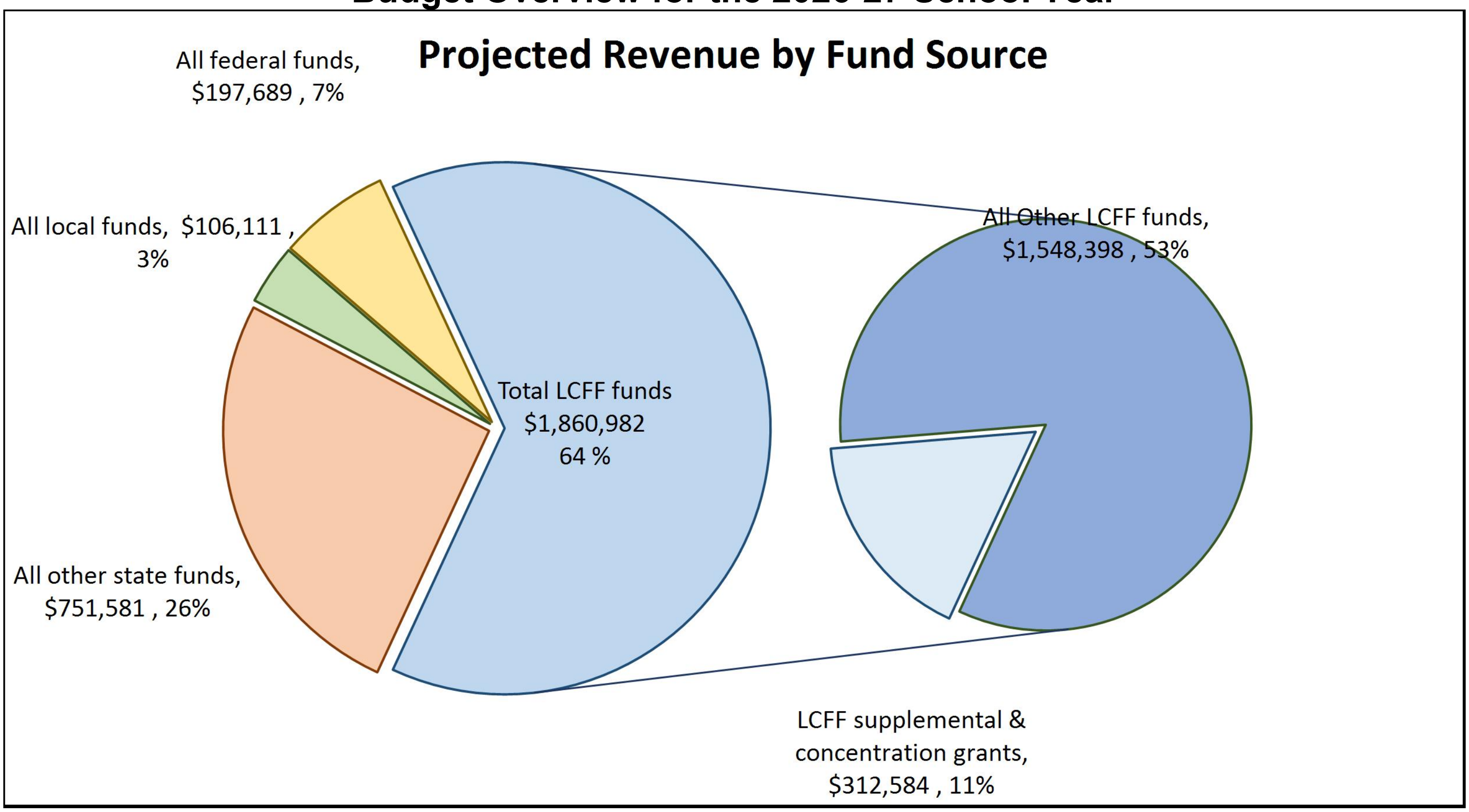
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: AeroSTEM Academy
CDS Code: 51-10512-0138040
School Year: 2026-27
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 2026-27 School Year

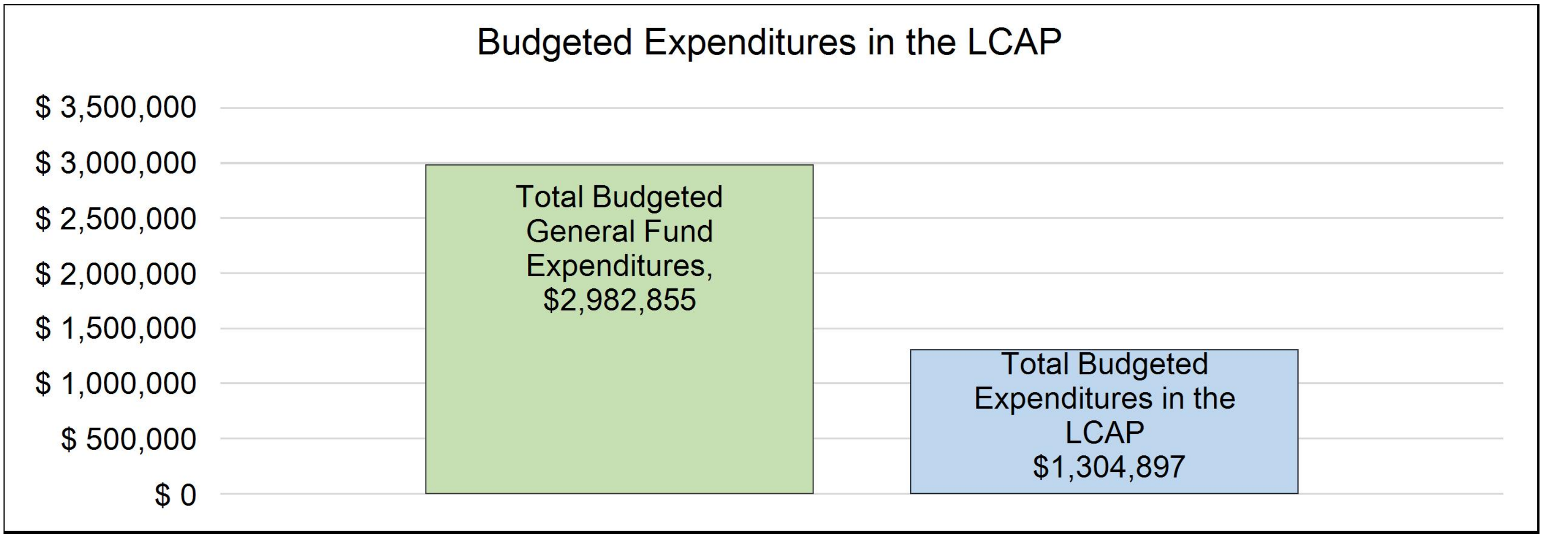


This chart shows the total general purpose revenue AeroSTEM Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for AeroSTEM Academy is $2,916,363, of which $1,860,982 is Local Control Funding Formula (LCFF), $751,581 is other state funds, $106,111 is local funds, and $197,689 is federal funds. Of the $1,860,982 in LCFF Funds, $312,584 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 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

