	updated when released	
<p>Priority 7a: Broad Course Access</p> <p>Percentage of high school students who take Foreign Language</p> <p>Source: Local Data</p>	<p>73% (29/40)</p> <p>Fall 22/23</p>		<p>73% (29/40)</p> <p>Fall 22/23</p>	<p>88% (30/34)</p> <p>Fall 23/24</p>	<p>80%</p> <p>Fall 23/24</p>
<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>Reading – 0%</p> <p>Math – 0%</p> <p>Fall 22/23</p>		<p>Reading – 0%</p> <p>Math – 0%</p> <p>Fall 22/23</p>	<p>Reading – 100%</p> <p>Math – 100%</p> <p>Fall 23/24</p>	<p>Reading – 50%</p> <p>Math – 50%</p> <p>Fall 23/24</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 8: Pupil Outcomes	Reading – 40% Math – 29%		Reading – 40% Math – 29%	Reading – 31% Math – 37%	Reading – 45% Math – 35%
Percentage of students scoring Standard Met on the local assessment	Spring 22/23		Spring 22/23	Winter 23/24	Spring 23/24
Source: NWEA data					

## Goal Analysis

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.

### Successful implementation:

- >> Counselor met with high school students to support in the area of Academic and Career Counseling. Counselor had dedicated time to participate in the county dual enrollment consortium. (Action 1.3)
- >> Utilized supplemental math and english programs to identify and support struggling students. Utilized paraeducators to support students with disabilities. (Action 1.4)
- >> A director of Special education and 3 paraeducators were dedicated to supporting students with disabilities. (Action 1.5)
- >> One FTE staff member was dedicated to teach CTE pathway to middle and high school students. Counselor had dedicated time to participate in the county dual enrollment consortium. (Action 1.6)
- >> Staffing was at a level to be able to maintain a 25 to 1 student to teacher ratio (or lower) in the classroom and 10 to 1 staff to student ratio on campus. (Action 1.7)

### Challenges to Implementation:

- >> Due to turnover of 80% of the teaching staff and 100% of the administrative staff, a comprehensive PD plan was not possible. Staff PD focused on general onboarding of staff and new systems as well as building a unified culture. (Action 1.1)
- >> Due to the cost of transportation, every grade level did not attend 3 field trips. Every grade did have at least one field trip and speakers were brought into classes, but only half of the grade levels attended 3 field trips during the year. (Action 1.2)

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 1.1, 1.4, 1.5, 1.7 are on target or within a minor variance from budgeted to actual expenditures.

Action 1.2 was over the budgeted expenditures due to the rising cost of transportation.

Action 1.3 was under the budgeted amount as restricted grant (Community School Grant) monies partially covered the cost of staffing listed in this action

Action 1.6 was under the budgeted amount as restricted grant (CTIEG Grant) monies partially covered the cost of staffing listed in this action

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

Of 15 listed metrics, 9 were met or exceeded, 4 did not apply due to the educational model, and 2 (Metric 4a, Metric 8) were partially met. All 7 actions were effective in making progress towards goal one.

Of the two actions that were partially effective, the data improved in some areas, but not in others.

Metric 4 A - Distance from Standard Met on CAASPP

ELA

>> Goal - 30 below All (Results - 44.8 below)

>> Goal - 22 below Low-SES (Results - 58.4 below )

>> Goal - 100 below (Results - 71 below)

Math

>> Goal - 80 below All (Results - 74.7 below )

>> Goal - 80 below Low-SES (Results - 85 below )

>> Goal - 150 below SpEd (Results - 103 below )

Spring 22/23

Metric 4 A - Percentage of students meeting and exceeding on CAASPP Summative Assessment

ELA

>> Goal - 40% All (Results - 40.5%)

>> Goal - 43% Low-SES (Results - 37.3%)

>> Goal - 13% SpEd (Results - 20%)

Math



>> Goal - 25% All (Results - 26.6%)  
>> Goal - 28% Low-SES (Results - 23.5%)  
>> Goal - 10% SpEd (Results - 13.3%)  
>> Spring 22/23

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.

In order to be more specific with site goals and based on educational partner input and outcome metrics, the goals are being updated from two goals to five. Current goal one (Ensure all students are prepared for college and/or Career Technical Education opportunities.) will now be addressed by goal two and goal three. The metrics and actions were updated to be aligned under the specific goals.

Goal two: Increase student success in ELA and Math as evidenced by multiple measures.

>> Metric 2.1 (Priority 2B) - Percentage of English Learners scoring on grade level or above in ELA above on the winter diagnostic assessment.  
>> Metric 2.2 (Priority 4F) - Percentage of English Learner students designated as reclassified  
>> Metric 2.3 (Priority 4A) - Percentage of students who are meeting or exceeding standards as measured by the State Smarter Balanced Summative Assessment in Math and ELA.  
>> Metric 2.4 (Priority 4A) - Points below/above standard (DFS) in Math and ELA State Smarter Balanced Summative Assessment.  
>> Metric 2.5 (Priority 8) - Percentage of students scoring on grade level or above on the winter diagnostic assessment.  
>> Metric 2.6 (Priority 7B/C) - Percentage of Economically Disadvantaged, English Language Learner and Foster Youth and students with exceptional needs scoring below grade level on the winter diagnostic assessment receiving intervention.

Action 2.1 - Maintain Director of Special Education position

>> Metric 2.3  
>> Metric 2.4  
>> Metric 2.5  
>> Metric 2.6

Action 2.2 - Maintain English Learner (EL) Supports

>> Metric 2.1  
>> Metric 2.2

Action 2.3 - ??Maintain Paraeducator positions to support behavior and academics

>> Metric 2.3  
>> Metric 2.4

>> Metric 2.5

Action 2.4 - Maintain IXL Diagnostics for progress monitoring and supplemental instruction

>> Metric 2.1

>> Metric 2.2

>> Metric 2.3

>> Metric 2.4

>> Metric 2.5

Action 2.5 - Maintain Class Size Reduction

>> Metric 2.1

>> Metric 2.2

>> Metric 2.3

>> Metric 2.4

>> Metric 2.5

Action 2.6 - Provide after school intervention and academic support

>> Metric 2.1

>> Metric 2.2

>> Metric 2.6

Goal Three: Prepare students to be Career and College ready

>> Metric 3.1 (Priority 4B/D) - Percentage of seniors that have successfully completed A-G requirements

>> Metric 3.2 (Priority 4C/D) - Percentage of seniors that have successfully completed CTE Pathways

>> Metric 3.3 (Priority 1B) - Percentage of students will have standards-aligned curriculum, that includes integrated ELD standards as applicable, aligned with the Williams Act process

>> Metric 3.4 (Priority 4E) - Percentage of English Learner students making progress as measured by the English Learner Progress Indicator on the CA School Dashboard

>> Metric 3.5 (Priority 4G) - Percentage of students who pass AP exam with score of 3 or higher

>> Metric 3.6 (Priority 4H) - Percentage of pupils who participate in and demonstrate college preparedness by the EAP or other assessment of college preparedness.

Action 3.1 - Field Trips

>> Metric 3.1

>> Metric 3.2

Action 3.2 - Academic and Career Counseling

>> Metric 3.2

>> Metric 3.3

>> Metric 3.4  
>> Metric 3.6

Action 3.3 - Career Technical Education (CTE) Pathways

>> Metric 3.1  
>> Metric 3.2

Action 3.4 - College Access Supports

>> Metric 3.1  
>> Metric 3.2  
>> Metric 3.3  
>> Metric 3.4

**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.**

## Goals and Actions

### Goal

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

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5a: Pupil Engagement P2 Attendance Rate Source: Annual Attendance Report	88.5% P2 20/21	96.3% P2 21/22	91.37 P2 22/23	95.43% P2 23/24	95% P2 23/24
Priority 5b: Pupil Engagement Chronic Absenteeism Rate Source: CA School Dashboard and/or DataQuest	All - 7.7% Low SES - 9.4% SpEd - 5.6% Fall 22/23		All - 7.7% Low SES - 9.4% SpEd - 5.6% Fall 22/23	All - 31.2% Low SES - 31.1% SpEd - 38.9 Fall 23/24	All - 5% Low SES - 7% SpEd - 3.5% Fall 23/24
Priority 5c/d: Pupil Engagement Middle school and high school dropout rate	Middle School 0% High School 14% (1/7)		Middle School 0% High School 14% (1/7)	Middle School 0% High School 0% 23/24	Middle School 0% High School 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Source: Local Data	22/23		22/23		23/24
Priority 5e: Pupil Engagement	100%		100%	100%	100%
High school graduation rate	May 2023		May 2023	May 2024	May 2024
Source: Local Data					
Priority 6a/b: School Climate Suspension & expulsion rates	Suspension All - 6.1% Low SES - 5.2% SpEd - 17.1%		Suspension All - 6.1% Low SES - 5.2% SpEd - 17.1%	Suspension All - 3.4% Low SES - 2.9% SpEd - 6.9%	Suspension All - 4.1% Low SES - 3.2% SpEd - 10%
Source: CA School Dashboard and/or CALPADS	Expulsion All - 0%		Expulsion All - 0%	Expulsion All - 0%	Expulsion All - 0%
	Fall 22/23		Fall 22/23	Fall 23/24	Fall 23/24
Priority 6c: School Climate	Students 60.4% Usually		Students 60.4% Usually	Students 73%	80% Students 80% Parents 85% Staff
Percent of parents, students, and staff who feel the school is safe.	Parents 68.75% Agree		Parents 68.75% Agree	Parents 96%	Winter 2024
Source: Stakeholder Surveys	Staff 80% Agree		Staff 80% Agree	Staff 100%	
	Winter 2023		Winter 2023	Winter 2024	
Priority 6c: School Climate	Students 36.8% Usually		Students 36.8% Usually	Students 66%	Students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of parents, students, and staff who feel a sense of connectedness to the school.  Source: Stakeholder Surveys	44.3% Sometimes  Parents 68.75% Agree  Winter 2023		44.3% Sometimes  Parents 68.75% Agree  Winter 2023	Parents 96%  Staff 100%  Winter 2024	Usually: 60%, Sometimes: 40%  Parents 75% Agree  Winter 2024

## Goal Analysis

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.

### Successful implementation:

>> The staff utilized various tools (ParentSquare, Canvas, PBIS-R, Otus, and social media outlets to consistently and clearly communicate with all educational partners. Feedback from families indicates 96% parents feel connected to the school. Board meetings, Charter Council meetings and social events have all contributed to the educational partner engagement as well. (Action 2.2)

>> Fully implemented a Positive Behavior Intervention System school-wide, with a coherent behavior plan, staff training and data collection system. Updated master schedule in order to better utilize the school counselor to support student well-being. (Action 2.3)

### Challenges to Implementation:

>> Due to change in staffing, a tiered attendance intervention system needs assessment did not occur and a School Attendance Review Team was not created. (Action 2.1)

>> Custodial staff was not increased to full time as only part-time support was needed due to size of the student population and facilities. Classrooms are still planned to be added before the 24/25 school year but the action has not been completed to date. (Action 2.4)

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 2.1, 2.2, 2.3 are on target or within a minor variance from budgeted to actual expenditures.

Action 2.4 is currently spent at \$18,313.62 of \$56,196, but before the close of the 23/24 fiscal year the action should be spent on target or within a minor variance from budgeted to actual expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The following metrics and actions were effective in making progress toward Goal two, Ensure a strong, rigorous learning community

Of 7 listed metrics, 5 were met or exceeded, 1 (Metric 6c) was partially met and 1 (Metric 5b) was not met. 2 of the 4 actions were effective in making progress towards goal two.

Of the two actions that were partially effective or not effective, the data improved in some areas, but not in others. For Metric 5b, the data is from the California Dashboard and is data from the 22/23 school year. Current school data (will be reported in the 24/25 LCAP) has the metric being met.

Metric 5b - Chronic Absenteeism Rate (Desired outcome not met)

>> Goal - All - 5% (Results - 31.2%)

>> Goal - Low SES - 7% (Results - 31.1%)

>> Goal - SpEd - 3.5% (Results - 38.9%)

Fall 23/24

Metric 6c - Percent of parents, students, and staff who feel the school is safe. (Desired outcome partially met). Both staff and parents met the desired goal, students fell just short.

>> Goal - 80% Students (Results - 73%)

>> Goal - 80% Parents (Results - 96%)

>> Goal - 85% Staff (Results - 100%)

Winter 2024

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.

In order to be more specific with site goals and based on educational partner input and outcome metrics, the goals are being updated from two goals to five. Current goal two (Ensure a strong, rigorous learning community) will now be addressed by goal one, goal four and goal five. The metrics and actions were updated to be aligned under the specific goals.

Goal one: Cultivate a safe and positive learning environment where all educational partners feel connected, respected, and included.

- >> Metric 1.1 (Priority 5A) - Student Attendance Percentage
- >> Metric 1.2 (Priority 5B) - Chronic absenteeism rate
- >> Metric 1.3 (Priority 6A) - Pupil Suspension Rate
- >> Metric 1.4 (Priority 6B) - Pupil Expulsion Rate
- >> Metric 1.5 (Priority 5E) - High School Graduation Rate
- >> Metric 1.6 (Priority 5D) - High School Dropout Rate
- >> Metric 1.7 (Priority 5C) - Middle School Drop Out Rate
- >> Metric 1.8 (Priority 1C) - Level to which facilities are maintained and in good repair.

Action 1.1 - Maintain Positive Behavior Interventions and Supports (PBIS) system.

- >> Metric 1.1
- >> Metric 1.2
- >> Metric 1.3
- >> Metric 1.4
- >> Metric 1.5
- >> Metric 1.6
- >> Metric 1.7

Action 1.2 - Provide school ERMS Counselor

- >> Metric 1.3
- >> Metric 1.4
- >> Metric 1.5
- >> Metric 1.6
- >> Metric 1.7

Action 1.3 - Chronic absentee interventions and attendance monitoring, communication, and supports

- >> Metric 1.1
- >> Metric 1.2
- >> Metric 1.3
- >> Metric 1.4
- >> Metric 1.5
- >> Metric 1.6
- >> Metric 1.7

Action 1.4 - Continue maintenance of quality school facilities

- >> Metric 1.8

Action 1.5 - Maintain a .5 FTE nurse assistant



>> Metric 1.1  
>> Metric 1.2

Goal four: Engage all educational partners to support student success.

>> Metric 4.1 (Priority 3A) - Usage rate of educational partner usage of communication tool Parent Square  
>> Metric 4.2 (Priority 6C) - Percent of parents and students who feel the school is safe.  
>> Metric 4.3 (Priority 6C) - Percent of parents and students who feel a sense of connectedness to the school  
>> Metric 4.4 (Priority 3B/C) - Attendance of educational partners at Charter Council meetings

Action 4.1 - Maintain and utilize Parent Square application, website, and social media communications

>> Metric 4.1  
>> Metric 4.2

Action 4.2 - Maintain staff member for partner coordination and outreach

>> Metric 4.3  
>> Metric 4.4

Action 4.3 - Provide Educational Partner Engagement Opportunities through surveys and the Charter Council

>> Metric 4.4

Action 4.4 - Provide multiple event designed for educational partners

>> Metric 4.2  
>> Metric 4.3

Action 4.5 - Maintain and utilize LMS and data warehouse

>> Metric 4.3

Goal five: Recruit and retain high capacity staff who are committed to the mission and vision of the school.

>> Metric 5.1 (Priority 1A) - Percentage of teachers appropriately assigned and fully credentialed.  
>> Metric 5.2 (Priority 6C) - Percent of staff who feel the school is safe.  
>> Metric 5.3 (Priority 6C) - Percent of staff who feel a sense of connectedness to the school.  
>> Metric 5.4 (Priority 8) - Percentage of teachers that received professional development on State Standards and effective instructional practices

Action 5.1 - Participate in the Tri-County Induction Program

>> Metric 5.1

Action 5.2 - Human Resource Systems

>> Metric 5.1

>> Metric 5.2

Action 5.3 - Support staff through continuing education reimbursement.

>> Metric 5.3

>> Metric 5.4

Action 5.4 - Systemic Professional Development

>> Metric 5.2

>> Metric 5.4

Action 5.5 - Provide Qualified Certificated and Classified Staff

>> Metric 5.3

**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.**

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, 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](mailto:lcff@cde.ca.gov).