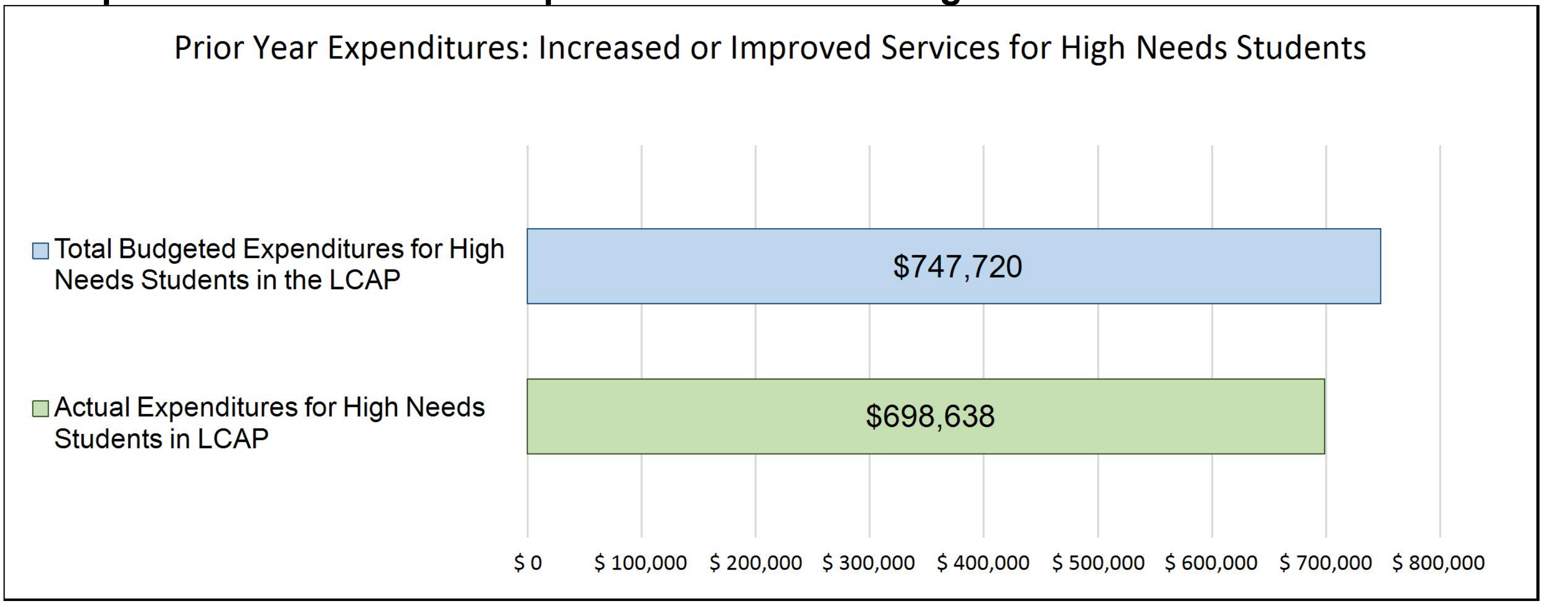
The text description of the above chart is as follows: AeroSTEM Academy plans to spend $2,982,855 for the 2026-27 school year. Of that amount, $1,304,897 is tied to actions/services in the LCAP and $1,677,958 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, AeroSTEM Academy is projecting it will receive $312,584 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 $756,397 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 2025-26



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 2025-26, AeroSTEM Academy's LCAP budgeted $747,720 for planned actions to increase or improve services for high needs students. AeroSTEM Academy actually spent $698,638 for actions to increase or improve services for high needs students in 2025-26.

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 [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

- About AeroSTEM Academy -

AeroSTEM Academy is a WASC-accredited public charter school under the authorization of the Sutter County Office of Education. Rooted in a rich history of personalized learning that began in 1998 under CORE Charter School, AeroSTEM evolved from a single high school aerospace course in 2011 into a fully independent charter school approved in 2018.
Today, AeroSTEM Academy serves students in grades 6–12, offering a specialized educational pathway that leverages the exciting lenses of science, technology, engineering, mathematics, and aerospace to prepare students for the college and career opportunities of tomorrow.

- Educational Model and Program Offerings -

AeroSTEM Academy blends rigorous academic standards with hands-on, experiential learning. The school features state-of-the-art technology, including a certified flight simulator, unmanned aerial vehicle (UAV) kits, and 3D printers, ensuring students gain tangible real-world skills.
Middle School Program (Grades 5–8): Focuses on core academic foundational skills built on teamwork, exploration, and immersive STEM electives designed to inspire students on the brink of their high school experience.
High School Program (Grades 9–12): Features an innovative campus-based hybrid model developed in partnership with subject.com. This A-G approved model blends rigorous online curriculum with dedicated, in-person instructional support from AeroSTEM educators. A limited number of independent study placements are also available.
Career Technical Education (CTE): Students have access to comprehensive CTE pathways for industry certification, including preparing for the FAA Private Pilot Knowledge Exam, competitive drone programming, robotics, and engineering.

- Strategic Vision and Philosophy -

AeroSTEM Academy operates on the firm belief that education should inspire, engage, and adapt. The educational philosophy prioritizes strong parental partnerships, student-led learning, and a genuine cultivation of the "ACES" graduate profile.

The ACES Graduate Profile:
Adaptable
Collaborative
Empathetic
Steadfast

Mission: AeroSTEM Academy prepares students of today for the growing college and career opportunities of tomorrow. By exploring STEM through the lens of aerospace, students gain the knowledge and skills necessary to contribute to a dynamic, technology-intensive economy. In partnership with college and professional communities, the academy encourages imagination, incorporates experiential learning, and provides opportunities to engineer solutions. Dream. Discover. Design.

Vision: Graduates 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 or career pathway.

- Student Demographics and Student Groups Served -

AeroSTEM Academy proudly serves a diverse student body with a high concentration of student groups that benefit directly from targeted state funding and personalized academic support.

Socioeconomically Disadvantaged 70%
Students with Disabilities (SWD) 18%
English Learners (EL) 2%
Male 65%
Female 35%
White 44%
Hispanic 42%

Through its low student-to-educator interactions in the hybrid model and robust community partnerships, AeroSTEM Academy ensures that all student groups, particularly its high-need populations, receive the equitable resources, hands-on lab experiences, and academic scaffolding necessary to thrive.

- LCAP Acronyms -

The AeroSTEM Academy Local Control Accountability Plan 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 allows the school to share the story of how, what, and why our programs and services are selected to meet our local needs. Some of the acronyms used in the document are defined here:

CTE - Career Technical Education
ELAC - English Language Acquisition Committee
ELD - English Language Development
LCAP - Local Control Accountability Plan

LEA - Local Education Agency
Low SES - Socioeconomically Disadvantaged
MTSS - Multi-Tier System of Supports
PAC - Parent Advisory Committee
PBIS - Positive Behavior Intervention Supports
RP - Restorative Practices
SAC - Student Advisory Council

Subgroup Acronyms:
American Indian - AI
All Students - ALL
Asian - AS
Black/African American - B/AA
English Learners - EL
Filipino - FI
Foster Youth - FY
Hispanic - HS
Homeless - H
Low-Income - LI
Pacific Islander - PI
Socioeconomically Disadvantaged - SD
Students with Disabilities - SWD
Two or more races - TMR
White - WH

Reflections: Annual Performance

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

Following a period of profound organizational transition between August 2023 and June 2025, which saw a complete overhaul of schoolwide systems, significant staff restructuring, and a 50% turnover in the student body, the 2025–26 school year served as a critical period of stabilization and operational grounding for AeroSTEM Academy.