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education  
November 2023



## 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	Joseph Clark Executive Director	jclark@aerostem.org 530-742-2531

## Plan Summary [2024-25]

### 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.

#### Student Demographics

- 36% Female - 64% Male
- 69% Socioeconomically Disadvantaged
- 60% White
- 40% Hispanic
- 2% English Learners
- 15% Students with Disabilities

## Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

AeroSTEM Academy has gone through a transition during the 2023 - 2024 school year with many systematic successes and also identified areas of need as well. The LCAP for the 2024 - 2025 school year will reflect many changes to guide and support these changes. In order to be more specific with site goals and based on educational partner input and outcome metrics, the goals are being updated from two goals to five.

The 23/24 goal one (Ensure all students are prepared for college and/or Career Technical Education opportunities.) will now be addressed by goal two and goal three.

2 - Increase student success in ELA and Math as evidenced by multiple measures.

3 - Prepare students to be Career and College ready.

The 23/24 goal two (Ensure a strong, rigorous learning community) will now be addressed by goal one, goal four and goal five.

1 - Cultivate a safe and positive learning environment where all educational partners feel connected, respected, and included.

4 - Engage all educational partners to support student success.

5 - Recruit and retain high capacity staff who are committed to the mission and vision of the school.

All metrics and actions were updated to be aligned under the specific goals.

### Successes

As evidenced by the information below there were many areas of success during the 2023 - 2024 school year. Parents stated they felt connected to the school, at the high school level courses and teachers met all compliance requirements, the school maintained a 100% graduation rate, and there was growth on the State Assessment in both math and ELA from the previous year.

- Parent Connection (Winter 23/24) - 96% of parents feel a sense of connectedness to the school.
- A-G & CTE Curriculum - All students have access to state approved a-g curriculum and a CTE pathway (via AOPA).
- Credentialed staff - All high school courses had an appropriately credentialed and assigned teacher.
- Graduation Rate - 100% of high school 12th grade students graduated, including two 11th grade students graduating early.
- State Assessment Math (CAASPP Dashboard 22/23)
  - - All Students - 26.58%
  - - Socioeconomically Disadvantaged - 23.53%
  - - White - 38.89%

- - Hispanic - 6.25%
- - English Learners - N/A
- - Students with Disabilities - 13.34%
- State Assessment ELA (CAASPP Dashboard 22/23)
- - All Students - 40.51%
- - Socioeconomically Disadvantaged - 37.25%
- - White - 41.67%
- - Hispanic - 34.38%
- - English Learners - N/A
- - Students with Disabilities - 20%

### Needs

Attendance, both chronic absenteeism and average daily attendance, is an area of need for the school along with student connection as evidenced by the information below.

- Chronic Absenteeism (CA Dashboard 23/24)
- - All Students - 31.2%
- - Socioeconomically Disadvantaged - 31.1%
- - White - 23.8%
- - Hispanic - 39.5%
- - English Learners - N/A
- - Students with Disabilities - 38.9%
- Attendance (23/24 P2 Data)
- - All Students - 95.43
- - Socioeconomically Disadvantaged - 90
- - White - 95
- - Hispanic - 90
- - English Learners - 92
- - Students with Disabilities - 93
- Student Connection (Winter 23/24) - 66% of students feel a sense of connectedness to the school.



# Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

AeroSTEM Academy is pleased to report that we did not require any State Technical Assistance

## 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.

AeroSTEM Academy is pleased to report that we are not identified for CSI.

### *Support for Identified Schools*

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

AeroSTEM Academy is pleased to report that we are not identified for CSI.

### *Monitoring and Evaluating Effectiveness*

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

We will monitor and evaluate our LCAP through the lens of our Mission Statement: 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.

We will monitor and evaluate our LCAP through the lens of our Annual Review provided by our authorizer.

# Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Students	<ul style="list-style-type: none"><li>• Student Survey (12/2023)</li><li>• 1 on 1 UI/UX Meetings - On average met with 3 students a week. Met with 45 of the 105 students at the site.</li></ul>
Parents/Guardian	<ul style="list-style-type: none"><li>• Charter Council Meeting (9/11/23) - Feedback for LCAP Planning</li><li>• Charter Council Meeting (1/29/24) - LCAP Mid-Year Update</li><li>• Charter Council Meeting (6/10/24) - LCAP Local Indicators</li><li>• Charter Council Meeting (6/10/24) - LCAP Annual Update</li><li>• Charter Council Meeting (6/10/24) - 24/25 LCAP</li><li>• Parent Survey (12/2023)</li><li>• 1 on 1 UI/UX Meetings - On average of 1 to 2 parents a week.</li></ul>
Staff	<ul style="list-style-type: none"><li>• Staff Survey (12/2023)</li><li>• 1 on 1 UI/UX Meetings</li><li>• Staff Meetings</li><li>• - 9/19/23</li><li>• - 11/7/23</li></ul>

Educational Partner(s)	Process for Engagement
	<ul style="list-style-type: none"> <li>• - 12/14/23</li> <li>• - 2/27/24</li> <li>• - 3/7/24</li> <li>• - 4/25/24</li> </ul>
Board of Directors	<ul style="list-style-type: none"> <li>• Board Meeting (12/13/23) - LCAP Planning Update</li> <li>• Board Meeting (1/29/24) - LCAP Mid-Year Update</li> <li>• Board Meeting (3/11/24) - LCAP Planning Update</li> <li>• Board Meeting (5/13/24) - LCAP Planning Update</li> <li>• Board Meeting (6/10/24) - LCAP Public Hearing</li> <li>• Board Meeting (6/10/24) - LCAP Local Indicators</li> <li>• Board Meeting (6/10/24) - LCAP Annual Update</li> <li>• Board Meeting (6/24/24) - LCAP Approval</li> </ul>
Authorizer	<p>One on One Meetings</p> <ul style="list-style-type: none"> <li>• 8/10/23</li> <li>• 9/11/23</li> <li>• 10/11/23</li> <li>• 2/28/24</li> <li>• 4/12/24</li> </ul>

#### A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

At AeroSTEM Academy, participation and involvement are an integral part of who we are. As an example, when the school was founded, parents and teachers initially worked together to create the Charter documents, vision, mission of the school, and worked with the Sutter County Superintendent of Schools for authorization.

Today, the process of outreach, engagement, communication and consultation with our educational partners remain as a core ideology. As a specific example, each year the school formally asks for parent and teacher feedback using both formal and informal means, through which we are able to capture qualitative and quantitative information. The result of this information gathering provides the school with guided information which is internalized and subsequently helps form our priorities, goals and actions.

A broad cross-set of our community actively participates in the strategic guidance process, including: Parents, Teachers, Board Members, School Administration, Students and more.

To add to this planning process, and more specifically, the development of the LCAP, we meet with students one on one to help articulate additional supports they need to feel better about their learning outcomes.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	Cultivate a safe and positive learning environment where all educational partners feel connected, respected, and included.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
--

An explanation of why the LEA has developed this goal.

<p>This goal was developed as a direct result of AeroSTEM Academy's commitment plan to ensure every child has their academic, social-emotional, and behavioral needs met and supported through PBIS.</p> <p>A school is a place for education, and it's also a place where student can socialize and develop skills that will help them later in life. It is the goal for ALL students and staff to learn and work in a positive learning environment that supports the learning and overall well-being of every student, as well as for staff members, parents, and the community. A safe and positive environment can be measured through a safe and clean learning environment for all students and staff in which they can engage academically, physically, and emotionally. Providing a learning environment that is clean, appealing, and safe where students are attending on a high rate, involved in various programs, and feel connected are elements that contribute to success both academically and emotionally.</p> <p>The supports embedded in the LCAP include but are not limited to: increased mental health support, increased student behavior support, professional learning focused on tier 1 and tier 2 instruction, and other resources to support student success.</p>
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## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Student Attendance Percentage Source: Annual Attendance Report (P2) Priority 5A	<ul style="list-style-type: none"><li>All Students - 95.43</li><li>Socioeconomic ally</li></ul>			Goal: 96+ <ul style="list-style-type: none"><li>All Students - 96</li></ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Disadvantaged - 90 <ul style="list-style-type: none"> <li>• White - 95</li> <li>• Hispanic - 90</li> <li>• English Learners - 92</li> <li>• Students with Disabilities - .93</li> </ul> P2 23/24			<ul style="list-style-type: none"> <li>• Socioeconomically Disadvantaged - 94</li> <li>• White - 96</li> <li>• Hispanic - 94</li> <li>• English Learners - 96</li> <li>• Students with Disabilities - 96</li> </ul> P2 26/27	
1.2	Chronic absenteeism rate Source: CA School Dashboard Priority 5B	<ul style="list-style-type: none"> <li>• All Students - 31.2%</li> <li>• Socioeconomically Disadvantaged - 31.1%</li> <li>• White - 23.8%</li> <li>• Hispanic - 39.5%</li> <li>• English Learners - N/A</li> <li>• Students with Disabilities - 38.9%</li> </ul> CA Dashboard 23/24 (22/23 Data)			Goal: Decrease rate annually between 0.1 to 0.5%  <ul style="list-style-type: none"> <li>• All Students - 20%</li> <li>• Socioeconomically Disadvantaged - 25%</li> <li>• White - 20%</li> <li>• Hispanic - 20%</li> <li>• English Learners - 25%</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					<ul style="list-style-type: none"> <li>Students with Disabilities - 25%</li> </ul> <p>CA Dashboard 26/27 (25/26 Data)</p>	
1.3	<p>Pupil Suspension Rate</p> <p>Source: CA School Dashboard</p> <p>Priority 6A</p>	<ul style="list-style-type: none"> <li>All Students - 3.4%</li> <li>Socioeconomically Disadvantaged - 2.9%</li> <li>White - 6.3%</li> <li>Hispanic - 0%</li> <li>English Learners - N/A</li> <li>Students with Disabilities - 6.9%</li> </ul> <p>CA Dashboard 23/24 (22/23 Data)</p>			<p>Goal: Decrease rate annually between 0.1 to 0.5%</p> <ul style="list-style-type: none"> <li>All Students - 2.5%</li> <li>Socioeconomically Disadvantaged - 2.5%</li> <li>White - 3.5%</li> <li>Hispanic - 2%</li> <li>English Learners - 2%</li> <li>Students with Disabilities - 3.5%</li> </ul> <p>CA Dashboard 26/27 (25/26 Data)</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	<p>Pupil Expulsion Rate</p> <p>Source: CA School Dashboard/Local Data</p> <p>Priority 6B</p>	<ul style="list-style-type: none"> <li>• All Students - 0%</li> <li>• Socioeconomically Disadvantaged - 0%</li> <li>• White - 0%</li> <li>• Hispanic - 0%</li> <li>• English Learners - 0%</li> <li>• Students with Disabilities - 0%</li> </ul> <p>Local Data May 23/24</p>			<p>Goal: Maintain rates annually at or under .2%</p> <ul style="list-style-type: none"> <li>• All Students - 0%</li> <li>• Socioeconomically Disadvantaged - 0%</li> <li>• White - 0%</li> <li>• Hispanic - 0%</li> <li>• English Learners - 0%</li> <li>• Students with Disabilities - 0%</li> </ul> <p>Local Data May 26/27</p>	
1.5	<p>High School Graduation Rate</p> <p>Source: Local Data</p> <p>Priority 5E</p>	<ul style="list-style-type: none"> <li>• All Students - 100%</li> <li>• Socioeconomically Disadvantaged - 100%</li> <li>• White - 100%</li> <li>• Hispanic - 100%</li> </ul>			<p>Goal: 98%+</p> <ul style="list-style-type: none"> <li>• All Students - 100%</li> <li>• Socioeconomically Disadvantaged - 100%</li> </ul>	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> <li>English Learners - 100%</li> <li>Students with Disabilities - 100%</li> </ul> <p>Local Data May 23/24</p>			<ul style="list-style-type: none"> <li>White - 100%</li> <li>Hispanic - 100%</li> <li>English Learners - 100%</li> <li>Students with Disabilities - 100%</li> </ul> <p>Local Data May 26/27</p>	
1.6	High School Dropout Rate Source: Local Data Priority 5D	<ul style="list-style-type: none"> <li>All Students - 0%</li> <li>Socioeconomically Disadvantaged - 0%</li> <li>White - 0%</li> <li>Hispanic - 0%</li> <li>English Learners - 0%</li> <li>Students with Disabilities - 0%</li> </ul> <p>Local Data May 23/24</p>			<p>Goal: Rate under 2.0% a year</p> <ul style="list-style-type: none"> <li>All Students - 0%</li> <li>Socioeconomically Disadvantaged - 0%</li> <li>White - 0%</li> <li>Hispanic - 0%</li> <li>English Learners - 0%</li> <li>Students with Disabilities - 0%</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Local Data May 26/27	
1.7	<p>Middle School Drop Out Rate</p> <p>Source: Local Data</p> <p>Priority 5C</p>	<ul style="list-style-type: none"> <li>• All Students - 0</li> <li>• Socioeconomically Disadvantaged - 0</li> <li>• White - 0</li> <li>• Hispanic - 0</li> <li>• English Learners - 0</li> <li>• Students with Disabilities - 0</li> </ul> <p>Local Data May 23/24</p>			<p>Goal: Less than 5 students per grade level</p> <ul style="list-style-type: none"> <li>• All Students - 0</li> <li>• Socioeconomically Disadvantaged - 0</li> <li>• White - 0</li> <li>• Hispanic - 0</li> <li>• English Learners - 0</li> <li>• Students with Disabilities - 0</li> </ul> <p>Local Data May 26/27</p>	
1.8	<p>Priority 1C - Level to which facilities are maintained and in good repair.</p> <p>Source: FIT Report</p>	<p>Good</p> <p>Local Data December 23/24</p>			<p>Good/Exemplary</p> <p>Local Data December 26/27</p>	

## Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Maintain Positive Behavior Interventions and Supports (PBIS) system.	<p>AeroSTEM will continue implementing Positive Behavior Interventions and Supports (PBIS). Staff will meet regularly to analyze behavioral data. Clear structures, routines, visuals, and time to practice correct behaviors are essential for Economically Disadvantaged, English Language Learner and Foster Youth students that thrive in positive environments.</p> <p>PBIS schools provide positive environments and support and are proactive in providing social-emotional support to Economically Disadvantaged, English Language Learner and Foster Youth students.</p>		Yes
1.2	Provide school ERMS Counselor	An ERMS counselor on campus will provide social emotional support and follow up to student obstacles in attendance and competing coursework		No Yes

Action #	Title	Description	Total Funds	Contributing
<b>1.3</b>	Chronic absentee interventions and attendance monitoring, communication, and supports	<p>Attendance will be monitored and communicated coherently at AeroSTEM.</p> <p>AeroSTEM will continue to implement a progression of interventions for students who are on track to be or who are chronically absent. Particular attention will be placed on Economically Disadvantaged, English Language Learner and Foster Youth subgroups.</p>		Yes
<b>1.4</b>	Continue maintenance of quality school facilities	AeroSTEM will continue to conduct the Facility Inspection Tool (FIT) every winter. Staff will conduct/coordinate all necessary maintenance and repairs at all school site facilities.		No Yes
<b>1.5</b>	Maintain a .5 FTE nurse assistant	A .5 FTE will be funded in order to provide health support for students while on campus. Position will also support student health plans and students with disabilities as needed,		Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	Increase student success in ELA and Math as evidenced by multiple measures.	Broad Goal

State Priorities addressed by this goal.

- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

At the core of every school is the understanding that schools teach students the hope of every student being able to learn and succeed at proficient levels, most importantly in English Language Arts (ELA) and mathematics. Every educational partner agrees that the highest priority is these two areas as they are foundational to success in all school subject areas.

State Data, benchmark data, and local data suggests that our students are continuing to make progress as a whole in ELA and math, but not at the desired rate. There disparities amongst data for at-risk student groups when compared to all students as well.

The 2024-2025 LCAP will maintain supports put in place in previous years, such as a Director of Special Education, EL Coordinator, para-educators and class size reduction. The site will also provide supplemental academic programs and afterschool academic support to ensure student engagement in their learning and provide multiple ways for students to access interventions and enrichment opportunities to accelerate their learning.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of English Learners scoring on grade level or above in ELA on the winter diagnostic assessment.	<ul style="list-style-type: none"><li>English Learners - 0%</li></ul>			<ul style="list-style-type: none"><li>English Learners - 50%</li></ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Local Assessment: IXL Priority 2B	Winter 23/24			Winter 26/27	
2.2	Percentage of English Learner students designated as reclassified Source: Local data Priority 4F	<ul style="list-style-type: none"> <li>English Learners - This information is not available but will be updated when released.</li> </ul> May 23/24			<ul style="list-style-type: none"> <li>English Learners - 33%</li> </ul> Winter 26/27	
2.3	Percentage of students who are meeting or exceeding standards as measured by the State Smarter Balanced Summative Assessment in Math and ELA. Source: CAASPP Dashboard Priority 4A	MATH <ul style="list-style-type: none"> <li>All Students - 26.58%</li> <li>Socioeconomically Disadvantaged - 23.53%</li> <li>White - 38.89%</li> <li>Hispanic - 6.25%</li> <li>English Learners - N/A</li> <li>Students with Disabilities - 13.34%</li> </ul> ELA <ul style="list-style-type: none"> <li>All Students - 40.51%</li> <li>Socioeconomically</li> </ul>			MATH <ul style="list-style-type: none"> <li>All Students - 40%</li> <li>Socioeconomically Disadvantaged - 35%</li> <li>White - 58%</li> <li>Hispanic - 15%</li> <li>English Learners - 15%</li> <li>Students with Disabilities - 20%</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Disadvantaged - 37.25% <ul style="list-style-type: none"> <li>White - 41.67%</li> <li>Hispanic - 34.38%</li> <li>English Learners - N/A</li> <li>Students with Disabilities - 20%</li> </ul> CAASPP Dashboard 22/23			ELA - All Students - 61% <ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged - 56%</li> <li>White - 63%</li> <li>Hispanic - 52%</li> <li>English Learners - 53%</li> <li>Students with Disabilities - 30%</li> </ul> CAASPP Dashboard 25/26	
2.4	Points below/above standard (DFS) in Math and ELA State Smarter Balanced Summative Assessment. Source: California Dashboard Priority 4A	MATH <ul style="list-style-type: none"> <li>All Students - 74.7 points below standard</li> <li>Socioeconomically Disadvantaged - 85 points below standard</li> <li>White - 53.1points</li> </ul>			MATH <ul style="list-style-type: none"> <li>All Students - 49 points below standard</li> <li>Socioeconomically Disadvantaged - 80 points below standard</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>below standard</p> <ul style="list-style-type: none"> <li>Hispanic - 105.6 points below standard</li> <li>English Learners - N/A</li> <li>Students with Disabilities - 103 points below standard</li> </ul> <p>ELA</p> <ul style="list-style-type: none"> <li>All Students - 44.8 points below standard</li> <li>Socioeconomically Disadvantaged - 58.4 points below standard</li> <li>White - 43.3 points below standard</li> <li>Hispanic - 59.1 points below standard</li> <li>English Learners - N/A</li> <li>Students with Disabilities - 71 points</li> </ul>			<ul style="list-style-type: none"> <li>White - 11 points below standard</li> <li>Hispanic - 80 points below standard</li> <li>English Learners - 90 points below standard</li> <li>Students with Disabilities - 80 points below standard</li> </ul> <p>ELA - All Students - 14 points below standard</p> <ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged - 40 points below standard</li> <li>White - 20 points below standard</li> </ul>	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>below standard</p> <p>CA Dashboard 23/24 (22/23 Data)</p>			<ul style="list-style-type: none"> <li>Hispanic - 40 points below standard</li> <li>English Learners - 68 points below standard</li> <li>Students with Disabilities - 50 points below standard</li> </ul> <p>CA Dashboard 26/27 (25/26 Data)</p>	
2.5	<p>Percentage of students scoring on grade level or above in Math and ELA on the winter diagnostic assessment.</p> <p>Source: Local Assessment: IXL</p> <p>Priority 8</p>	<p>MATH</p> <ul style="list-style-type: none"> <li>All Students - 9%</li> <li>Socioeconomically Disadvantaged - 3%</li> <li>White - 9%</li> <li>Hispanic - 3%</li> <li>English Learners - 0%</li> <li>Students with Disabilities - 0%</li> </ul> <p>ELA</p>			<p>MATH</p> <ul style="list-style-type: none"> <li>All Students - 40%</li> <li>Socioeconomically Disadvantaged - 15%</li> <li>White - 40%</li> <li>Hispanic - 15%</li> <li>English Learners - 10%</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> <li>• All Students - 10%</li> <li>• Socioeconomically Disadvantaged - 6%</li> <li>• White - 20.6%</li> <li>• Hispanic - 6%</li> <li>• English Learners - 0%</li> <li>• Students with Disabilities - 6%</li> </ul> <p>Winter 23/24</p>			<ul style="list-style-type: none"> <li>• Students with Disabilities - 10%</li> </ul> <p>ELA</p> <ul style="list-style-type: none"> <li>• All Students - 45%</li> <li>• Socioeconomically Disadvantaged - 25%</li> <li>• White - 50%</li> <li>• Hispanic - 20%</li> <li>• English Learners - 15%</li> <li>• Students with Disabilities - 20%</li> </ul> <p>Winter 26/27</p>	
2.6	Percentage of Economically Disadvantaged, English Language Learner and students with exceptional needs scoring below grade level in Math and ELA on the winter diagnostic	<p>MATH</p> <ul style="list-style-type: none"> <li>• Socioeconomically Disadvantaged - 100%</li> <li>• English Learners - 100%</li> </ul>			<p>MATH</p> <ul style="list-style-type: none"> <li>• Socioeconomically Disadvantaged - 100%</li> <li>• English Learners - 100%</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	assessment receiving intervention. Source: Local Assessment: IXL Priority 7B/C	<ul style="list-style-type: none"> <li>Students with Disabilities - 100%</li> </ul> ELA <ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged - 100%</li> <li>English Learners - 100%</li> <li>Students with Disabilities - 100%</li> </ul> Winter 23/24			<ul style="list-style-type: none"> <li>Students with Disabilities - 100%</li> </ul> ELA <ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged - 100%</li> <li>English Learners - 100%</li> <li>Students with Disabilities - 100%</li> </ul> Winter 26/27	

## Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Maintain Director of Special Education position	Maintain Director of Special Education position		No Yes
2.2	Maintain English Learner (EL) Supports	EL Site Coordinator Position - The EL Site Coordinator Positions support and lead the EL practices and effective strategies for teaching EL students as well as oversees ELPAC Assessments.		Yes
2.3	Maintain Para-educator positions to support behavior and academics	Three para-educators will be hired to provide additional academic and behavioral support for students with an IEP or who are considered high risk.		Yes
2.4	Maintain IXL Diagnostics for progress monitoring and supplemental instruction	Continue implementing IXL ELA and Mathematics diagnostic as a local summative assessment tool three times a year.  AeroSTEM will continue to utilize IXL as an intervention and enrichment tool in ELA and Mathematics during school, and extended learning. IXL is a student tool to utilize at school, at home, and after school care, to target instructional needs and allow extended learning time.		No Yes
2.5	Maintain Class Size Reduction	Teacher and parent feedback indicates that ongoing class size reduction for all grades would provide more small-group and individualized		Yes

Action #	Title	Description	Total Funds	Contributing
		<p>instructional opportunities for all students, but specifically for Economically Disadvantaged, English Language Learner and Foster Youth students.</p> <p>AeroSTEM believes that lowering class size, as practicable, will give the students more daily small-group learning opportunities for accelerating their progress in meeting or exceeding proficiency in all subjects.</p>		
<b>2.6</b>	Provide after school intervention and academic support	AeroSTEM will maintain after school academic support. Teachers will implement a coordinated system of highly effective academic interventions for students most specifically, Economically Disadvantaged, English Language Learner and Foster Youth subgroups.		

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	Prepare students to be Career and College ready.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

AeroSTEM Academy students must have access to an instructional program which meets the requirements for post-secondary success, be that at an institute of higher learning or in a career of their choice. As such, all students must receive a high quality program which provides them with the requisite skills for success after graduation.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of seniors that have successfully completed A-G requirements or CTE Pathways. Source: Local Data Priority 4C/B/D	<ul style="list-style-type: none"> <li>100% May 23/24</li> </ul>			<ul style="list-style-type: none"> <li>100% May 26/27</li> </ul>	
3.2	Percentage of students will have standards-aligned curriculum, that includes integrated ELD standards as applicable, aligned with the Williams Act process Source: SARC	<ul style="list-style-type: none"> <li>100% May 23/24</li> </ul>			<ul style="list-style-type: none"> <li>100% May 26/27</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 1B					
3.3	Percentage of pupils who participate in and demonstrate college preparedness by the EAP or other assessment of college preparedness. Source: CAASPP Data Priority 4H	This information is not available but will be updated when released  May 23/24			<ul style="list-style-type: none"> <li>50%</li> </ul> May 26/27	
3.4	Percentage of English Learner students making progress as measured by the English Learner Progress Indicator on the CA School Dashboard Source: Dashboard/Local Data Priority 4E	This information is not available but will be updated when released  May 23/24			<ul style="list-style-type: none"> <li>50%</li> </ul> May 26/27	
3.5	Percentage of students who pass AP exam with score of 3 or higher Source: Local Data Priority 4G	<ul style="list-style-type: none"> <li>0%</li> </ul> May 23/24			25% May 26/27	

## Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Field Trips	Schedule 3 field trips per grade level in alignment with college and/or CTE exposure and grade level academic standards.		No Yes
3.2	Academic and Career Counseling	Provide academic, college, and CTE counseling to support students.  Provide targeted assistance to Economically Disadvantaged, English Language Learner and Foster Youth students in college and career readiness activities and guidance.  Offer College Success and Career Planning and Development dual enrollment classes.		Yes
3.3	Career 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 & Dual Enrollment.		No Yes



Action #	Title	Description	Total Funds	Contributing
		Employ (1) FTE CTE credentialed teacher for CTE/STEM classes for middle school/high school.		
<b>3.4</b>	College Access Supports	AeroSTEM will continue the college and career supports to help increase graduation rates, UC/CSU a-g rates, student access to career pathways, and lower drop-out rates with a specific focus on Economically Disadvantaged, English Language Learner and Foster Youth subgroups.		Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
4	Engage all educational partners to support student success.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)  
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Communication is essential for all educational partners working together to support student learning. AeroSTEM Academy has witnessed that while parent support is strong, the number of families and parents who actively take part in various functions is not proportionally grounded. Opportunities for parent involvement and engagement must be further developed and better communicated. AeroSTEM Academy's ability to increase parent involvement, input and engagement will result in greater community engagement and strengthen the educational partnership with families.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Opt-In usage rate of educational partner usage of communication tool Parent Square Source: Local Data Priority 3A	Email - 97% Text - 10% App - 66%  Winter 23/24			Email - 97% Text - 40% App - 75%  Winter 26/27	
4.2	Percent of parents and students who feel the school is safe. Source: Educational Partner Surveys Priority 6C	Parents - 73% Students - 96%  Winter 23/24			Parents - 95% Students - 98%  Winter 26/27	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	Percent of parents and students who feel a sense of connectedness to the school. Source: Educational Partner Surveys Priority 6C	Parents - 66% Students - 96%  Winter 23/24			Parents - 95% Students - 98%  Winter 26/27	
4.4	Attendance of educational partners at Charter Council meetings Source: Local Data Priority 3B/C	Average Attendance - 5  Winter 23/24			Average Attendance - 15  Winter 23/24	

## Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Maintain and utilize Parent Square application, website, and social media communications	AeroSTEM will improve two-way communication by utilizing multiple communication methods and engage with all educational partners to enhance existing protocols, identify expansion opportunities, and facilitate two-way communication, cultural awareness, and collaborative planning.		No Yes
4.2	Maintain staff member for partner coordination and outreach	Provide office staff member (.5) who connect the school and educational partners to support students' success in school.		No Yes
4.3	Provide Educational Partner Engagement Opportunities through surveys and the Charter Council	AeroSTEM will develop and implement a systemic process to engage and obtain student voices from diverse students, including different grade levels (age appropriate) and groups that have been traditionally underrepresented and underserved, and untapped in public education.		No Yes
4.4	Provide multiple event designed for educational partners	Provide targeted opportunities for partner engagement at the school site through various events and meetings.		No Yes
4.5	Maintain and utilize LMS and data warehouse	AeroSTEM will continue to implement a LMS system with an emphasis on increasing parent usage to communicate with students and their parents/guardians/caregivers.		No Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
5	Recruit and retain high capacity staff who are committed to the mission and vision of the school.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 6: School Climate (Engagement) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
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An explanation of why the LEA has developed this goal.

The goal of AeroSTEM Academy is to recruit and retain staff members that will support all students to acquire the skills necessary to develop and follow their postsecondary dreams. This goal was developed to reflect our commitment to teacher preparedness and development by ensuring that all students are challenged to reach high standards daily in each classroom. The actions will allow staff to best represent and serve the diverse needs of the students and families in this district.
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## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Percentage of teachers appropriately assigned and fully credentialed (Preliminary, clear, or Intern Credential). Source: School Accountability Report Card (SARC) Priority 1A	85% SARC 22/23			100% SARC 25/26	
5.2	Percent of staff who feel the school is safe.	Staff - 100%  Winter 23/24			Staff - 100%  Winter 26/27	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Educational Partner Surveys Priority 6C					
5.3	Percent of staff who feel a sense of connectedness to the school. Source: Educational Partner Surveys Priority 6C	Staff - 100%  Winter 23/24			Staff - 100%  Winter 26/27	
5.4	Percentage of teachers that received professional development on State Standards and effective instructional practices Source: Local Data Priority 8	Staff - 100%  May 23/24			Staff - 100%  Winter 26/27	

## Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Participate in the Tri-County Induction Program	<p>The Tri-County Induction Program (TCIP) is an approved and accredited educator program by the California Commission on Teacher Credentialing.</p> <p>The Induction Program partners with the candidates' school site, district office and county office leadership to provide a contextualized growth experience and prepare educators and educational leaders to create a diverse, equitable, inclusive and collaborative learning environment where all students achieve social and academic success.</p>		No Yes
5.2	Human Resource Systems	AeroSTEM will continue to monitor and implement Human Resources protocols to ensure staff are appropriately assigned based on credential, and staff evaluations are can be documented.		No Yes
5.3	Continuing Education	Support staff through continuing education reimbursement.		No Yes
5.4	Systemic Professional Development	<p>Enhance instruction for all students by providing targeted professional development and coaching to staff via a professional development plan based on disaggregated student data and the staff needs.</p> <p>Professional development includes 5 staff days before the school year, 2 staff days during the year, and 5 staff days after the school year.</p>		No Yes