Goals
Goals for the 26/27 school year remain the same.

Goal One - Cultivate a safe and positive learning environment where all educational partners feel connected, respected, and included.
Goal Two - Increase student success in ELA and Math as evidenced by multiple measures.
Goal Three - Prepare students to be Career and College ready.
Goal Four - Engage all educational partners to support student success.

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

Successes
As evidenced by the information below, there were many areas of success during the 2025 - 2026 school year.

100% of teachers were appropriately credentialed, placed and trained, this ensured high quality instruction for students. All students had access to field trips and guest speakers as outlined in the charter. 100% of students participated in CTE courses. Class sizes were limited to 27 per class. All students had access to a counselor who provided support for college and career readiness. 100% of high school students were in A-G approved courses or CTE pathway. Middle and High school drop out rate maintained at 0% Expulsion rate maintained at 0%. Distance from Standard Met on CAASPP in Math and ELA improved greatly for all students and for most at-risk student groups. All students and all at-risk student groups made gains in Math and ELA on the local diagnostic assessment. All educational partners indicated a high level of connectedness to the school.

Parent Connection (Winter 25/26) - 88% 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% graduation rate, including one 11th grade student graduating early.

State Assessment Math (CAASPP Dashboard 25/26)
41.1 below DFS (14.6 point improvement from previous year, 33.6 point improvement from baseline)

Local Math Assessment: IXL (Winter 25/26)
25% on grade level or above (9 point improvement) - All subgroups improved

State Assessment ELA (CAASPP Dashboard 25/26)
7.4 below DFS (12.5 point improvement from previous year, 37.4 point improvement from baseline)

Local ELA Assessment: IXL (Winter 25/26)
25% on grade level or above (0 point improvement) - SWD student group improved 23 points

Needs
The attendance rate stayed static and the chronic absenteeism rate as reported on the CA Dashboard was 33% (decreased 4 points). Suspension rate rose to 7.9% (increased 2.9 points). 90% of students felt safe (no change), and the number of parents attending council meetings increased from 3 to 9.

Chronic Absenteeism (CA Dashboard Fall 2025)
All Students - 33%
Socioeconomically Disadvantaged - 37%
White - 34%

Hispanic - 36%
English Learners - data not displayed for privacy
Students with Disabilities - data not displayed for privacy

Attendance (25/26 P2 Data)
All Students - 90%
Socioeconomically Disadvantaged - 91%
White - 91%
Hispanic - 89%
English Learners - 90%
Students with Disabilities - 91%

Suspension Rates (CA Dashboard Fall 2025)
All Students - 7.9%
Socioeconomically Disadvantaged - 9.2%
White - 5.2.%
Hispanic - 10.4%
English Learners - data not displayed for privacy
Students with Disabilities - 10%

State Assessment Met/Exceeded (CAASPP Dashboard 24/25)
34% met/exceeded (9 point increase) Math
56% met/exceeded (18 point increase) ELA

Overall, our recent metrics and student outcomes strongly validate that these systematic updates are working. This is most clearly evidenced by exceptional academic growth on the CAASPP state assessment, where students achieved a 14.6-point improvement in Math and a 12.5-point improvement in ELA, alongside a 100% graduation rate and a fully credentialed teaching staff.
However, while our academic momentum is strong, local and state data highlight clear opportunities for growth regarding student engagement and school climate. Specifically, the academy must aggressively address a static 90% attendance rate, a 33% chronic absenteeism rate, and a recent uptick in suspensions to 7.9%. To balance our hard-earned stability with targeted intervention, AeroSTEM Academy’s five core goals will remain unchanged for the 2026–27 school year. By maintaining this consistent strategic framework, we will continue to build on our academic successes, expand educational partner engagement, and refine our supportive systems to ensure a safe, connected, and college-and-career-ready environment for every student.

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.

N/A

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	Met with student advisory council routinely. Included grade level representative from each grade. Met on: 9/11/25 10/9/25 11/6/25 12/4/25 1/15/26 2/12/26 3/12/26 4/16/26 5/7/26 25/26 AeroSTEM LCAP Student Survey (12/5/25)
Parents/Guardian	The AeroSTEM Charter Council is the Parent Advisory Group for the school and meets at least three times per school year. Charter Council Meeting (9/8/25) Charter Council Meeting (12/8/25) Charter Council Meeting (3/9/26) Charter Council Meeting (6/9/26) 25/26 AeroSTEM LCAP Parent Survey (12/5/25) 2026-2027 LCAP Update & Funding Priorities Survey (3/19/26)
Staff	1 on 1 UI/UX (User Interface/User Experience)Meetings

Educational Partner(s)	Process for Engagement
	Monthly Staff Meetings - monthly 25/26 AeroSTEM LCAP Local Indicators: Priorities 2 & 3 (12/5/25) 25/26 AeroSTEM LCAP Metrics and Priority 3 (12/5/25)
Board of Directors	Board Meeting (1/12/26) - LCAP Planning/Budgeting Board Meeting (2/23/26) - 2026 LCAP Mid-Year Monitoring Report for the 2025-26 LCAP Board Meeting (5/11/26) - Budget Development Board Meeting (6/8/25) - LCAP Public Hearing Board Meeting (6/8/25) - LCAP Local Indicators Board Meeting (6/15/25) - LCAP Annual Update Board Meeting (6/19/25) - LCAP Approval

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

Robust outreach, meaningful engagement, and regular consultation with our educational partners remain foundational pillars of the strategic planning process at AeroSTEM Academy. We take pride in ensuring that a broad, diverse, and representative cross-section of our school community actively participates in shaping our institutional direction.
This collaborative framework integrates ongoing input from all core stakeholder groups, including:

Parents and Guardians (collaborating through surveys and advisory councils)
Teachers and Certificated Staff (providing instructional and curriculum insights)
School Administration (facilitating operational and systemic alignment)
Governing Board Members (ensuring fiscal responsibility and policy oversight)
Students (offering direct insight into the daily learning experience)

To ensure every stakeholder voice is authentically captured, AeroSTEM Academy utilizes a blend of formal and informal communication channels annually to collect comprehensive qualitative and quantitative data. A defining feature of our responsive campus culture is our commitment to conducting one-on-one consultations with students. These individualized touch points provide a safe space for students to articulate their specific personal needs, directly informing the targeted academic and socio-emotional supports required to optimize their confidence and personal learning outcomes.