Action #	Title	Description	Total Funds	Contributing



# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$	\$

## 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
	16.940%	\$198,653.00	

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

## Required Descriptions

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p><b>Action:</b> Maintain Positive Behavior Interventions and Supports (PBIS) system.</p> <p><b>Need:</b> We believe all student groups, including those identified as part of an unduplicated student groups, benefit from a robust PBIS system.</p> <p><b>Scope:</b></p>	AeroSTEM Academy has adopted a set of Actions and Objectives aligned to this specific Goal. As a small, innovative Charter School, these Actions and Objectives are best facilitated on a site-level.	Metric 1.1 Metric 1.2 Metric 1.3 Metric 1.4 Metric 1.5 Metric 1.6 Metric 1.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
<b>1.2</b>	<p><b>Action:</b> Provide school ERMS Counselor</p> <p><b>Need:</b> We believe all student groups, including those identified as part of an unduplicated student groups, can benefit from access to an ERMS Counselor.</p> <p><b>Scope:</b> Schoolwide</p>	AeroSTEM Academy has adopted a set of Actions and Objectives aligned to this specific Goal. As a small, innovative Charter School, these Actions and Objectives are best facilitated on a site-level.	Metric 1.3 Metric 1.4 Metric 1.5 Metric 1.6 Metric 1.7
<b>1.3</b>	<p><b>Action:</b> Chronic absentee interventions and attendance monitoring, communication, and supports</p> <p><b>Need:</b> We believe all student groups, including those identified as part of an unduplicated student groups, can benefit from an attendance monitoring and intervention system.</p> <p><b>Scope:</b> Schoolwide</p>	AeroSTEM Academy has adopted a set of Actions and Objectives aligned to this specific Goal. As a small, innovative Charter School, these Actions and Objectives are best facilitated on a site-level.	Metric 1.1 Metric 1.2 Metric 1.3 Metric 1.4 Metric 1.5 Metric 1.6 Metric 1.7
<b>1.4</b>	<p><b>Action:</b> Continue maintenance of quality school facilities</p> <p><b>Need:</b> We believe all student groups, including those identified as part of an unduplicated student</p>	AeroSTEM Academy has adopted a set of Actions and Objectives aligned to this specific Goal. As a small, innovative Charter School, these Actions and Objectives are best facilitated on a site-level.	Metric 1.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	groups, can benefit properly maintained school facilities.  <b>Scope:</b> Schoolwide		
<b>1.5</b>	<b>Action:</b> Maintain a .5 FTE nurse assistant  <b>Need:</b> We believe all student groups, including those identified as part of an unduplicated student groups, can benefit from health support  <b>Scope:</b> Schoolwide	AeroSTEM Academy has adopted a set of Actions and Objectives aligned to this specific Goal. As a small, innovative Charter School, these Actions and Objectives are best facilitated on a site-level.	Metric 1.1 Metric 1.2
<b>2.1</b>	<b>Action:</b> Maintain Director of Special Education position  <b>Need:</b> We believe students with disabilities can benefit from the support of a Director of Special Education.  <b>Scope:</b> Schoolwide	AeroSTEM Academy has adopted a set of Actions and Objectives aligned to this specific Goal. As a small, innovative Charter School, these Actions and Objectives are best facilitated on a site-level.	Metric 2.3 Metric 2.4 Metric 2.5 Metric 2.6
<b>2.2</b>	<b>Action:</b> Maintain English Learner (EL) Supports  <b>Need:</b>	AeroSTEM Academy has adopted a set of Actions and Objectives aligned to this specific Goal. As a small, innovative Charter School, these Actions and Objectives are best facilitated on a site-level.	Metric 2.1 Metric 2.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>We believe all student groups, including those identified as part of an unduplicated student groups, can benefit from the support of an EL Coordinator.</p> <p><b>Scope:</b> Schoolwide</p>		
<b>2.3</b>	<p><b>Action:</b> Maintain Para-educator positions to support behavior and academics</p> <p><b>Need:</b> AeroSTEM Academy has adopted a set of Actions and Objectives aligned to this specific Goal. As a small, innovative Charter School, these Actions and Objectives are best facilitated on a site-level.</p> <p><b>Scope:</b> Schoolwide</p>	We believe all student groups, including those identified as part of an unduplicated student groups, can benefit from support from a para-educator.	<p>Metric 2.3</p> <p>Metric 2.4</p> <p>Metric 2.5</p>
<b>2.4</b>	<p><b>Action:</b> Maintain IXL Diagnostics for progress monitoring and supplemental instruction</p> <p><b>Need:</b> We believe all student groups, including those identified as part of an unduplicated student groups, can benefit from access to a supplemental Math and ELA diagnostic and instructional program.</p>	AeroSTEM Academy has adopted a set of Actions and Objectives aligned to this specific Goal. As a small, innovative Charter School, these Actions and Objectives are best facilitated on a site-level.	<p>Metric 2.1</p> <p>Metric 2.2</p> <p>Metric 2.3</p> <p>Metric 2.4</p> <p>Metric 2.5</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<b>Scope:</b> Schoolwide		
<b>2.5</b>	<p><b>Action:</b> Maintain Class Size Reduction</p> <p><b>Need:</b> AeroSTEM Academy has adopted a set of Actions and Objectives aligned to this specific Goal. As a small, innovative Charter School, these Actions and Objectives are best facilitated on a site-level.</p> <p><b>Scope:</b> Schoolwide</p>	We believe all student groups, including those identified as part of an unduplicated student groups, can benefit from smaller class sizes.	<p>Metric 2.1</p> <p>Metric 2.2</p> <p>Metric 2.3</p> <p>Metric 2.4</p> <p>Metric 2.5</p>
<b>2.6</b>	<p><b>Action:</b> Provide after school intervention and academic support</p> <p><b>Need:</b> AeroSTEM Academy has adopted a set of Actions and Objectives aligned to this specific Goal. As a small, innovative Charter School, these Actions and Objectives are best facilitated on a site-level.</p> <p><b>Scope:</b></p>	We believe all student groups, including those identified as part of an unduplicated student groups, can benefit from after school academic intervention.	<p>Metric 2.1</p> <p>Metric 2.2</p> <p>Metric 2.6</p>
<b>3.1</b>	<p><b>Action:</b> Field Trips</p> <p><b>Need:</b></p>	AeroSTEM Academy has adopted a set of Actions and Objectives aligned to this specific Goal. As a small, innovative Charter School, these Actions and Objectives are best facilitated on a site-level.	<p>Metric 3.1</p> <p>Metric 3.2</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>We believe all student groups, including those identified as part of an unduplicated student groups, can benefit from multiple field trips throughout the school year.</p> <p><b>Scope:</b> Schoolwide</p>		
<b>3.2</b>	<p><b>Action:</b> Academic and Career Counseling</p> <p><b>Need:</b> AeroSTEM Academy has adopted a set of Actions and Objectives aligned to this specific Goal. As a small, innovative Charter School, these Actions and Objectives are best facilitated on a site-level.</p> <p><b>Scope:</b> Schoolwide</p>	<p>We believe all student groups, including those identified as part of an unduplicated student groups, can benefit from targeted counseling for academic and career readiness.</p>	<p>Metric 3.2 Metric 3.3 Metric 3.4 Metric 3.6</p>
<b>3.3</b>	<p><b>Action:</b> Career Technical Education (CTE) Pathways</p> <p><b>Need:</b> We believe all student groups, including those identified as part of an unduplicated student groups, can benefit from access to a CTE Pathway.</p> <p><b>Scope:</b> Schoolwide</p>	<p>AeroSTEM Academy has adopted a set of Actions and Objectives aligned to this specific Goal. As a small, innovative Charter School, these Actions and Objectives are best facilitated on a site-level.</p>	<p>Metric 3.1 Metric 3.2</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<b>3.4</b>	<p><b>Action:</b> College Access Supports</p> <p><b>Need:</b> AeroSTEM Academy has adopted a set of Actions and Objectives aligned to this specific Goal. As a small, innovative Charter School, these Actions and Objectives are best facilitated on a site-level.</p> <p><b>Scope:</b> Schoolwide</p>	We believe all student groups, including those identified as part of an unduplicated student groups, can benefit from college and career supports.	<p>Metric 3.1</p> <p>Metric 3.2</p> <p>Metric 3.3</p> <p>Metric 3.4</p>
<b>4.1</b>	<p><b>Action:</b> Maintain and utilize Parent Square application, website, and social media communications</p> <p><b>Need:</b> We believe all student groups, including those identified as part of an unduplicated student groups, can benefit consist two-way communication.</p> <p><b>Scope:</b> Schoolwide</p>	AeroSTEM Academy has adopted a set of Actions and Objectives aligned to this specific Goal. As a small, innovative Charter School, these Actions and Objectives are best facilitated on a site-level.	<p>Metric 4.1</p> <p>Metric 4.2</p>
<b>4.2</b>	<p><b>Action:</b> Maintain staff member for partner coordination and outreach</p> <p><b>Need:</b> We believe all student groups, including those identified as part of an unduplicated student groups, can benefit consist two-way communication.</p>	AeroSTEM Academy has adopted a set of Actions and Objectives aligned to this specific Goal. As a small, innovative Charter School, these Actions and Objectives are best facilitated on a site-level.	<p>Metric 4.3</p> <p>Metric 4.4</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<b>Scope:</b> Schoolwide		
<b>4.3</b>	<p><b>Action:</b> Provide Educational Partner Engagement Opportunities through surveys and the Charter Council</p> <p><b>Need:</b> We believe all student groups, including those identified as part of an unduplicated student groups, can benefit from opportunities to participate in the design of the school program.</p> <p><b>Scope:</b> Schoolwide</p>	AeroSTEM Academy has adopted a set of Actions and Objectives aligned to this specific Goal. As a small, innovative Charter School, these Actions and Objectives are best facilitated on a site-level.	Metric 4.4
<b>4.4</b>	<p><b>Action:</b> Provide multiple event designed for educational partners</p> <p><b>Need:</b> We believe all student groups, including those identified as part of an unduplicated student groups, can benefit from attending events designed for educational partners.</p> <p><b>Scope:</b> Schoolwide</p>	AeroSTEM Academy has adopted a set of Actions and Objectives aligned to this specific Goal. As a small, innovative Charter School, these Actions and Objectives are best facilitated on a site-level.	Metric 4.2 Metric 4.3
<b>4.5</b>	<p><b>Action:</b> Maintain and utilize LMS and data warehouse</p>	AeroSTEM Academy has adopted a set of Actions and Objectives aligned to this specific Goal. As a	Metric 4.3



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Need:</b> We believe all student groups, including those identified as part of an unduplicated student groups, can benefit from data driven decisions.</p> <p><b>Scope:</b> Schoolwide</p>	small, innovative Charter School, these Actions and Objectives are best facilitated on a site-level.	
5.1	<p><b>Action:</b> Participate in the Tri-County Induction Program</p> <p><b>Need:</b> We believe all student groups, including those identified as part of an unduplicated student groups, can benefit from well prepared and supported staff.</p> <p><b>Scope:</b> Schoolwide</p>	AeroSTEM Academy has adopted a set of Actions and Objectives aligned to this specific Goal. As a small, innovative Charter School, these Actions and Objectives are best facilitated on a site-level.	Metric 5.1
5.2	<p><b>Action:</b> Human Resource Systems</p> <p><b>Need:</b> We believe all student groups, including those identified as part of an unduplicated student groups, can benefit from credentialed and compliant staff.</p> <p><b>Scope:</b> Schoolwide</p>	AeroSTEM Academy has adopted a set of Actions and Objectives aligned to this specific Goal. As a small, innovative Charter School, these Actions and Objectives are best facilitated on a site-level.	Metric 5.1 Metric 5.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<b>5.3</b>	<p><b>Action:</b> Continuing Education</p> <p><b>Need:</b> We believe all student groups, including those identified as part of an unduplicated student groups, can benefit from well prepared and supported staff.</p> <p><b>Scope:</b> Schoolwide</p>	AeroSTEM Academy has adopted a set of Actions and Objectives aligned to this specific Goal. As a small, innovative Charter School, these Actions and Objectives are best facilitated on a site-level.	Metric 5.3 Metric 5.4
<b>5.4</b>	<p><b>Action:</b> Systemic Professional Development</p> <p><b>Need:</b> We believe all student groups, including those identified as part of an unduplicated student groups, can benefit from well prepared and supported staff.</p> <p><b>Scope:</b> Schoolwide</p>	AeroSTEM Academy has adopted a set of Actions and Objectives aligned to this specific Goal. As a small, innovative Charter School, these Actions and Objectives are best facilitated on a site-level.	Metric 5.2 Metric 5.4

### **Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

AeroSTEM Academy has not identified any Limited Actions in our LCAP.

**Additional Concentration Grant Funding**

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.

AeroSTEM Academy does not qualify for the additional Concentration Grant add-on funding.

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	21:1	
Staff-to-student ratio of certificated staff providing direct services to students	15:1	

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals				16.940%	

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$0.00						

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Maintain Positive Behavior Interventions and Supports (PBIS) system.	English Foster Low	Learners Youth Income	Yes	Scho olwide	English Learners Foster Youth Low Income	All Schools									
1	1.2	Provide school ERMS Counselor	All		No Yes	Scho olwide											
1	1.3	Chronic absentee interventions and attendance monitoring, communication, and supports	English Foster Low	Learners Youth Income	Yes	Scho olwide	English Learners Foster Youth Low Income	All Schools									
1	1.4	Continue maintenance of quality school facilities	All		No Yes	Scho olwide											
1	1.5	Maintain a .5 FTE nurse assistant	English Foster Low	Learners Youth Income	Yes	Scho olwide	English Learners Foster Youth Low Income	All Schools									
2	2.1	Maintain Director of Special Education position	Students Disabilities	with	No Yes	Scho olwide											
2	2.2	Maintain English Learner (EL) Supports	English	Learners	Yes	Scho olwide	English Learners	All Schools									
2	2.3	Maintain Para-educator positions to support behavior and academics	English Foster Low	Learners Youth Income	Yes	Scho olwide	English Learners Foster Youth Low Income	All Schools									

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.4	Maintain IXL Diagnostics for progress monitoring and supplemental instruction	All		No Yes	Scho olwide											
2	2.5	Maintain Class Size Reduction	English Foster Low	Learners Youth Income	Yes	Scho olwide	English Learners Foster Youth Low Income	All Schools									
2	2.6	Provide after school intervention and academic support	English Foster Low	Learners Youth Income			English Learners Foster Youth Low Income	All Schools									
3	3.1	Field Trips	All		No Yes	Scho olwide											
3	3.2	Academic and Career Counseling	English Foster Low	Learners Youth Income	Yes	Scho olwide	English Learners Foster Youth Low Income	All Schools									
3	3.3	Career Technical Education (CTE) Pathways	All		No Yes	Scho olwide											
3	3.4	College Access Supports	English Foster Low	Learners Youth Income	Yes	Scho olwide	English Learners Foster Youth Low Income	All Schools									
4	4.1	Maintain and utilize Parent Square application, website, and social media communications	All		No Yes	Scho olwide											
4	4.2	Maintain staff member for partner coordination and outreach	All		No Yes	Scho olwide											
4	4.3	Provide Educational Partner Engagement Opportunities through surveys and the Charter Council	All		No Yes	Scho olwide											
4	4.4	Provide multiple event designed for educational partners	All		No Yes	Scho olwide											

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.5	Maintain and utilize LMS and data warehouse	All	No Yes	Schoolwide											
5	5.1	Participate in the Tri-County Induction Program	All	No Yes	Schoolwide											
5	5.2	Human Resource Systems	All	No Yes	Schoolwide											
5	5.3	Continuing Education	All	No Yes	Schoolwide											
5	5.4	Systemic Professional Development	All Students with Disabilities	No Yes	Schoolwide											

# 2024-25 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
			16.940%		\$0.00	0.000%	0.000 %	<b>Total:</b>	\$0.00
								<b>LEA-wide Total:</b>	\$0.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$0.00

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	Maintain Positive Behavior Interventions and Supports (PBIS) system.	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
1	1.2	Provide school ERMS Counselor	Yes	Schoolwide				
1	1.3	Chronic absentee interventions and attendance monitoring, communication, and supports	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
1	1.4	Continue maintenance of quality school facilities	Yes	Schoolwide				
1	1.5	Maintain a .5 FTE nurse assistant	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
2	2.1	Maintain Director of Special Education position	Yes	Schoolwide				
2	2.2	Maintain English Learner (EL) Supports	Yes	Schoolwide	English Learners	All Schools		

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 (%)
2	2.3	Maintain Para-educator positions to support behavior and academics	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
2	2.4	Maintain IXL Diagnostics for progress monitoring and supplemental instruction	Yes	Schoolwide				
2	2.5	Maintain Class Size Reduction	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
2	2.6	Provide after school intervention and academic support			English Learners Foster Youth Low Income	All Schools		
3	3.1	Field Trips	Yes	Schoolwide				
3	3.2	Academic and Career Counseling	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
3	3.3	Career Technical Education (CTE) Pathways	Yes	Schoolwide				
3	3.4	College Access Supports	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
4	4.1	Maintain and utilize Parent Square application, website, and social media communications	Yes	Schoolwide				
4	4.2	Maintain staff member for partner coordination and outreach	Yes	Schoolwide				
4	4.3	Provide Educational Partner Engagement Opportunities through surveys and the Charter Council	Yes	Schoolwide				
4	4.4	Provide multiple event designed for educational partners	Yes	Schoolwide				
4	4.5	Maintain and utilize LMS and data warehouse	Yes	Schoolwide				



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 (%)
5	5.1	Participate in the Tri-County Induction Program	Yes	Schoolwide				
5	5.2	Human Resource Systems	Yes	Schoolwide				
5	5.3	Continuing Education	Yes	Schoolwide				
5	5.4	Systemic Professional Development	Yes	Schoolwide				

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$704,583.00	\$23,385.00

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	Professional Development	No	\$10,000	\$9,922
1	1.2	Field Trips	No	\$5,000	\$13,463
1	1.3	Academic and Career Counseling	No	\$45,552	
1	1.4	Pupil Achievement	No	\$55,073	
			Yes		
1	1.5	Support to Students with Disabilities	No	\$207,047	
			Yes		
1	1.6	College and CTE Pathways	No	\$91,536	
1	1.7	Additional Certificated Staff for Smaller Class Sizes	No	\$85,456	
			Yes		
2	2.1	Attendance	No	\$46,161	
			Yes		

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)
2	2.2	Community & Parent Engagement	No	\$65,654	
2	2.3	Student Well-being	No Yes	\$46,552	
2	2.4	Facilities	No	\$46,552	

# 2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
198653	\$20,360.00	\$0.00	\$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing 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	1.4	Pupil Achievement	Yes				
1	1.5	Support to Students with Disabilities	Yes	\$4,860.00			
1	1.7	Additional Certificated Staff for Smaller Class Sizes	Yes				
2	2.1	Attendance	Yes	\$9,000.00			
2	2.3	Student Well-being	Yes	\$6,500.00			

To Add a Row: Click “Add Row.”

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press “Save Data” and refresh the page.

# 2023-24 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)
1172710	198653		16.940%	\$0.00	0.000%	0.000%	\$198,653.00	16.940%

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, 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](mailto:LCFF@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

## Requirements and Instructions

### General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

### Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.



Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

**Comprehensive Support and Improvement**

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

*Schools Identified*

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

- Identify the schools within the LEA that have been identified for CSI.

*Support for Identified Schools*

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

*Monitoring and Evaluating Effectiveness*

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

**Engaging Educational Partners**

**Purpose**

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

**Requirements**

**School districts and COEs:** *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

**Charter schools:** *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

### Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

### Complete the table as follows:

#### Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

#### Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

**Requirement to Address the LCFF State Priorities**

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

**Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding**

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
  - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
  - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

## Broad Goal

### Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

### Type of Goal

Identify the type of goal being implemented as a Broad Goal.

### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

**Maintenance of Progress Goal**

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

**Measuring and Reporting Results:**

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.



- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

#### Metric #

- Enter the metric number.

#### Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

#### Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

### Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

### Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

### Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

### Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . Leave blank until then.

**Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
  - Include a discussion of relevant challenges and successes experienced with the implementation process.
  - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

**Actions:**  
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

## Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

## Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

## Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

### Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

**LEA-wide and Schoolwide Actions**

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

**For School Districts Only**

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

**Requirements and Instructions**

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

#### LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

#### Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

## Required Descriptions:

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

#### Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

#### How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.



- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

### **Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools:** In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

### **Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

### **Identified Need(s)**

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

### **How the Action(s) are Designed to Address Need(s)**

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

### **Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

### **Additional Concentration Grant Funding**

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.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it 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.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

## Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA’s current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### **Contributing Actions Annual Update Table**

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

### **LCFF Carryover Table**

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**



- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education  
November 2023

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TO: Board of Directors

AGENDA ITEM: 8.4

DATE: 6/10/24

ITEM: 2024-25 Proposed Budget

SUBMITTED FOR: PUBLIC HEARING

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**Background and Summary Information:** The school is required to hold a public hearing before adopting a proposed budget. The proposed budget summarizes the financial activity for AeroSTEM Academy built on the best available information received to date.

The proposed budget is only an initial blueprint for revenues and expenditures since the preparation of the proposed budget occurs before the state has enacted its budget and before actual expenditures are known.

**Financial/Educational Impact:** Possible compliance and fiscal impact

**Staff Recommendation:** N/A

# AeroSTEM Academy Charter School

2024-2025 Proposed Budget  
(Public Hearing)  
Presented on June 10, 2024

82 Second Street,  
Yuba City, CA 95991

**AeroSTEM Academy Charter School**  
**2024-25 Proposed Budget Report**  
Public Hearing – June 10, 2024  
Adoption – June 24, 2024

Local Educational Agencies (LEAs) are required to adopt a budget prior to July 1 of each year in order to authorize the expenditure of funds. The proposed budget is only an initial blueprint for revenues and expenditures since the preparation of the adopted budget occurs before the State has enacted its budget, and before actual revenues and expenditures are known for the current year. In the event that material revisions are necessary, a revised budget will be presented to the Board no less than 45 days after the enacted State budget.

Illustrated below is a summary of the proposed State budget and budget guidelines as provided by the county office of education, Business and Administration Steering Committee (BASC), Capitol Advisors, School Services of California, Legislative Analyst's Office, and other professional organizations. The proposed budget report also contains financial summaries, multi-year projections and detailed financial state reports relating to the projected financial activity for 2024-25 through 2026-27 specific to AeroSTEM.

**Governor's Revised State Budget Proposal "May Revision"**

Governor Newsom released his proposed revised state budget on May 10<sup>th</sup> for the upcoming 2024-25 fiscal year and released additional information on May 14<sup>th</sup>. The California Department of Finance (DOF) projected a \$37.9 billion deficit in January. Fortunately, the State implemented early actions to shrink the budget shortfall by \$17.3 billion; otherwise, the budget problem would have been worse. However, due to lower-than-expected revenues in the last few months, the budget shortfall increased by \$7.0 billion from January resulting in a \$27.6 billion deficit. Further, Proposition 98 funding has decreased from January amounts as follows:

- 2022-23: Decrease of \$786 million for a total Proposition 98 guarantee of \$97.5 billion
- 2023-24: Decrease of \$3 billion for a total Proposition 98 guarantee of \$102.5 billion
- 2024-25: Decrease of \$364 million for a total Proposition 98 guarantee of \$108.7 billion

The Governor is maintaining his position of protecting K-14 education from on-going reductions (i.e. mid-year reductions, eliminating programs, etc.) by proposing the following actions:

- Increase the utilization of funds from the Proposition 98 Rainy Day Fund.
  - Withdrawing \$5.8 billion in 2023-24 and \$2.6 billion in 2024-25.
  - The funds in the Proposition 98 Rainy Day Fund would then be expected to be depleted by the end of the 2024-25 fiscal year.
- Continue to utilize a change in accrual and accounting method referred to as the "Proposition 98 Funding Maneuver".
  - Accrue the net \$8.8 billion (up from \$8.0 billion in January) budget impact of providing funds to education in 2022-23 above the constitutional minimum guarantee. Annual supplemental payments of approximately \$1.8 billion will go to education from non-Proposition 98 general fund resources starting in 2025-26.
  - While this action prevents additional reductions in education funding relating to the decrease in the 22-23 minimum guarantee from when the 2023-24 state budget was enacted last June, it reduces the calculation of the Proposition 98 minimum guarantee going forward since the maneuver does not recognize the \$8.8 billion shortfall.

- The estimated impact on education funding is approximately \$12-14 billion for 2023-24 and 2024-25, and further negatively impacts total funding for education funding in subsequent years.
- o Please note that this provision was modified on May 27<sup>th</sup> relating to an agreement between the Governor and the California Teachers Association (CTA), which suspends Proposition 98 and adds a maintenance factor that will be paid back in the future. While the agreement maintains the State's Proposition 98 minimum guarantee, it does increase the possibility of cash deferrals and/or funding/program reductions.

However, the Governor does propose the following one-time education reductions in order to balance the budget:

- Reducing \$485 million of one-time, unspent Learning-Aligned Employment Program funds.
- Eliminating \$375 million of one-time support for the School Facilities Aid Program.
  - o The amount is zero after the Governor's early budget action reduced it by \$500 million.
- Reducing \$550 million supporting the California Preschool, Transitional Kindergarten, and Full-Day Kindergarten Program facilities, since these needs could be included in the next statewide school facilities bond.
- Reducing \$60.2 million of one-time support for the Golden State Teacher Grant Program.
- Eliminating the planned general fund investments of \$47.9 million in 2025-26 and \$97.9 million on-going starting in 2026-27 for preschool inclusivity, which would have required state preschools to serve at least 10% of students with disabilities by 2026-27
- Utilizing unused funds from Inclusive Early Education Expansion Program Grant and other programs to increase the Green School Bus Grant Program by \$395 million for 2024-25. A corresponding decrease would occur for the subsequent year budget commitments.

### **Local Control Funding Formula Factors**

The statutory cost-of-living adjustment (COLA) for 2024-25 is 1.07%, which is being funded from one-time funds. Illustrated below is a comparison of projected statutory COLAs for the current year, budget year, and two subsequent years:

Description	23-24	24-25	25-26	26-27
LCFF COLAs (23-24 Adopted Budget)	8.22%	3.94%	3.29%	3.19%
LCFF COLAs (23-24 First Interim)	8.22%	3.94%	3.29%	3.19%
LCFF COLAs (23-24 Second Interim)	8.22%	0.76%	2.73%	3.11%
LCFF COLAs (24-25 Adopted Budget)	8.22%	1.07%	2.93%	3.08%

### **Other Proposed Governor's May Revision Components**

Illustrated below is a summary of other proposals in the Governor's May Revision.

- Except for applying COLA to eligible programs, there are no funding changes from what was proposed in January relating to the following programs:
  - o Expanded Learning Opportunities Program
  - o Universal Transitional Kindergarten

- o Universal Meals
- o California Community Schools Partnership Program
- o Home-to-School Transportation
- o Special Education
- Maintains the Attendance Recovery Program from the Governor’s January Budget that would enable LEAs to recover average daily attendance lost to student absences by providing additional instructional time to offset student absences and further address learning loss. However, the Governor proposes to delay the program implementation to 2025-26 instead of 2024-25, and limiting the amount of ADA that can be recaptured.
- Maintains the revisions to the J-13A (school closure / material loss of attendance) Program by requiring LEAs amend its independent study plan to provide for the continuity of instruction within five calendar days (currently 10 days) of the first day of closure or material loss of attendance.
  - o LEAs would also have the authority to accommodate temporarily reassigned students and allows for simultaneous enrollment in the temporarily assigned LEA and in their previous LEA.
- Apply the statutory COLA to the minimum per school site LCFF Equity Multiplier of \$50,000 and restrict funding to school sites that are open in the year that the funding is allocated, as well as exclude district office enrollment in the allocation.
- Limit requiring an LEA with a school that is eligible for the federal Community Eligibility Provision to adopt a federal universal meal service provision to only eligible schools that also have an Identified Student Percentage of at least 40%.
- Impose new restrictions of Learning Recovery Emergency Block Grant expenditures by requiring the expenditures be evidence-based and based on formal needs assessments beginning with 2025-26 expenditures (previously was a 2024-25 implementation year).
- Revise the Arts, Music & Instructional Materials Discretionary Block Grant language requiring that funds be “available for expenditure through June 30, 2026” instead of “available for encumbrance through June 30, 2025.”
- Revise A-G Completion Improvement Grant language requiring that funds be “available for expenditure through June 30, 2026” instead of “available for encumbrance or expenditure through June 30, 2026.”
- Encumbered Expanded Learning Opportunities Program funds from 2021-22 and 2022-23 must be expended by September 30, 2024. Further, beginning with the 2023-24 allocation, LEAs will have two fiscal years to expend the funds. Lastly there is legislative intent language that states, beginning in 2025-26, school districts and charter schools will have the discretion of participating in the program.

#### **2024-25 AeroSTEM Academy Charter School Primary Budget Components**

- ❖ Average Daily Attendance (ADA) is estimated at 130.20.
- ❖ The charter’s estimated unduplicated pupil percentage for supplemental and concentration funding is estimated to be 65.62%. The percentage will be revised based on actual data.
- ❖ Lottery revenue is estimated to be \$177 per ADA for unrestricted purposes and \$72 per ADA for restricted purposes.

❖ Mandated Cost Block Grant is \$20.06 for K-8 ADA and \$55.76 for 9-12 ADA.

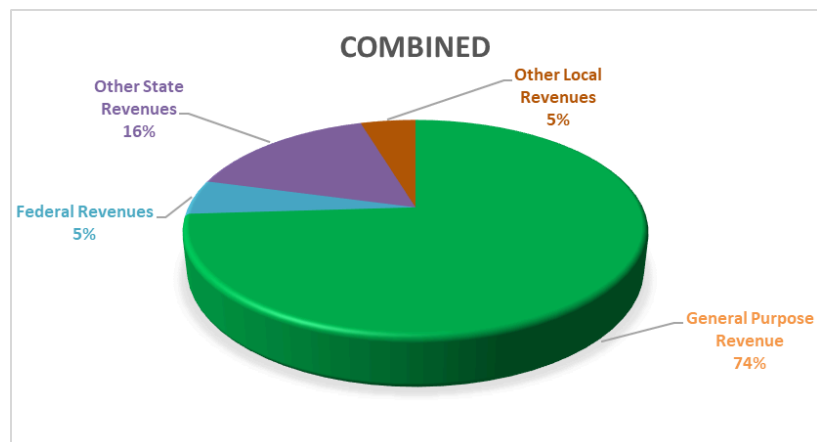
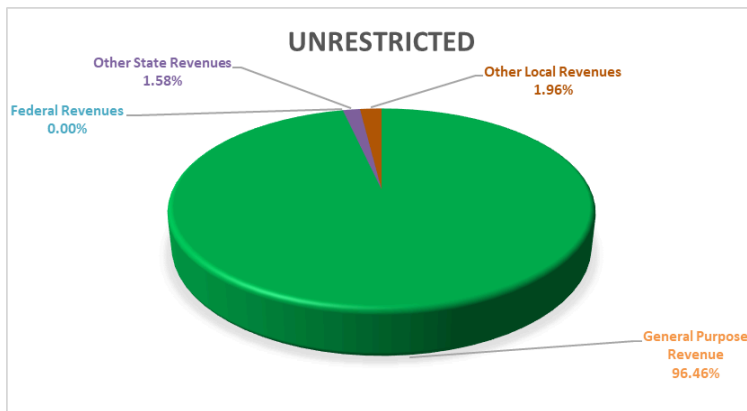
❖ Except as illustrated under Contributions to Restricted Programs, all federal and state restricted categorical programs are self-funded.

### **General Fund Revenue Components**

The charter receives funding for its general operations from various sources. A summary of the major funding sources is illustrated below:

Description	Unrestricted	Combined
General Purpose Revenue	\$ 1,723,037	\$ 1,723,037
Federal Revenues	\$ -	\$ 120,944
Other State Revenues	\$ 28,143	\$ 376,361
Other Local Revenues	\$ 35,093	\$ 107,543
<b>Total</b>	<b>\$ 1,786,273</b>	<b>\$ 2,327,885</b>

Following is a graphical representation of unrestricted and combined revenues by percentage:



### **Education Protection Account**

As approved by the voters on November 6, 2012, The Schools and Local Public Safety Protection Act of 2012 (Proposition 30) temporarily increased the State's sales tax rate and the personal income tax rates for taxpayers in high tax brackets.

Proposition 30 provides that a portion of K-14 general purpose funds must be utilized for instructional purposes. Revenues generated from Proposition 30 are deposited into an account called the Education Protection Account (EPA). The charter receives funds from the EPA based on its proportionate share of statewide general-purpose funds. A corresponding reduction is made to its state aid funds.

Subsequently, on November 8, 2016, the voters approved the California Children's Education and Health Care Protection Act (Proposition 55) that maintains increased personal income tax rates for taxpayers in high tax brackets through 2030. Proposition 55 did not extend the sales tax increase; therefore, the temporary sales tax increase expired at the end of calendar year 2016.

K-14 local agencies have the sole authority to determine how the funds received from the EPA are spent, but with these provisions:

- The spending plan must be approved by the governing board during a public meeting
- EPA funds cannot be used for the salaries or benefits of administrators or any other administrative costs (as determined through the account code structure)
- Each year, the local agency must publish on its website an accounting of how much money was received from the EPA and how the funds were expended

Further, the annual financial audit includes verification that the EPA funds were used as specified by Proposition 30. If EPA funds are not expended in accordance with the requirements of Proposition 30, civil or criminal penalties could be incurred.

Illustrated below is the Charter's EPA funds budgeted for 2024-25. The amounts will be revised throughout the year based on information received from the State.