How Educational Partner Feedback Influenced the LCAP The quantitative metrics and qualitative testimonies gathered from our partners provide vital organizational insights that are deeply internalized by school leadership. This year, partner feedback directly shaped our 2026–27 resource allocations in two distinct ways: the engineering of new targeted interventions and the strategic preservation of proven, successful programs.

Specifically, two actions will be modified for the 2026-27 school year to add more support in order to improve metrics 1.1, 1.2, and 1.3

Action 1.1: Add an attendance specific MTSS/data system to better support staff in implementing effective attendance improvements
Action 1.2: Partner with the County Superintendent of School to improve the systems around the ERMS Counselor to bolster Tier 1 and Tier 2 support systems.

Concurrently, partner feedback strongly advocated for the maintenance of these existing, high-impact programs that continue to yield positive student outcomes:
Action 1.2: Sustained counseling and mental health services to maintain our high student sense of connectedness.
Action 2.3: Continued access to rigorous, state-approved A-G curriculum and Career Technical Education (CTE) pathways.
Action 4.1: Core educational partner engagement and feedback loops.

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.

This goal was developed as a direct result of AeroSTEM Academy's commitment to ensure every child has their academic, social-emotional, and behavioral needs met and supported through PBIS.

A school is a place for education, and it's also a place where students 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 and staff member, parents, and the community. A safe and positive environment is evidenced 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 attend at a high rate, are involved in various programs, and feel connected, are elements that contribute to success both academically and emotionally.

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.

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	ALL - 95.43% SD - 90% WH - 95% HS - 90% EL - 92% SWD - 93%	ALL - 91% SD - 91.4% WH - 91.5% HS - 89.7% EL - 91% SWD - 91.3%	ALL - 90.2% SD - 90.6% WH - 90.7% HS - 89% EL - 90.2% SWD - 90.5%	Goal: 96%+ ALL - 96% SD - 94% WH- 96% HS - 94% EL - 96%	ALL - -5.2 SD - +.6 WH - -4.3 HS - -1 EL - -1.8 SWD - -2.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		P2 23/24	P2 24/25	P2 25/26	SWD - 96% P2 26/27	
1.2	Chronic Absenteeism Rate Source: CA School Dashboard Priority 5B	ALL - 31.2% SD - 31.1% WH - 23.8% HS - 39.5% EL - N/A SWD - 38.9% CA Dashboard Fall 2023	ALL - 37.5% SD - 39.3% WH - 29.4% HS - 44.1% EL - data not displayed for privacy SWD - data not displayed for privacy CA Dashboard Fall 2024	ALL - 32.9% SD - 37.3% WH - 34.1% HS - 36% EL - data not displayed for privacy SWD - data not displayed for privacy CA Dashboard Fall 2025	ALL - 22.2% SD - 22.1% WH - 14.8% HS - 30.5% EL - 25% SWD - 29.9% CA Dashboard Fall 2026	ALL - +1.7 SD - +6.2 WH - +10.3 HS - -3.5 EL - n/a SWD - n/a
1.3	Pupil Suspension Rate Source: CA School Dashboard Priority 6A	ALL - 3.4% SD - 2.9% WH - 6.3% HS - 0% EL - N/A SWD - 6.9% CA Dashboard Fall 2023	ALL - 5% SD - 4.7% WH - 3.7% HS - 6.1% EL - data not displayed for privacy SWD - 5% CA Dashboard Fall 2024	ALL - 7.9% SD - 9.2% WH - 5.2% HS - 10.4% EL - data not displayed for privacy SWD - 10% CA Dashboard Fall 2025	ALL - 1.9% SD - 1% WH - 4% HS - 0% EL - 0% SWD - 4% CA Dashboard Fall 2026	ALL - +4.5 SD - +6.3 WH - +.5 HS - +10.4 EL - n/a SWD - +5
1.4	Pupil Expulsion Rate Source: CA School Dashboard/Local Data Priority 6B	All Students - 0% SD - 0% WH - 0% HS - 0% EL - 0% SWD - 0% Local Data May 23/24	All - 0% SD - 0% WH - 0% HS - 0% EL - 0% SWD - 0% Local Data May 24/25	All - 0% SD - 0% WH - 0% HS - 0% EL - 0% SWD - 0% Local Data May 25/26	ALL - 0% SD - 0% WH - 0% HS - 0% EL - 0% SWD - 0% Local Data May 26/27	ALL - 0 SD - 0 WH - 0 HS - 0 EL - 0 SWD - 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	High School Graduation Rate Source: CA Dashboard Priority 5E	ALL - 40% SD - 42.9% WH - N/A HS - N/A ELs - N/A SWD - N/A CA Dashboard Fall 2023	ALL - 100% SD - data not displayed for privacy WH - data not displayed for privacy HS - data not displayed for privacy ELs - data not displayed for privacy SWD - data not displayed for privacy CA Dashboard Fall 2024 & Local Data	ALL - 100% SD - data not displayed for privacy WH - data not displayed for privacy HS - data not displayed for privacy ELs - data not displayed for privacy SWD - data not displayed for privacy CA Dashboard Fall 2025 & Local Data	Goal: 98%+ ALL - 100% SD - 100% WH - 100% HS - 100% EL - 100% SWD - 100% CA Dashboard Fall 2026	ALL - +60 SD - n/a WH - n/a HS - n/a EL - n/a SWD - n/a
1.6	High School Dropout Rate Source: Local Data Priority 5D	All Students - 0% SD - 0% WH - 0% HS - 0% ELs - 0% SWD - 0% Local Data May 23/24	ALL - 0% SD - 0% WH - 0% HS - 0% ELs - 0% SWD - 0% Local Data May 24/25	ALL - 0% SD - 0% WH - 0% HS - 0% ELs - 0% SWD - 0% Local Data May 25/26	All Students - 0% SD - 0% WH - 0% HS - 0% ELs - 0% SWD - 0% Local Data May 26/27	ALL - 0 SD - 0 WH - 0 HS - 0 EL - 0 SWD - 0
1.7	Middle School Drop Out Rate Source: Local Data Priority 5C	All Students - 0% SD - 0% WH - 0% HS - 0% ELs - 0% SWD - 0%% Local Data May 23/24	All - 0% SD - 0% WH - 0% HS - 0% ELs - 0% SWD - 0% Local Data May 24/25	All - 0% SD - 0% WH - 0% HS - 0% ELs - 0% SWD - 0% Local Data May 25/26	ALL - 0% SD - 0% WH - 0% HS - 0% ELs - 0% SWD - 0% Local Data May 26/27	ALL - 0 SD - 0 WH - 0 HS - 0 EL - 0 SWD - 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	Priority 1C - Level to which facilities are maintained and in good repair. Source: FIT Report	Exemplary FIT Report December 23/24	Exemplary FIT Report December 24/25	Exemplary FIT Report December 25/26	Exemplary FIT Report December 26/27	

Goal Analysis [2025-26]

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.

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

Fully Implemented
1.1 Maintain Positive Behavior Interventions and Supports (PBIS) system.
1.2 Provide school ERMS Counselor
1.4 Continue maintenance of quality school facilities

Partially Implemented
1.3 Chronic absentee interventions and attendance monitoring, communication, and supports
1.5 Maintain a .5 FTE health assistant

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.