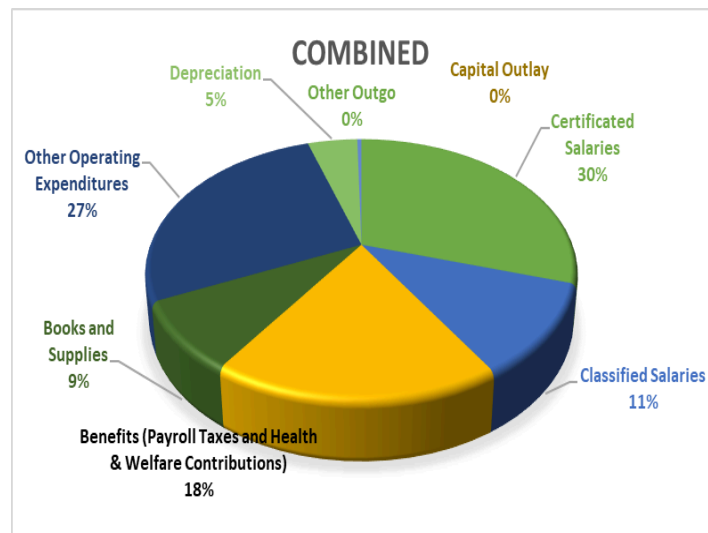
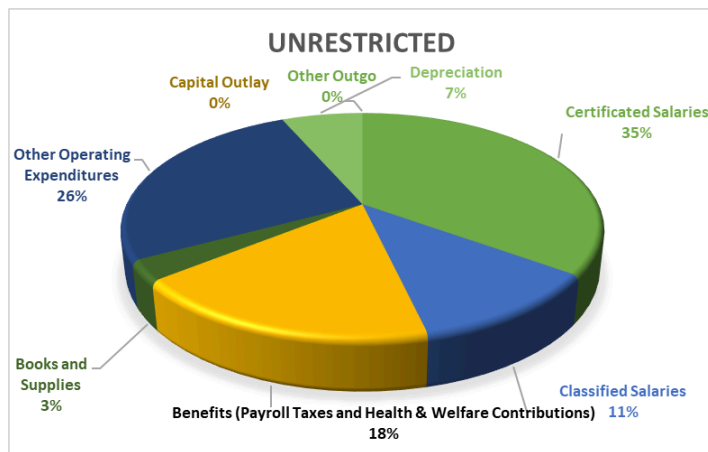
Education Protection Account (EPA) Budget 2024-25 Fiscal Year	
Description	Amount
<b>BEGINNING BALANCE</b>	\$0
<b>BUDGETED EPA REVENUES:</b>	
<i>Estimated EPA Funds</i>	\$26,040
<b>BUDGETED EPA EXPENDITURES:</b>	
<i>Certificated Instructional Salaries</i>	\$26,040
<i>Classified Salaries</i>	\$0
<i>Fixed Benefits &amp; Health and Welfare</i>	\$0
<i>Books and Supplies</i>	\$0
<i>Travel &amp; Conferences</i>	\$0
<i>Contracts</i>	\$0
<b>TOTAL</b>	\$26,040
<b>ENDING BALANCE</b>	<b>\$0</b>

### **Operating Expenditure Components**

The General Fund is used for the majority of the functions within the charter. As illustrated below, salaries and benefits comprise approximately 64% of the charter's unrestricted budget, and approximately 60% of the total General Fund budget.

Description	Unrestricted	Combined
Certificated Salaries	\$644,558	\$800,090
Classified Salaries	\$210,722	\$307,332
Benefits (Payroll Taxes and Health & Welfare Contributions)	\$330,633	\$494,690
Books and Supplies	\$54,054	\$231,116
Other Operating Expenditures	\$484,106	\$725,970
Capital Outlay	\$0	\$0
Depreciation	\$121,000	\$121,000
Other Outgo	\$0	\$10,100
<b>TOTAL</b>	<b>\$1,845,073</b>	<b>\$2,690,298</b>

Following is a graphical representation of expenditures by percentage:



### **General Fund Contributions to Restricted Programs**

The following contributions of unrestricted resources to restricted programs are necessary to cover restricted program expenditures in excess of revenue:

Description	Amount
Special Education	\$ 164,218
	\$ -
<b>TOTAL CONTRIBUTIONS</b>	<b>\$ 164,218</b>

### **General Fund Summary**

The charter's 2024-25 General Fund projects a total operating surplus of \$137K resulting in an estimated ending fund balance of -\$180K. The charter is not able to maintain the 4% reserve for the economic uncertainty.

### **Multiyear Projection**

**General Planning Factors:**

Illustrated below are the latest primary funding factors relating to the May Revise.

<i>Planning Factor</i>	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>
<b>Dept of Finance Statutory COLA</b>	8.22%	1.07%	2.93%	3.08%
<b>STRS Employer Rates</b>	19.10%	19.10%	19.10%	19.10%
<b>PERS Employer Rates</b>	26.68%	27.05%	27.60%	28.00%
<b>SUI Employer Rates</b>	0.05%	0.05%	0.05%	0.05%
<b>Lottery – Unrestricted per ADA</b>	\$177	\$177	\$177	\$177
<b>Lottery – Prop. 20 per ADA</b>	\$72	\$72	\$72	\$72
<b>Universal Transitional Kindergarten/ADA</b>	\$3,044	\$3,077	\$3,167	\$3,264
<b>Mandate Block Grant for Districts: K-8 per ADA</b>	\$37.81	\$38.21	\$39.33	\$40.54
<b>Mandate Block Grant for Districts: 9-12 per ADA</b>	\$72.84	\$73.62	\$75.78	\$78.11
<b>Mandate Block Grant for Charters: K-8 per ADA</b>	\$19.85	\$20.06	\$20.65	\$21.29
<b>Mandate Block Grant for Charters: 9-12 per ADA</b>	\$55.17	\$55.76	\$57.39	\$59.16
<b>Routine Restricted Maintenance Account (refer to the provisions discussed above)</b>	3% of total GF expend & outgo	3% of total GF expend & outgo	3% of total GF expend & outgo	3% of total GF expend & outgo

Various aspects of the planning factors illustrated above will be further discussed below with the charter's specific revenue and expenditure assumptions.

**Revenue Assumptions:**

AeroSTEM is projecting to have an increase of 32 students in 2024-25 school year. The Local Control Funding Formula is based on the Department of Finance's estimates of COLA and funding percentages towards the Charter's LCFF Target as noted above.

**Expenditure Assumptions:**

Certificated and classified step and column costs are included in the budget. Along with an additional 2.8 FTE's to hire a teacher, a health/attendance assistant and a business/human resources coordinator.

As a result of changes to salaries, adjustments to benefits are made to reflect the effects of salary changes noted above, program adjustments, and expected increases to employer pension costs as per the discussion provided earlier in this report.

**Conclusion:**

AeroSTEM is projected not to meet its financial obligations for the current year. Administration continues examining the budget and corresponding programs in greater detail with the purpose of continuing to identify expenses that could potentially be covered by restricted programs. Auditor's have provided audit adjustments correcting prior year revenues and expenses. These adjustments will be reflected in the Adopted Budget.

The charter in conjunction with the county is closely monitoring cash to ensure that the charter remains fiscally solvent.

CHARTER SCHOOL  
BUDGET REPORT - ALTERNATIVE FORM

Charter School Name: AeroSTEM Academy  
(name continued)

CDS #: 51105120138040

Charter Approving Entity: Sutter County Office of Education

County: Sutter County Office of Education

Charter #: 2000

Budgeting Period:

following basis of accounting:  
2024/25

This charter school uses the

Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)

☒

Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

☐

Description	Object Code	2023-24 Estimated Actuals			2024-25 Proposed Budget		Total
		Unrestricted	Restricted	Total	Unrestricted	Restricted	
<b>A. REVENUES</b>	8011	974,464.00	0.00	974,464.00	1,421,177.00	0.00	1,421,177.00
1. LCFF Sources (8010-8099)							
State Aid - Current Year							
Education Protection Account State Aid - Current	8012	19,940.00	0.00	19,940.00	26,040.00	0.00	26,040.00
Year State Aid - Prior Years	8019	0.00	0.00	0.00	0.00	0.00	0.00
Transfer of Charter Schools in Lieu of Property	8096	281,093.00	0.00	281,093.00	275,820.00		275,820.00
Taxes Other LCFF Transfers	8091, 8097	0.00	0.00	0.00	0.00	0.00	0.00
Total, LCFF Sources	8290	1,275,497.00	0.00	1,275,497.00	1,723,037.00	0.00	1,723,037.00
2. Federal Revenues (8300-8599)		0.00	72,415.00	72,415.00	0.00	47,967.00	47,967.00
Every Student Succeeds Act (Titles I - V)							
Special Education - Federal							
Child Nutrition - Federal	8181, 8182	0.00	32,486.00	32,486.00	0.00	28,923.00	28,923.00
Donated Food Commodities	8220	0.00	42,748.00	42,748.00	0.00	40,473.00	40,473.00
Other Federal Revenues	8221	0.00	0.00	0.00	0.00	0.00	0.00
Total, Federal Revenues	8110, 8260-8299	0.00	2,500.00	2,500.00	0.00	3,581.00	3,581.00
3. Other State Revenues (8600-8799)		0.00	150,149.00	150,149.00	0.00	120,944.00	120,944.00
Special Education - State		0.00	85,656.00	85,656.00	0.00	0.00	0.00
All Other State Revenues							
Total, Other State Revenues	StateRevSE						
4. Other Local Revenues	StateRevAO	22,824.00	782,667.00	805,491.00	28,143.00	348,218.00	376,361.00
All Other Local Revenues		22,824.00	868,323.00	891,147.00	28,143.00	348,218.00	376,361.00
Total, Local Revenues		342,123.00	83,761.00	425,884.00	35,093.00	72,450.00	107,543.00
5. TOTAL REVENUES	LocalRevAO						
	1100	342,123.00	83,761.00	425,884.00	35,093.00	72,450.00	107,543.00
<b>B. EXPENDITURES</b>							
1. Certificated Salaries		1,640,444.00	1,102,233.00	2,742,677.00	1,786,273.00	541,612.00	2,327,885.00
Certificated Teachers' Salaries		299,347.00	202,667.00	502,014.00	456,251.00	111,097.00	567,348.00
Certificated Pupil Support Salaries							
Certificated Supervisors' and Administrators'							
Salaries Other Certificated Salaries							
Total, Certificated Salaries	1200	48,834.00	19,515.00	68,349.00	28,890.00	44,435.00	73,325.00
2. Non-certificated Salaries	1300	155,019.00	0.00	155,019.00	159,417.00	0.00	159,417.00
Non-certificated Instructional Aides' Salaries	1900	0.00	0.00	0.00	0.00	0.00	0.00
Non-certificated Support Salaries	2100	503,200.00	222,182.00	725,382.00	644,558.00	155,532.00	800,090.00

Non-certificated Supervisors' and Administrators'		0.00	62,346.00	62,346.00	0.00	77,330.00	77,330.00
Sal. Clerical and Office Salaries							
Other Non-certificated Salaries							
Total, Non-certificated Salaries	2200	23,276.00	18,349.00	41,625.00	20,717.00	19,280.00	39,997.00
	2300	0.00	0.00	0.00	71,074.00	0.00	71,074.00
	2400	104,913.00	25,986.00	130,899.00	92,260.00	0.00	92,260.00
	2900	0.00	0.00	0.00	26,671.00	0.00	26,671.00
		128,189.00	106,681.00	234,870.00	210,722.00	96,610.00	307,332.00

Revised 5/8/19

CHARTER SCHOOL  
BUDGET REPORT - ALTERNATIVE FORM

Charter School Name: AeroSTEM Academy  
(name continued)

Description	Object Code	2023-24 Estimated Actuals			2024-25 Proposed Budget		Total
		Prior Year	Restricted	Total	Unrestricted	Restricted	
3. Employee Benefits	3101-3102	92,361.00	88,257.00	180,618.00	121,354.00	80,528.00	201,882.00
STRS							
PERS	3201-3202	31,779.00	30,145.00	61,924.00	26,441.00	13,076.00	39,517.00
OASDI / Medicare / Alternative	3301-3302	15,625.00	12,093.00	27,718.00	22,733.00	8,150.00	30,883.00
Health and Welfare Benefits	3401-3402	100,008.00	11,729.00	111,737.00	151,030.00	59,625.00	210,655.00
Unemployment Insurance	3501-3502	317.00	180.00	497.00	432.00	129.00	561.00
Workers' Compensation Insurance	3601-3602	6,375.00	3,487.00	9,862.00	8,643.00	2,549.00	11,192.00
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	0.00	0.00	0.00	0.00	0.00	0.00
Total, Employee Benefits							
4. Books and Supplies	4100	246,465.00	145,891.00	392,356.00	330,633.00	164,057.00	494,690.00
Approved Textbooks and Core Curricula Materials		18,568.00	19,073.00	37,641.00	0.00	0.00	0.00
Books and Other Reference Materials							
Materials and Supplies	4200	0.00	0.00	0.00	0.00	0.00	0.00
Noncapitalized Equipment	4300	17,435.00	72,706.00	90,141.00	17,985.00	99,951.00	117,936.00
Food	4400	20,431.00	8,515.00	28,946.00	36,069.00	1,407.00	37,476.00
Total, Books and Supplies	4700	0.00	66,003.00	66,003.00	0.00	75,704.00	75,704.00
5. Services and Other Operating Expenditures	5100	56,434.00	166,297.00	222,731.00	54,054.00	177,062.00	231,116.00
Subagreements for Services		0.00	0.00	0.00	0.00	0.00	0.00
Travel and Conferences							
Dues and Memberships							
Insurance	5200	3,915.00	10,104.00	14,019.00	3,915.00	10,254.00	14,169.00
Operations and Housekeeping Services	5300	3,200.00	0.00	3,200.00	3,200.00	0.00	3,200.00
Rentals, Leases, Repairs, and Noncap.	5400	45,000.00	0.00	45,000.00	45,000.00	0.00	45,000.00
Improvements Transfers of Direct Costs	5500	60,622.00	11,951.00	72,573.00	60,622.00	0.00	60,622.00
Professional/Consulting Services & Operating	5600	167,856.00	165,859.00	333,715.00	167,856.00	170,953.00	338,809.00
Expend. Communications	5700-5799	0.00	0.00	0.00	0.00	0.00	0.00
Total, Services and Other Operating Expenditures							
6. Capital Outlay (Objects 6100-6170, 6200-6500 - modified	5800	217,845.00	88,681.00	306,526.00	180,994.00	58,361.00	239,355.00
accrLand and Improvements of Land	5900	22,519.00	2,296.00	24,815.00	22,519.00	2,296.00	24,815.00
Buildings and Improvements of Buildings	6100-6170	520,957.00	278,891.00	799,848.00	484,106.00	241,864.00	725,970.00
Books and Media for New School Libraries or Major		0.00	0.00	0.00	0.00	0.00	0.00
Expansion of School Libraries							
Equipment							
Equipment Replacement	6200	0.00	0.00	0.00	0.00	0.00	0.00
Depreciation Expense (for full accrual basis only)	6300	0.00	0.00	0.00	0.00	0.00	0.00
Total, Capital Outlay							
7. Other Outgo	6400	34,669.00	108,977.00	143,646.00	0.00	0.00	0.00
Tuition to Other Schools	6500	0.00	0.00	0.00	0.00	0.00	0.00
Transfers of Pass-through Revenues to Other LEAs	6900	121,000.00	0.00	121,000.00	121,000.00	0.00	121,000.00
Transfers of Apportionments to Other LEAs - Spec.	7110-7143	155,669.00	108,977.00	264,646.00	121,000.00	0.00	121,000.00

Ed. Transfers of Apportionments to Other LEAs - All		0.00	0.00	0.00	0.00	0.00	0.00
Other All Other Transfers							
Transfer of Indirect Costs	7211-7213	0.00	0.00	0.00	0.00	0.00	0.00
Debt Service:	7221-7223SE	0.00	10,100.00	10,100.00	0.00	10,100.00	10,100.00
Interest	7221-7223AO	0.00	0.00	0.00	0.00	0.00	0.00
Principal	7281-7299	0.00	0.00	0.00	0.00	0.00	0.00
Total, Other Outgo	7300-7399	(10,270.00)	10,270.00	0.00	(11,044.00)	11,044.00	0.00
8. TOTAL EXPENDITURES	7438	0.00	0.00	0.00	0.00	0.00	0.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)	7439	0.00	0.00	0.00	0.00	0.00	0.00
		(10,270.00)	20,370.00	10,100.00	(11,044.00)	21,144.00	10,100.00
		1,600,644.00	1,049,289.00	2,649,933.00	1,834,029.00	856,269.00	2,690,298.00
		39,800.00	52,944.00	92,744.00	(47,756.00)	(314,657.00)	vised 5/8/19 (362,413.00)

CHARTER SCHOOL  
BUDGET REPORT - ALTERNATIVE FORM

Charter School Name: AeroSTEM Academy  
(name continued)

Description	Object Code	2023-24 Estimated Actuals			2024-25 Proposed Budget		Total
		Prior Year	Restricted	Total	Unrest.	Rest.	
D. OTHER FINANCING SOURCES / USES	8930-8979	0.00	0.00	0.00	0.00	0.00	0.00
1. Other Sources							
2. Less: Other Uses	7630-7699	0.00	0.00	0.00	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(177,254.00)	177,254.00	0.00	(174,318.00)	174,318.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES E. NET	9791						
		(177,254.00)	177,254.00	0.00	(174,318.00)	174,318.00	0.00
INCREASE (DECREASE) IN FUND BALANCE (C + D4)		(137,454.00)	230,198.00	92,744.00	(222,074.00)	(140,339.00)	(362,413.00)
		(42,837.00)	346,858.00	304,021.00	(180,291.00)	577,056.00	396,765.00
F. FUND BALANCE, RESERVES							
1. Beginning Fund Balance							
a. As of July 1							
b. Adjustments/Restatements to Beginning Balance							
c. Adjusted Beginning Balance	9793, 9795	0.00	0.00	0.00	0.00	0.00	0.00
2. Ending Fund Balance, June 30 (E + F.1.c.)		(42,837.00)	346,858.00	304,021.00	(180,291.00)	577,056.00	396,765.00
		(180,291.00)	577,056.00	396,765.00	(402,365.00)	436,717.00	34,352.00
Components of Ending Fund Balance							
a. Nonspendable							
Revolving Cash	9711			0.00			0.00
Stores							
Prepaid Expenditures	9712			0.00			0.00
All Others	9713			0.00			0.00
b. Restricted							
c. Committed	9719			0.00			0.00
Stabilization Arrangements	9740		577,056.00	577,056.00		436,717.00	436,717.00
Other Commitments	9750			0.00			0.00
d. Assigned							
Other Assignments	9760			0.00			0.00
e. Unassigned/Unappropriated							
Reserve for Economic Uncertainties	9780			0.00			0.00
Unassigned / Unappropriated Amount	9789	105,997.32		105,997.32	107,611.92		107,611.92
	9790		(286,288.32) 0.00	(286,288.32)	(509,976.92)	0.00	(509,976.92)





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TO: Board of Directors

AGENDA ITEM: 9.1

DATE: 6/10/24

ITEM Declaration of Need

SUBMITTED FOR: ACTION

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**Background and Summary Information:** The Declaration of Need (CL-500) is the annual form submitted to the Commission on Teacher Credentialing (CTC) by school districts that contains the employing agency's estimated number of Emergency Permits, Limit Assignment Permits and Internships that will be requested during the school year. In order to employ Interns and Permit holders districts must have a CL-500 on file with the CTC.

**Financial/Educational Impact:** Possible compliance impact

**Staff Recommendation:** Staff Recommends Approval



State of California  
Commission on Teacher Credentialing  
Certification Division  
1900 Capitol Avenue  
Sacramento, CA 95811-4213

Email: [credentials@ctc.ca.gov](mailto:credentials@ctc.ca.gov)  
Website: [www.ctc.ca.gov](http://www.ctc.ca.gov)

## DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: \_\_\_\_\_

Revised Declaration of Need for year: \_\_\_\_\_

### FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: \_\_\_\_\_ District CDS Code: \_\_\_\_\_

Name of County: \_\_\_\_\_ County CDS Code: \_\_\_\_\_

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on \_\_\_\_/\_\_\_\_/\_\_\_\_ certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► **Enclose a copy of the board agenda item**

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, \_\_\_\_\_.

Submitted by (Superintendent, Board Secretary, or Designee):

\_\_\_\_\_  
Name Signature Title

\_\_\_\_\_  
Fax Number Telephone Number Date

\_\_\_\_\_  
Mailing Address

\_\_\_\_\_  
E-Mail Address

### FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL AGENCY

Name of County \_\_\_\_\_ County CDS Code \_\_\_\_\_

Name of State Agency \_\_\_\_\_

Name of NPS/NPA \_\_\_\_\_ County of Location \_\_\_\_\_

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on \_\_\_\_/\_\_\_\_/\_\_\_\_, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, \_\_\_\_\_.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

Name	Signature	Title
Fax Number	Telephone Number	Date
Mailing Address		
EMail Address		

- *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

**AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS**

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

**Type of Emergency Permit**

**Estimated Number Needed**

CLAD/English Learner Authorization (applicant already holds teaching credential)

\_\_\_\_\_

Bilingual Authorization (applicant already holds teaching credential)

\_\_\_\_\_

List target language(s) for bilingual authorization:

\_\_\_\_\_

Resource Specialist

\_\_\_\_\_

Teacher Librarian Services

\_\_\_\_\_

Emergency Transitional Kindergarten (ETK)

\_\_\_\_\_

**LIMITED ASSIGNMENT PERMITS**

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	
Single Subject	
Special Education	
TOTAL	

**Authorizations for Single Subject Limited Assignment Permits**

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture		Mathematics	
Art		Music	
Business		Physical Education	
Dance		Science: Biological Sciences	
English		Science: Chemistry	
Foundational-Level Math		Science: Geoscience	
Foundational-Level Science		Science: Physics	
Health		Social Science	
Home Economics		Theater	
Industrial & Technology Education		World Languages (specify)	

**EFFORTS TO RECRUIT CERTIFIED PERSONNEL**

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to [www.cde.ca.gov](http://www.cde.ca.gov) for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

**EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL**

Has your agency established a District Intern program? Yes      No

If no, explain. \_\_\_\_\_

Does your agency participate in a Commission-approved college or university internship program? Yes              No

If yes, how many interns do you expect to have this year? \_\_\_\_\_

If yes, list each college or university with which you participate in an internship program.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

If no, explain why you do not participate in an internship program.

\_\_\_\_\_

\_\_\_\_\_

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TO: Board of Directors

AGENDA ITEM: 9.2

DATE: 6/10/24

ITEM CARS

SUBMITTED FOR: ACTION

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**Background and Summary Information:** The Consolidated Application Reporting System (CARS) is the system used by the California Department of Education to distribute and monitor state and federal funds to county offices, school districts and direct-funded charter schools throughout California. Each year, AeroSTEM submits the CARS application to document participation in programs and to provide assurances that the School will comply with the legal requirements of each program.

**Financial/Educational Impact:** Possible compliance and fiscal impact

**Staff Recommendation:** Staff Recommends Approval

## CONSOLIDATED APPLICATION AND REPORTING SYSTEM (CARS)

AeroSTEM Academy (51 10512 0138040)

[Home](#)
[Data Entry Forms](#)
[Certification Preview](#)
[Certify Data](#)
[Reports](#)
[Users](#)
[Contacts](#)
[FAQs](#)

### Data Entry Forms

Data collection forms that are listed below are open for editing and certification, although their deadlines may have passed. All data collection forms, if applicable to your local educational agency (LEA), whether open or closed, certified or unsubmitted, can be viewed as uneditable reports under the Reports tab.

Filter by Fiscal Year:  By Program:  By Status:

10 Editable Data Collection(s) found.

Fiscal Year 2022-23	Deadline	Status
<a href="#">Title II, Part A Fiscal Year Expenditure Report, 24 Months</a>	June 30, 2024	<i>Certified</i> AeroSTEM, 5/16/2024 5:37 PM

Fiscal Year 2023-24	Deadline	Status
<a href="#">Title I, Part A Notification of Authorization of Schoolwide Program</a>	January 15, 2024	<i>Certified</i> AeroSTEM, 12/22/2023 4:04 PM
<a href="#">Title II, Part A Fiscal Year Expenditure Report, 12 Months</a>	June 30, 2024	<i>Certified</i> AeroSTEM, 5/16/2024 5:37 PM
<a href="#">Homeless Education Policy, Requirements, and Implementation</a>	June 30, 2024	<i>Certified</i> AeroSTEM, 5/16/2024 5:37 PM

Fiscal Year 2024-25	Deadline	Status
<a href="#">Certification of Assurances</a>	June 30, 2024	<i>Certified</i> AeroSTEM, 5/16/2024 5:37 PM
<a href="#">Protected Prayer Certification</a>	June 30, 2024	<i>Certified</i> AeroSTEM, 5/16/2024 5:37 PM
<a href="#">LCAP Federal Addendum Certification</a>	June 30, 2024	<i>Certified</i> AeroSTEM, 5/16/2024 5:37 PM
<a href="#">Application for Funding</a>	June 30, 2024	<i>Certified</i> AeroSTEM, 5/16/2024 5:37 PM
<a href="#">Title III English Learner Student Program Subgrant Budget</a>	June 30, 2024	<i>Certified</i> AeroSTEM, 5/16/2024 5:37 PM
<a href="#">Substitute System for Time Accounting</a>	June 30, 2024	<i>Certified</i> AeroSTEM, 5/16/2024 5:37 PM

**2022–23 Title II, Part A Fiscal Year Expenditure Report, 24 Months**

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2022 through June 30, 2024.

**CDE Program Contact:**

Alice Ng (Fiscal), Division Support Office, [ANg@cde.ca.gov](mailto:ANg@cde.ca.gov), 916-323-4636

Lisa Fassett (Program), Professional Learning Support & Monitoring Office, [LFassett@cde.ca.gov](mailto:LFassett@cde.ca.gov), 916-323-4963

2022–23 Title II, Part A allocation	\$4,314
Transferred–in amount	\$0
Transferred–out amount	\$0
2022–23 Total allocation	\$4,314

**Professional Development Expenditures**

Professional development for teachers	\$3,835
Professional development for administrators	\$479
Consulting/Professional services	\$0
Induction programs	\$0
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$0

**Personnel and Other Authorized Activities**

Certificated personnel salaries	\$0
Classified personnel salaries	\$0
Employee benefits	\$0
Developing or improving an evaluation system	\$0
Recruitment activities	\$0
Retention activities	\$0
Class size reduction	\$0

**Program Expenditures**

Direct administrative costs	\$0
Indirect costs	\$0
Equitable services for nonprofit private schools	\$0
Total expenditures	\$4,314
2022–23 Unspent funds	\$0

**\*\*\*Warning\*\*\***

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.



**2023–24 Title II, Part A Fiscal Year Expenditure Report, 12 Months**

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2023 through June 30, 2024.

**CDE Program Contact:**

Alice Ng (Fiscal), Division Support Office, [ANg@cde.ca.gov](mailto:ANg@cde.ca.gov), 916-323-4636

Lisa Fassett (Program), Professional Learning Support & Monitoring Office, [LFassett@cde.ca.gov](mailto:LFassett@cde.ca.gov), 916-323-4963

2023–24 Title II, Part A allocation	\$4,873
Transferred-in amount	\$0
Transferred-out amount	\$0
2023–24 Total allocation	\$4,873

**Professional Development Expenditures**

Professional development for teachers	\$0
Professional development for administrators	\$0
Consulting/Professional services	\$0
Induction programs	\$0
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$4,473

**Personnel and Other Authorized Activities**

Certificated personnel salaries	\$0
Classified personnel salaries	\$0
Employee benefits	\$0
Developing or improving an evaluation system	\$0
Recruitment activities	\$0
Retention activities	\$0
Class size reduction	\$0

**Program Expenditures**

Direct administrative costs	\$0
Indirect costs	\$0
Equitable services for nonprofit private schools	\$0
Total expenditures	\$4,473
2023–24 Unspent funds	\$400

**\*\*\*Warning\*\*\***

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## 2023–24 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

### CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, [LWheeler@cde.ca.gov](mailto:LWheeler@cde.ca.gov), 916-319-0383  
Karmina Barrales, Integrated Student Support and Programs Office, [KBarrales@cde.ca.gov](mailto:KBarrales@cde.ca.gov), 916-327-9692

## Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths;
2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:
  - a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;
  - b) Includes a dispute resolution process;
  - c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;
3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

### Homeless Liaison Contact Information

Homeless liaison first name	Joe
Homeless liaison last name	Clark
Homeless liaison title	Executive Director
Homeless liaison email address (Format: abc@xyz.zyx)	jclark@aerostem.org
Homeless liaison telephone number (Format: 999-999-9999)	530-742-2531
Homeless liaison telephone extension	
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	0.10

### Homeless Liaison Training Information

#### \*\*\*Warning\*\*\*

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**2023–24 Homeless Education Policy, Requirements, and Implementation**

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

**CDE Program Contact:**

Leanne Wheeler, Integrated Student Support and Programs Office, [LWheeler@cde.ca.gov](mailto:LWheeler@cde.ca.gov), 916-319-0383  
Karmina Barrales, Integrated Student Support and Programs Office, [KBarrales@cde.ca.gov](mailto:KBarrales@cde.ca.gov), 916-327-9692

Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
Has the homeless liaison provided training to the following personnel:	
Principals and other school leaders	Yes
Attendance officers and registrars	Yes
Teachers and instructional assistants	Yes
School counselors	Yes

**Homeless Education Policy and Requirements**

Does the LEA have a written homeless education policy	Yes
No policy comment	
Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA's board approved the homeless education policy	12/08/2017
Does the LEA meet the above federal requirements	Yes
Compliance comment	
Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

**Housing Questionnaire Identifying Homeless Children**

Does your LEA use a housing questionnaire to assist with the identification of homeless children and youth	No
--	----

**Title I, Part A Homeless Expenditures**

2023–24 Title I, Part A LEA allocation	\$33,069
2023–24 Title I, Part A direct or indirect services to homeless children reservation	\$100
Amount of 2023–24 Title I, Part A funds expended or encumbered for direct or indirect services for homeless children	\$100
Homeless services provided (Maximum 500 characters)	We provide transportation and other services as necessary.

**\*\*\*Warning\*\*\***

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2023–24 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

**CDE Program Contact:**  
Leanne Wheeler, Integrated Student Support and Programs Office, [LWheeler@cde.ca.gov](mailto:LWheeler@cde.ca.gov), 916-319-0383  
Karmina Barrales, Integrated Student Support and Programs Office, [KBarrales@cde.ca.gov](mailto:KBarrales@cde.ca.gov), 916-327-9692

No expenditures or encumbrances comment	
Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	

2024–25 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca24assurancestoc.asp>.

**CDE Program Contact:**  
Consolidated Application Support Desk, Education Data Office, [ConAppSupport@cde.ca.gov](mailto:ConAppSupport@cde.ca.gov), 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Joe Clark
Authorized Representative's Signature	
Authorized Representative's Title	Executive Director
Authorized Representative's Signature Date	05/16/2024

2024–25 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

**CDE Program Contact:**  
Miguel Cordova, Title I Policy, Program, and Support Office, [MCordova@cde.ca.gov](mailto:MCordova@cde.ca.gov), 916-319-0381

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Joe Clark
Authorized Representative's Title	Executive Director
Authorized Representative's Signature Date	05/16/2024
Comment	
If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

2024–25 LCAP Federal Addendum Certification

CDE Program Contact:  
Local Agency Systems Support Office, [LCAPAddendum@cde.ca.gov](mailto:LCAPAddendum@cde.ca.gov), 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

<b>County Office of Education (COE) or District</b> For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
<b>Direct Funded Charter</b> Enter the adoption date of the current LCAP	06/28/2021
Authorized Representative's Full Name	Karen Peters
Authorized Representative's Title	CBO

**2024–25 Application for Funding****CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, [ConAppSupport@cde.ca.gov](mailto:ConAppSupport@cde.ca.gov), 916-319-0297**Local Governing Board Approval**

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes
---	-----

**District English Learner Advisory Committee Review**

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	No
---	----

**Application for Categorical Programs**

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

<b>Title I, Part A (Basic Grant)</b> ESSA Sec. 1111et seq. SACS 3010	Yes
<b>Title II, Part A (Supporting Effective Instruction)</b> ESEA Sec. 2104 SACS 4035	Yes
<b>Title III English Learner</b> ESEA Sec. 3102 SACS 4203	Yes
<b>Title III Immigrant</b> ESEA Sec. 3102 SACS 4201	No
<b>Title IV, Part A (Student and School Support)</b> ESSA Sec. 4101 SACS 4127	Yes

**\*\*\*Warning\*\*\***

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.



**2024–25 Title III English Learner Student Program Subgrant Budget**

The purpose of this data collection form is to provide a proposed budget for English learner (EL) Student Program Subgrant funds only per the Title III English Learner Students Program requirements (ESSA, Sections 3114, 3115, & 3116).