For the 2025–26 school year, overall expenditures closely aligned with the budget, resulting in a negligible 0.1% total variance. Consequently, there were no material differences between budgeted and estimated actual expenditures across all actions.

The only notable variance in Goal 1 was that estimated actual expenditures were 13% above the budgeted amount. This variance was driven by Action 1.5: .5 Health Assistant. School partnered with an outside agency to provide oversight for the position

Additionally, there were no material differences between the planned and estimated actual percentages of improved services. All planned actions and services were fully implemented, and associated expenditures remained aligned with the approved budget.

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

Actions implemented under this goal during Year 2 of AeroSTEM Academy's three-year LCAP cycle yielded varied outcomes, reflecting notable achievements, incremental improvements, and areas requiring more sustained intervention.

Key Successes and Improvements: The graduation rate maintained an optimal 100%, while both the middle and high school dropout rates remained at 0%. Additionally, school facilities received an "exemplary" rating. Notably, the chronic absenteeism rate demonstrated positive improvement, decreasing from 37% to 32%.

Areas for Growth: Conversely, the overall attendance rate experienced a minor decline from 91% to 90%, and the suspension rate increased from 5% to 7.9%.

Actions 1.1, 1.2, 1.4, and 1.5 collectively impact these school climate and engagement metrics. During the 2025–26 school year, these actions demonstrated a mixed impact, proving highly effective in supporting graduation, facility standards, and chronic absenteeism reduction, while signaling a need for adjusted focus to address attendance and suspension trends moving forward.

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.

The implementation of actions during this second year yielded varied outcomes, reflecting both notable achievements and areas for continued growth. Considering these results alongside the school's broader development, the overarching goals, metrics, target outcomes, and specific actions will be maintained for the upcoming year to establish a more stable longitudinal dataset. This continuity is critical due to the statistical challenges inherent in small student enrollment, where the outcomes of a single student can disproportionately skew data. Maintaining these consistent practices will minimize short-term volatility and provide a clearer assessment of strategy effectiveness over time.

To enhance the implementation of these sustained strategies, the district will refine Action 1.1 and Action 1.3 by integrating new data-driven tools designed to improve outcomes in those specific metric areas:

Action 1.1 Modification: While the core action remains unchanged, the school will incorporate SchoolStatus Attend, a specialized Multi-Tiered System of Supports (MTSS) attendance platform, to automate and strengthen family outreach.

Action 1.3 Modification: While the scope of the action remains consistent, the academy will integrate Beacon Data within the Student Information System (SIS). This add-on will allow staff to better track, disaggregate, and analyze attendance and behavioral data to deploy earlier, more targeted interventions.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Maintain Positive Behavior Interventions and Supports (PBIS) system.	AeroSTEM Academy will continue the implementation of Positive Behavior Interventions and Supports (PBIS), with staff meeting regularly to analyze behavioral data. Clear structures, consistent routines, visual aids, and dedicated time to practice positive behaviors are essential components that support unduplicated student groups, including Economically Disadvantaged students, English Learners, and Foster Youth, who thrive in highly structured, positive environments. By design, PBIS schools foster proactive social-emotional and behavioral supports tailored to these student populations. LCAP funds will support the software licenses and material needs required to sustain the PBIS system. This includes the implementation of SchoolStatus Attend, a specialized Multi-Tiered System of Supports (MTSS) attendance platform. This system automatically deploys targeted interventions, generates and mails legally compliant notification letters, and communicates with families in their home languages. The academy will utilize the platform's centralized dashboards to coordinate Student Attendance Review Team (SART) interventions, streamline administrative workflows, and eliminate communication barriers with historically marginalized student groups	$7,740.00	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	$30,907.00	Yes
1.3	Chronic absentee interventions and attendance monitoring, communication, and supports	To ensure student attendance is monitored systematically and communicated effectively, AeroSTEM Academy will fund a part-time Attendance Clerk position. The academy will continue to implement a progressive multi-tiered system of interventions for students who are chronically absent or at risk of becoming so. Based on current California School Dashboard data, particular attention and targeted outreach will be directed toward Economically Disadvantaged, Hispanic, and White student subgroups, as these populations are currently in the "Red" performance indicator category. Furthermore, the district will leverage Beacon predictive data within the Student Information System (SIS) to achieve earlier identification	$22,941.00	Yes

Action #	Title	Description	Total Funds	Contributing
		of declining attendance trends, enabling staff to deploy proactive student and family supports more effectively.		
1.4	Continue maintenance of quality school facilities	AeroSTEM will continue to conduct the Facility Inspection Tool (FIT) every winter. Funds to support a part time custodian to conduct/coordinate all necessary maintenance and repairs at all school site facilities.	$27,969.00	No
1.5	Maintain a .5 FTE health 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.	$22,942.00	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.

AeroSTEM Academy is driven by the foundational conviction that every student can and will achieve academic excellence, most notably within the core disciplines of English Language Arts (ELA) and mathematics. Our educational partners universally recognize that mastery in these two areas serves as the critical gateway to success across all subject matters and career pathways.

Current state dashboard results, local diagnostics, and internal benchmark data demonstrate that AeroSTEM Academy is experiencing a period of profound academic growth, with student performance improving significantly across the board. Most notably, our students achieved double-digit growth on the CAASPP state assessment, surging forward with a 14.6-point improvement in Mathematics and a 12.5-point leap in ELA. This upward trajectory is supported by local IXL diagnostic data, which shows substantial, verified gains, including an exceptional 23-point growth milestone for our Students with Disabilities. While celebrating these tremendous, accelerated gains as a major institutional success, we remain aggressively focused on optimizing this momentum. We are intentionally leveraging our success to close any remaining student-group disparities and ensure that our historically at-risk populations continue to experience this rapid rate of growth.

To sustain and amplify this positive academic trajectory, the 2026–2027 LCAP strategically solidifies the high-impact instructional frameworks that catalyzed these victories. AeroSTEM Academy will firmly maintain our core structural supports, including our Director of Special Education, EL Coordinator, dedicated para-educators, and deliberate class-size reductions. To further bolster this environment, the academy will provide expanded supplemental academic programs and targeted after-school academic support. By ensuring multiple, accessible pathways for both intensive intervention and rigorous enrichment, we will continue to deeply engage our students, accelerate their learning curves, and build on a foundational system that is undeniably working.

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. Source: Local Assessment: IXL Priority 2B	EL - 0% Winter 23/24	EL - 0% Winter 24/25	EL - 38% Winter 25/26	EL - 50% Winter 26/27	EL - 0
2.2	Percentage of English Learner students designated as reclassified Source: Local data Priority 4F	EL - 0% May 23/24	Not Reportable	Not Reportable	EL - 33% May 26/27	EL - n/a
2.3	Percentage of students who are meeting or exceeding standards as measured by the State Smarter Balanced Summative Assessment in Math, ELA and Science. Source: CAASPP Dashboard Priority 4A	MATH ALL - 26.58% SD - 23.53% WH - 38.89% HS - 6.25% EL - N/A SWD - 13.34% ELA ALL - 40.51% SD - 37.25% WH - 41.67% HS - 34.38% EL - N/A SWD - 20% Science ALL - 37.84% SD - 36.36% WH - 50.00% HS - 7.69% EL - N/A SWD - N/A	MATH ALL - 25% SD - 16.67% WH - 30.30% HS - 20% EL - Not Reportable SWD - Not Reportable ELA ALL - 38.16% SD - 29.63% WH - 36.36% HS - 40% EL - Not Reportable SWD - Not Reportable Science ALL - 30.70% SD - 20.73%	MATH ALL - 34% SD - 28% WH - 43% HS - 11% EL - Not Reportable SWD - Not Reportable ELA ALL - 56% SD - 50% WH - 65% HS - 50% EL - Not Reportable SWD - Not Reportable Science ALL - 39% SD - 27%	MATH ALL - 40% SD - 35% WH - 58% HS - 15% EL - 15% SWD - 20% ELA ALL - 61% SD - 56% WH - 63% HS - 52% EL - 53% SWD - 30% Science ALL - 50% SD - 48% WH - 65% HS - 20% EL - 40% SWD - 30%	MATH ALL - + 7.42 SD - + 4.47 WH - + 4.11 HS - +4.75 EL - N/A SWD - N/A ELA ALL - + 15.49 SD - + 12.75 WH - + 23.33 HS - + 15.62 EL - N/A SWD - N/A Science ALL - + 1.16 SD - - 9.36 WH - 0 HS - N/A EL - N/A SWD - N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		CAASPP Dashboard 22/23	WH - 44.89% HS - 19.58% EL - 2.36% SWD - 9% CAASPP Dashboard 23/24	WH - 50% HS - Not Reportable EL - Not Reportable SWD - Not Reportable CAASPP Dashboard 24/25	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 ALL - 74.7 below DFS SD - 85 below DFS WH - 53.1 below DFS HS - 105.6 below DFS EL - N/A SWD - 103 below DFS ELA ALL - 44.8 below DFS SD - 58.4 below DFS WH - 43.3 below DFS HS - 59.1 below DFS EL - N/A SWD - 71 below DFS CA Dashboard Fall 2023	MATH ALL - 55.7 below DFS SD - 88.3 below DFS WH - 32.7 below DFS HS - 72.9 below DFS EL - Not Reportable SWD - Not Reportable ELA ALL - 19.9 below DFS SD - 32.9 below DFS WH - 10.5 below DFS HS - 17.4 below DFS EL - Not Reportable SWD - Not Reportable	MATH ALL - 41.1 below DFS SD - 62.1 below DFS WH - 22.3 below DFS HS - 83.3 below DFS EL - Not Reportable SWD - Not Reportable ELA ALL - 7.4 below DFS SD - 22.1 below DFS WH - 9 above DFS HS - 8.8 below DFS EL - Not Reportable SWD - Not Reportable	MATH ALL - 49 below DFS SD - 80 below DFS WH - 11 below DFS HS - 80 below DFS EL - 90 below DFS SWD - 80 below DFS ELA ALL - 14 below DFS SD - 40 below DFS WH - 20 below DFS HS - 40 below DFS EL - 68 below DFS SWD- 50 below DFS	MATH ALL - + 33.6 SD - + 22.9 WH - + 30.8 HS - + 22.3 EL - N/A SWD - N/A ELA ALL - + 37.4 SD - + 36.3 WH - + 52.3 HS - + 19.1 EL - N/A SWD - N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			CA Dashboard Fall 2024	CA Dashboard Fall 2025	CA Dashboard Fall 2026	
2.5	Percentage of students scoring on grade level or above in Math and ELA on the winter diagnostic assessment. Source: Local Assessment: IXL Priority 2A	MATH ALL - 9% SD - 3% WH - 9% HS - 3% EL - 0% SWD - 0% ELA ALL - 10% SD - 6% WH - 20.6% HS - 6% EL - 0% SWD - 6% Winter 23/24	MATH ALL - 14% SD - 11% WH - 12% HS - 9% EL - 0% SWD - 7% ELA ALL - 25% SD - 24% WH - 28% HS - 21% EL - 0% SWD - 21% Winter 24/25	MATH ALL - 25% SD - 16% WH - 25% HS - 19% EL - 33% SWD - 33% ELA ALL - 25% SD - 16% WH - 25% HS - 19% EL - 33% SWD - 44% Winter 25/26	MATH ALL - 40% SD - 15% WH - 40% HS - 15% EL - 10% SWD - 10% ELA ALL - 45% SD - 25% WH - 50% HS - 20% EL - 15% SWD - 20% Winter 26/27	MATH ALL - +16 SD - + 13 WH - + 16 HS - + 16 EL - +33 SWD - +33 ELA ALL - +15 SD - +10 WH - + 4.4 HS - + 13 EL - + 33 SWD - + 38
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 assessment receiving intervention. Source: Local Assessment: IXL Priority 7B/C	MATH SD - 100% EL - 100% SWD - 100% ELA SD - 100% EL - 100% SWD - 100% Winter 23/24	MATH SD - 100% EL - 100% SWD - 100% ELA SD - 100% EL - 100% SWD - 100% Winter 24/25	MATH SD - 100% EL - 100% SWD - 100% ELA SD - 100% EL - 100% SWD - 100% Winter 25/26	MATH SD - 100% EL - 100% SWD - 100% ELA SD - 100% EL - 100% SWD - 100% Winter 26/27	MATH SD - 0 EL - 0 SWD - 0 ELA SD - 0 EL - 0 SWD - 0

Goal Analysis [2025-26]

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.

Goal # 2: Increase student success in ELA and Math as evidenced by multiple measures.

Fully Implemented
2.1 Maintain Director of Special Education position
2.2 Maintain English Learner (EL) Supports
2.3 Maintain Para-educator positions to support behavior and academics
2.4 Maintain IXL Diagnostics for progress monitoring and supplemental instruction
2.5 Maintain Class Size Reduction
2.6 Provide after school intervention and academic support

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.

For the 2025–26 school year, overall expenditures closely aligned with the budget, resulting in a negligible 0.1% total variance. Consequently, there were no material differences between budgeted and estimated actual expenditures across all actions.

The only notable variance in Goal 2 was that estimated actual expenditures were 4% below the budgeted amount. This variance was primarily driven by Action 2.3 and Action 2.5 due to mid-year staffing changes.

Additionally, there were no material differences between the planned and estimated actual percentages of improved services. All planned actions and services were fully implemented, and associated expenditures remained aligned with the approved budget.

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

AeroSTEM Academy's implementation of actions under this goal during the second year of the LCAP cycle resulted in generally positive outcomes, marked by upward progress across all metrics.

On state assessments, the school's Distance from Standard (DFS) improved by 12 or more points overall, driven by progress among at-risk student groups. This growth is further reflected in CAASPP proficiency rates, which rose by 9 percentage points in Math and 18 percentage points in English. Local diagnostic data mirrored this academic growth, showing an increased percentage of students scoring at or above grade level in both Math and ELA. Meanwhile, English Learner metrics remained stable, with local ELA diagnostic scores and reclassification rates holding steady compared to the previous year.