**CDE Program Contact:**

Annie Abreu Park, Language Policy and Leadership Office, [AAbreuPark@cde.ca.gov](mailto:AAbreuPark@cde.ca.gov), 916-319-9620  
Geoffrey Ndirangu, Language Policy and Leadership Office, [GNdirang@cde.ca.gov](mailto:GNdirang@cde.ca.gov), 916-323-5831

**Estimated Allocation Calculation**

Estimated English learner per student allocation	\$130.25
Estimated English learner student count	9
Estimated English learner student program allocation	\$1,172

**Note: \$10,000 minimum program eligibility criteria**

If the local educational agency's estimated English learner student program allocation is less than \$10,000, then it does not meet the minimum program eligibility criteria for direct funding status and requires further action. To receive instructions regarding the consortium application process, please go to the California Department of Education Title III EL Consortium Details web page at <https://www.cde.ca.gov/sp/el/t3/elconsortium.asp>.

**Budget**

Professional development activities	\$0
Program and other authorized activities	\$1,149
English Proficiency and Academic Achievement	\$0
Parent, family, and community engagement	\$0
Direct administrative costs (Amount cannot exceed 2% of the estimated English learner student program allocation)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$23
Total budget	\$1,172

**\*\*\*Warning\*\*\***

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2024–25 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

**CDE Program Contact:**  
Hilary Thomson, Fiscal Oversight and Support Office, [HThomson@cde.ca.gov](mailto:HThomson@cde.ca.gov), 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at <https://www.cde.ca.gov/fg/ac/sa/>.

2024–25 Request for authorization	Yes
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	No known deficiencies

Detail for Dates 07/01/2022 through 06/30/2023

Fiscal Year 2022/23

Ref#	Pay To Name	Journal #	Description	Trans Date	Debit	Credit	Account Balance
Fund 62 - Charter Schl Fu							
62-4035-0-9110- - - - - Title II Improv,Cash Acco							
	UC Riverside Extension	EX23-00244	Taber Summer	01/05/23		120.00	120.00-
		GJ23-00116	Rev. correction title 2	05/03/23		1,067.00	1,187.00-
		GJ23-00134	TRAVEL CONF. ADJ.	06/30/23		3,715.27	4,902.27-
			Account Total	06/30/23	.00	4,902.27	
			Total for Asset Accounts and Object 9110		.00	4,902.27	4,902.27-

62-4035-0-9650- - - - - Title II Improv,Deferred							
		GJ23-00126	TITLE 2 22/23 DEFF.	06/30/23	4,048.00		4,048.00-
		GJ23-00147	TITLE 2 22/23 DEFF.	06/30/23		4,048.00	.00
		GJ23-00148	TITLE 2 22/23 DEFF.	06/30/23		4,048.00	4,048.00
		GJ23-00154	TITLE 2 22/23 DEFF.	06/30/23	4,048.00		.00
		GJ23-00155	TITLE 2 22/23 DEFF.	06/30/23	4,048.00		4,048.00-
			Account Total	06/30/23	12,144.00	8,096.00	
			Total for Liability Accounts and Object 9650		12,144.00	8,096.00	4,048.00-

Ref#	Pay To Name	Journal #	Description	Trans Date	Adopted Budget	Revised Budget	Revenue	Account Balance
62-4035-0-8290-00-0000-0000-000-000-0000-00 Title II Improv,All Oth F								
		BA23-00001	Adopted Budget,OB23-01,Fund 62	07/01/22	7,662.00	7,662.00		7,662.00
		GJ23-00116	Rev. correction title 2	05/03/23			1,067.00-	8,729.00
		GJ23-00126	TITLE 2 22/23 DEFF.	06/30/23			4,048.00	4,681.00
		GJ23-00147	TITLE 2 22/23 DEFF.	06/30/23			4,048.00-	8,729.00
		GJ23-00148	TITLE 2 22/23 DEFF.	06/30/23			4,048.00-	12,777.00
		GJ23-00154	TITLE 2 22/23 DEFF.	06/30/23			4,048.00	8,729.00
		GJ23-00155	TITLE 2 22/23 DEFF.	06/30/23			4,048.00	4,681.00
			Account Total	06/30/23	7,662.00	7,662.00	2,981.00	
			Total for Revenue Accounts and Object 8290		7,662.00	7,662.00	2,981.00	4,681.00

Ref#	Pay To Name	Journal #	Description	Trans Date	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
62-4035-0-5200-00-1110-1000-000-000-0000-00 Title II Improv,Travel &									
	UC Riverside Extension	EX23-00244	Taber Summer	01/05/23				120.00	120.00-
PO23-00047	UC Riverside Extension	EN23-00149	J Adriano - Comp Science	01/18/23			600.00		720.00-
PO23-00047	UC Riverside Extension	EN23-00272	J Adriano - Comp Science	06/30/23			600.00-		120.00-
		GJ23-00134	TRAVEL CONF. ADJ.	06/30/23				3,056.27	3,176.27-
		GJ23-00134	TRAVEL CONF. ADJ.	06/30/23				659.00	3,835.27-

Selection Filtered by User Permissions, (Org = 39, Online/Offline = N, Fiscal Year = 2023, Unposted JEs? = N, Ref#? = Y, Assets and Liabilities? = Y, Restricted? = Y, Fund = 62, Resource = 4035, Object Digits = 4, Page Break Lvl = )

Detail for Dates 07/01/2022 through 06/30/2023

Fiscal Year 2022/23

Ref#	Pay To Name	Journal #	Description	Trans Date	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Fund 62 - Charter Schl Fu (continued)									

Account Total	06/30/23	.00	.00	.00	3,835.27	
Total for Expense Accounts and Object 5200		.00	.00	.00	3,835.27	3,835.27-

Ref#	Pay To Name	Journal #	Description	Trans Date	Adopted Budget	Revised Budget	Debit	Credit	Account Balance
62-4035-0-9790- - - - - Title II Improv,Fund Bal-									
		BA23-00001	Adopted Budget,OB23-01,Fund 62	07/01/22	7,662.00	7,662.00			.00
		CL23-00001	Year End Closing	06/30/23			854.27		854.27-
		Account Total	06/30/23		7,662.00	7,662.00	854.27	.00	
Total for Ending Balance Accounts and Object 9790					7,662.00	7,662.00	854.27	.00	854.27-

Total for Org 039 and Fund Charter Schl Fu

	Starting Balance	+ Revenues	- Encumbrances	- Expenditures	= Calculated Ending Balance
Budgeted		7,662.00			7,662.00
Actuals		2,981.00		3,835.27	854.27-

Detail for Dates 07/01/2023 through 06/30/2024

Fiscal Year 2023/24

Ref#	Pay To Name	Journal #	Description	Trans Date	Debit	Credit	Account Balance
Fund 62 - Charter Schl Fu							
62-4035-0-9110- - - - - Title II Improv,Cash Acco							
		BB24-00001	Starting Balance	07/01/23		4,902.27	4,902.27-
	Joseph Clark	EX24-00172	ACSA Travel And Conf. Rmb.	10/03/23		699.00	5,601.27-
	Joseph Clark	EX24-00173	CCSA Travel & Conf. Rmb.	10/03/23		1,992.71	7,593.98-
	Joseph Clark	EX24-00174	CSDS Travel & Conf. Rmb.	10/03/23		1,781.11	9,375.09-
	UC Davis AR Lockbox	EX24-00278	C-Stem Academy Registration J.A	12/12/23		600.00	9,975.09-
		GJ24-00030	RS 4035	01/31/24	600.00		9,375.09-
			Account Total	06/30/24	600.00	9,975.09	
			Total for Asset Accounts and Object 9110		600.00	9,975.09	9,375.09-

62-4035-0-9650- - - - - Title II Improv,Deferred							
		BB24-00001	22/23 Deferred Revenue	07/01/23	4,048.00		4,048.00-
		GJ24-00030	Clear 22/23 Deferred Revenue	01/31/24		4,048.00	.00
			Account Total	06/30/24	4,048.00	4,048.00	
			Total for Liability Accounts and Object 9650		4,048.00	4,048.00	.00

Ref#	Pay To Name	Journal #	Description	Trans Date	Adopted Budget	Revised Budget	Debit	Credit	Account Balance
62-4035-0-9791- - - - - Title II Improv,Fund Bal-									
		BB24-00001	Starting Balance	07/01/23			854.27		854.27-
		BR24-00013	BB	10/31/23		854.00-			854.27-
		BR24-00037	Correction RS 4035, BB	01/15/24		854.00			854.27-
		BR24-00050	BB	01/31/24		854.00-			854.27-
			Account Total	06/30/24	.00	854.00-	854.27	.00	
			Total for Starting Balance Accounts and Object 9791		.00	854.00-	854.27	.00	854.27-

Ref#	Pay To Name	Journal #	Description	Trans Date	Adopted Budget	Revised Budget	Revenue	Account Balance
62-4035-0-8290-00-0000-0000-000-000-0000-00 Title II Improv,All Oth F								
		BA24-00001	Approve Budget,OB24-01,Fund 62	07/01/23	5,115.00	5,115.00		5,115.00
		BR24-00002	23/24 Rev Allocation	10/26/23		237.00-		4,878.00
		BR24-00034	23/24 Revised Allocation	12/22/23		5.00-		4,873.00
		BR24-00037	22/23 Carryover	01/15/24		479.00		5,352.00
		GJ24-00030	Clear 22/23 Deferred Revenue	01/31/24			4,048.00-	9,400.00
			Account Total	06/30/24	5,115.00	5,352.00	4,048.00-	
			Total for Revenue Accounts and Object 8290		5,115.00	5,352.00	4,048.00-	9,400.00

Selection Filtered by User Permissions, (Org = 39, Online/Offline = N, Fiscal Year = 2024, Unposted JEs? = N, Ref#? = Y, Assets and Liabilities? = Y, Restricted? = Y, Fund = 62, Resource = 4035, Object Digits = 4, Page Break Lvl = )

Detail for Dates 07/01/2023 through 06/30/2024

Fiscal Year 2023/24

Ref#	Pay To Name	Journal #	Description	Trans Date	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Fund 62 - Charter Schl Fu (continued)									
62-4035-0-5200-00-0000-7410-000-000-0000-00 Title II Improv,Travel &									
		GJ24-00010	ADJ ACSA Travel & Conf.	10/03/23				4,472.82	4,472.82-
		GJ24-00011	ADJ2 ACSA Travel & Conf. Rmb.	10/03/23				4,472.82-	.00
		Account Total	06/30/24		.00	.00	.00	.00	
62-4035-0-5200-00-1110-1000-000-0000-00 Title II Improv,Travel &									
		BA24-00001	Approve Budget,OB24-01,Fund 62	07/01/23	5,115.00	5,115.00			5,115.00
		GJ24-00011	ADJ2 ACSA Travel & Conf. Rmb.	10/03/23				4,472.82	642.18
		BR24-00002	23/24 Rev Allocation & ICR	10/26/23		471.00-			171.18
		BR24-00013	Travel & Conf Reimb	10/31/23		4,644.00-			4,472.82-
	UC Davis AR Lockbox	EX24-00278	C-Stem Academy Registration J.A	12/12/23				600.00	5,072.82-
		BR24-00034	23/24 Revised Allocation	12/22/23		4,019.00			1,053.82-
		BR24-00037	Travel & Conference	01/15/24		1,076.00			22.18
		BR24-00050	2nd Interim	01/31/24		22.00-			.18
		BR24-00050	C-Stem Academy	01/31/24		600.00-			599.82-
		GJ24-00030	C-STEM	01/31/24				600.00-	.18
		Account Total	06/30/24		5,115.00	4,473.00	.00	4,472.82	
		Total for Object 5200			5,115.00	4,473.00	.00	4,472.82	.18
62-4035-0-5809-00-0000-7410-000-000-0000-00 Title II Improv,Fingerpri									
	Joseph Clark	EX24-00172	ACSA Travel And Conf. Rmb.	10/03/23				699.00	699.00-
	Joseph Clark	EX24-00173	CCSA Travel & Conf. Rmb.	10/03/23				1,992.71	2,691.71-
	Joseph Clark	EX24-00174	CSDS Travel & Conf. Rmb.	10/03/23				1,781.11	4,472.82-
		GJ24-00010	ADJ ACSA Travel & Conf.	10/03/23				4,472.82-	.00
		BR24-00013	Travel & Conf Reimb	10/31/23		4,024.00			4,024.00
		BR24-00034	Move to Travel & Conf	12/22/23		4,024.00-			.00
		Account Total	06/30/24		.00	.00	.00	.00	
62-4035-0-7310-00-1110-7210-000-000-0000-00 Title II Improv,ICR,ICR T									
		BR24-00002	5.06% ICR	10/26/23		234.00			234.00
		BR24-00013	Remove ICR	10/31/23		234.00-			.00
		BR24-00037	5.06% ICR	01/15/24		257.00			257.00
		BR24-00050	RS 4035	01/31/24		232.00-			25.00
		Account Total	06/30/24		.00	25.00	.00	.00	
		Total for Expense Accounts			5,115.00	4,498.00	.00	4,472.82	25.18

Selection Filtered by User Permissions, (Org = 39, Online/Offline = N, Fiscal Year = 2024, Unposted JEs? = N, Ref#? = Y, Assets and Liabilities? = Y, Restricted? = Y, Fund = 62, Resource = 4035, Object Digits = 4, Page Break Lvl = )

Detail for Dates 07/01/2023 through 06/30/2024

Fiscal Year 2023/24

Total for Org 039 and Fund Charter Schl Fu

	Starting Balance	+ Revenues	- Encumbrances	- Expenditures	= Calculated Ending Balance
Budgeted	854.00-	5,352.00		4,498.00	
Actuals	854.27-	4,048.00-		4,472.82	9,375.09-

### 1.17 - FRPM/English Learner/Foster Youth - Count

<b>Academic Year:</b>	2022-2023	<b>Gender:</b>	ALL	<b>User ID:</b>	achoate@aerostem.org
<b>View:</b>	ODS	<b>School Type:</b>	ALL	<b>Created Date:</b>	11-21-2023
<b>As Of:</b>	11/21/2022	<b>School:</b>	ALL	<b>LEA:</b>	AeroSTEM Academy

Non-Charter School(s)											
			Free/Reduced Meal Eligibility Counts Based On:								
School Code	School Name	Total Enrollment	Free & Reduced Meal Program: 181/182	Foster	Tribal Foster Youth	Homeless (1)	Migrant Program: 135	Direct Certification	Unduplicated Eligible Free/Reduced Meal Counts	EL Funding Eligible (2)	Total Unduplicated FRPM/EL Eligible (3)
TOTAL - Selected Schools		0	0	0	0	0	0	0	0	0	0

Charter School(s)											
			Free/Reduced Meal Eligibility Counts Based On:								
School Code	School Name	Total Enrollment	Free & Reduced Meal Program: 181/182	Foster	Tribal Foster Youth	Homeless (1)	Migrant Program: 135	Direct Certification	Unduplicated Eligible Free/Reduced Meal Counts	EL Funding Eligible (2)	Total Unduplicated FRPM/EL Eligible (3)
0138040	<a href="#">AeroSTEM Academy</a>	129	42	2	0	2	0	64	90	9	93
TOTAL - Selected Schools		129	42	2	0	2	0	64	90	9	93
TOTAL LEA		129	42	2	0	2	0	64	90	9	93

This report includes students with Primary and Short Term enrollments in grade levels K – 12, UE and US only. Students enrolled in Adult Education Schools are not included in this report. Students with multiple qualifying records as of Fall 1 Census Day are counted only once. A student with qualifying enrollments in or “ADEL” from Fall 1 Census Day through November 13th. more than one LEA on Census Day is counted in each LEA.

(1) Homeless counts based on Education Program Record with Education Program Membership Code 191 (Homeless).  
 (2) For Funding, Eligible English Learners are students with an English Language Acquisition Status of ‘EL’ or “ADEL” from Fall 1 Census Day through November 13th.  
 (3) Total Unduplicated FRPM/EL Eligible Count will always equal enrollment count for Juvenile Court schools.

This report is confidential and use is restricted to authorized individuals.

The data on this report is filtered by the user selections that appear on the last page of this report.



1.17 - FRPM/English Learner/Foster Youth - Count

<b>Grade:</b>	01-First Grade,02-Second Grade,03-Third Grade,04-Fourth Grade,05-Fifth Grade,06-Sixth Grade,07-Seventh Grade,08-Eighth Grade,09-Ninth Grade,10-Tenth Grade,11-Eleventh Grade,12-Twelfth Grade,KN-Kindergarten,UE-Ungraded Elementary,US-Ungraded Secondary	<b>Ethnicity/Race:</b>	ALL	<b>5 - 17 Year Olds:</b>	LCFF
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*This report is confidential and use is restricted to authorized individuals.*

The data on this report is filtered by the user selections that appear on the last page of this report.