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.

The implementation of current actions yielded overall positive results in academic growth. Considering these positive outcomes alongside the school's broader development, the planned goals, metrics, target outcomes, and specific actions will be maintained for the upcoming year.

Sustaining these actions for an additional year will establish a more stable longitudinal dataset, enabling the district to identify and address long-term trends rather than reacting to short-term fluctuations. This continuity is critical due to the statistical challenges inherent in small student enrollment, where the outcomes of a single student can disproportionately skew data and obscure broader performance patterns. Maintaining these consistent practices will mitigate the impact of individual data anomalies and provide a clearer assessment of our academic strategies over time.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Maintain Director of Special Education position	Maintain Director of Special Education position	$146,490.00	No
2.2	Maintain English Learner (EL) Supports	EL Site Coordinator Position - The EL Site Coordinator Position support and lead the EL practices and effective strategies for teaching EL students as well as oversees ELPAC Assessments.	$1,500.00	Yes
2.3	Maintain Para-educator positions to support behavior and academics	Four para-educators will be maintained to provide additional academic and behavioral support for students with an IEP or who are considered high risk.	$127,530.00	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.	$3,600.00	Yes

Action #	Title	Description	Total Funds	Contributing
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 instructional opportunities for all students, but specifically for Economically Disadvantaged, English Language Learner and Foster Youth students. 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.	$594,444.00	Yes
2.6	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.	$6,000.00	Yes

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 that meets the requirements for post-secondary success, whether at an institute of higher learning or in a career of their choice. As such, all students must receive a high-quality program that 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	A-G - 100% CTE - 100% A-G & CTE - 100% May 23/24	A-G - 100% CTE - 50% A-G or CTE - 100% May 24/25	A-G - 100% CTE - 60% A-G or CTE - 100% May 25/26	A-G - 100% CTE - 100% A-G or CTE - 100% May 26/27	A-G - 0 CTE - -40 A-G or CTE - 0
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 Priority 1B	100% May 23/24	100% May 24/25	100% May 25/26	100% May 26/27	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Percentage of pupils who participate in and demonstrate college preparedness by the EAP or other assessment of college preparedness. Source: CA Dashboard Priority 4H	0% CA Dashboard Fall 2023	Data not available due to size of student group. CA Dashboard Fall 2024	Data not available due to size of student group. CA Dashboard Fall 2025	50% CA Dashboard Fall 2026	n/a
3.4	Percentage of English Learner students making progress as measured by the English Learner Progress Indicator on the CA School Dashboard Source: CA Dashboard/Local Data Priority 4E	Data not available due to size of student group. CA Dashboard Fall 2023	Data not available due to size of student group. CA Dashboard Fall 2024	Data not available due to size of student group. CA Dashboard Fall 2025	Will report if the number of the students result in data being displayed on the CA Dashboard. CA Dashboard Fall 2026	n/a
3.5	Percentage of students who pass AP exam with score of 3 or higher Source: Local Data Priority 4G	0% May 23/24	0% May 24/25	0% May 25/26	25% May 26/27	0

Goal Analysis [2025-26]

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.

Goal # 3: Prepare students to be Career and College ready.

Fully Implemented
3.1 Field Trips
3.2 Academic and Career Counseling
3.3 Career Technical Education (CTE) Pathways
3.4 College Access Supports

Partially Implemented

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.

For the 2025–26 school year, overall expenditures closely aligned with the budget, resulting in a negligible 0.1% total variance. Consequently, there were no material differences between budgeted and estimated actual expenditures across all actions.

The only notable variance in Goal 3 was that estimated actual expenditures were 7% above the budgeted amount. This variance was primarily driven by Action 3.3 due to a change in staffing costs.

Additionally, there were no material differences between the planned and estimated actual percentages of improved services. All planned actions and services were fully implemented, and associated expenditures remained aligned with the approved budget.

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

Actions implemented under this goal during Year 2 of AeroSTEM Academy’s three-year LCAP cycle yielded generally positive outcomes. Due to small student subgroup sizes, certain metrics could not be reported to maintain student privacy and statistical validity.

Specifically, Metrics 3.1 and 3.2 maintained a 100% success rate, while data for Metrics 3.3 and 3.4 were suppressed due to cohort size. Metric 3.5 (the percentage of students taking Advanced Placement [AP] exams) remained at 0%. While this state-required metric is monitored, it is not a primary focus of AeroSTEM Academy’s academic model, which prioritizes alternative rigorous pathways such as Career Technical Education (CTE) and dual enrollment.

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.

The implementation of current actions yielded generally positive outcomes. Given the school's overall growth and evolving needs, the planned goals, metrics, target outcomes, and specific actions will be maintained for the upcoming year.

Sustaining these actions for an additional year will establish a more stable longitudinal dataset, enabling the district to identify and address long-term trends rather than reacting to short-term fluctuations. This continuity is critical due to the statistical challenges posed by small student enrollments, where the outcomes of a single student can disproportionately skew data and obscure broader performance patterns. Maintaining these practices will mitigate the impact of individual data anomalies and provide a clearer assessment of strategy effectiveness over time.

While Action 3.3 (Career Technical Education [CTE] Pathways) remains structurally unchanged, the program's scope is being refined. The high school level will narrow its focus to two robust pathways: Project Lead The Way (PLTW) Engineering Design and Computer Science along with 2 CTE teachers.

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.

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.	$14,000.00	No
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.	$31,843.00	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. Employ (2) FTE CTE credentialed teacher for CTE/STEM classes for middle school/high school.	$87,856.00	No
3.4	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.	$30,907.00	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 actively participating in on-site functions is lower than desired. Staff needs to create more developed opportunities for parent involvement and communicate those opportunities more effectively. AeroSTEM Academy's ability to increase parent involvement, input, and engagement will increase community engagement and strengthen educational partnerships 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 - 98% Text - 6% App - 43% Winter 24/25	Email - 99% Text - 9% App - 63% Winter 25/26	Email - 97% Text - 40% App - 75% Winter 26/27	Email - +2 Text - -1 App - -3
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 - 100% Students - 90% Winter 24/25	Parents - 94% Students - 90% Winter 25/26	Parents - 95% Students - 98% Winter 26/27	Parents - +21 Students - -6
4.3	Percent of parents and students who feel a	Parents - 96% Students - 66%	Parents - 100% Students - 67%	Parents - 88% Students - 63%	Parents - 96% Students - 98%	Parents - -8 Students - -3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	sense of connectedness to the school. Source: Educational Partner Surveys Priority 6C	Winter 23/24	Winter 24/25	Winter 25/26	Winter 26/27	
4.4	Attendance of educational partners at Charter Council meetings Source: Local Data Priority 3B/C	Average Attendance ALL - 5 SD - 1 EL - 1 SWD - 1 Winter 23/24	Average Attendance ALL - 3 SD - 1 EL - 0 SWD - 0 Winter 24/25	Average Attendance ALL - 9 SD - 3 EL - 0 SWD - 4 Winter 25/26	Average Attendance Goal ALL - 15 SD - 3 EL - 3 SWDs - 3 Winter 26/27	ALL - + 4 SD - + 2 EL - - 1 SWDs - + 3

Goal Analysis [2025-26]

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.

Goal # 4: Engage all educational partners to support student success.

Fully Implemented
4.1 Maintain and utilize Parent Square application, website, and social media communications
4.2 Maintain staff member for partner coordination and outreach
4.3 Provide Educational Partner Engagement Opportunities through surveys and the Charter Council
4.4 Provide multiple events designed for educational partners
4.5 Maintain and utilize LMS and data warehouse

Partially Implemented

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.

For the 2025–26 school year, overall expenditures closely aligned with the budget, resulting in a negligible 0.1% total variance. Consequently, there were no material differences between budgeted and estimated actual expenditures across all actions.

The only notable variance in Goal 4 was that estimated actual expenditures were 3.5% below the budgeted amount. This variance was primarily driven by Action 4.3 and 4.4, which were lower due to donations being utilized, and Action 4.1, which was higher due to an increase in service costs

Additionally, there were no material differences between the planned and estimated actual percentages of improved services. All planned actions and services were fully implemented, and associated expenditures remained aligned with the approved budget.

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

AeroSTEM Academy's implementation of actions during the second year of the LCAP cycle resulted in generally positive progress across all engagement indicators.

Through Metric 4.1, the school successfully increased parent usage of ParentSquare via email, though increasing text and app adoption remains a priority. In terms of school climate (Metrics 4.2 and 4.3), parent survey responses showed positive results regarding school culture, while student responses remained stable year-over-year. Finally, to support Action 4.4, the academy hosted five educational partner events this year. This effort drove a measurable increase in parent attendance at council meetings (Metric 4.4), validating the strategy that expanded event offerings will positively influence long-term partner participation.

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.

The implementation of actions during the second year of this cycle yielded varied outcomes, reflecting both notable achievements and areas for continued growth. Considering these baseline results alongside the school's broader development, the planned goals, metrics, target outcomes, and specific actions will be maintained for the upcoming year.

Sustaining these actions for an additional year will establish a more stable longitudinal dataset, enabling the district to identify and address long-term trends rather than reacting to short-term fluctuations. This continuity is critical due to the statistical challenges posed by small student enrollments, where the outcomes of a single student can disproportionately skew data and obscure broader performance patterns. Maintaining these consistent practices will mitigate the impact of individual data anomalies and provide a clearer, more accurate assessment of strategy effectiveness over time.

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.

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.	$846.00	No
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.	$35,980.00	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.	$500.00	No
4.4	Provide multiple events designed for educational partners	Provide targeted opportunities for partner engagement at the school site through various events and meetings.	$550.00	No
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.	$3,500.00	No

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)

An explanation of why the LEA has developed this goal.

AeroSTEM Academy aims to recruit and retain staff members who will support all students in acquiring the skills necessary to develop and follow their postsecondary dreams.
Staff developed this goal 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.

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	85% SARC 23/24	100% SARC 24/25	100% SARC 25/26	0
5.2	Percent of staff who feel the school is safe. Source: Educational Partner Surveys Priority 6C	Staff - 100% Winter 23/24	Staff - 100% Winter 24/25	Staff - 100% Winter 25/26	Staff - 100% Winter 26/27	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 24/25	Staff - 100% Winter 25/26	Staff - 100% Winter 26/27	0
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 24/25	Staff - 100% Winter 25/26	Staff - 100% May 26/27	0

Goal Analysis [2025-26]

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.

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

Fully Implemented
5.1 Participate in the Tri-County Induction Program
5.2 Human Resource Systems
5.3 Continuing Education
5.4 Systemic Professional Development

Partially Implemented

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.

For the 2025–26 school year, overall expenditures closely aligned with the budget, resulting in a negligible 0.1% total variance. Consequently, there were no material differences between budgeted and estimated actual expenditures across all actions.

The only notable variance in Goal 5 was that estimated actual expenditures were 3% above the budgeted amount. This variance was driven by Action 5.2: as the school transitioned to multiple Frontline systems, additional onboarding costs were incurred.

Additionally, there were no material differences between the planned and estimated actual percentages of improved services. All planned actions and services were fully implemented, and associated expenditures remained aligned with the approved budget.

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

AeroSTEM Academy's Year 2 implementation of actions under this goal resulted in highly successful outcomes, with all metrics reaching or maintaining optimal levels. Notably, Metric 5.1 rose to 100%, indicating that all instructional staff are now fully credentialed and appropriately assigned. Furthermore, staff survey data demonstrated exceptional school culture and support, maintaining 100% ratings across Metric 5.2 (staff feeling safe), Metric 5.3 (staff feeling connected), and Metric 5.4 (staff receiving professional development).

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.

The implementation of current actions yielded overall positive outcomes. Considering these successes alongside the school's broader development, the planned goals, metrics, target outcomes, and specific actions will be maintained for the upcoming year.

Sustaining these actions for an additional year will establish a more stable longitudinal dataset, enabling the district to identify and address long-term trends rather than reacting to short-term fluctuations. This continuity is critical due to the statistical challenges inherent in small student enrollment, where the outcomes of a single student can disproportionately skew data and obscure broader performance patterns. Maintaining these consistent practices will mitigate the impact of individual data anomalies and provide a clearer assessment of strategy effectiveness over time.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Participate in the Tri-County Induction Program	The Tri-County Induction Program (TCIP) is an approved and accredited educator program by the California Commission on Teacher Credentialing. 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.	$8,000.00	No

Action #	Title	Description	Total Funds	Contributing
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.	$54,120.00	No
5.3	Continuing Education	Support staff through continuing education reimbursement.	$4,623.00	No
5.4	Systemic Professional Development	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. Professional development includes 5 staff days before the school year, 2 staff days during the year, and 5 staff days after the school year.	$40,109.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$312,584	$31,349

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
20.843%	0.000%	$0.00	20.843%

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	**Action:** Maintain Positive Behavior Interventions and Supports (PBIS) system. **Need:** The school administration discerned several key needs within the student community, necessitating the beginning of a Positive Behavioral Interventions and Supports system. Paramount among these needs is the cultivation of social emotional skills, with a	Explanation: The concept behind the school-wide employment of Positive Behavioral Interventions and Supports system aims at fulfilling the recognized requirements of every diverse set of students, with an intensified focus on the ones living in poverty, likely suffering from trauma or bullying encounters. The curriculum finds its place universally, thus nurturing social-emotional abilities in students and curbing bullying episodes. It further provides additional reinforcement for those students who may require an extra push toward	Metric 1.1 Student Attendance Percentage Source: Annual Attendance Report (P2) Priority 5A Metric 1.2 Chronic absenteeism rate Source: CA School Dashboard Priority 5B

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
	distinct focus on students living in poverty. Such students may be grappling with elevated stress levels, resulting in trauma and incidents of bullying. The absence of these critical skills can hinder their progress and overall prosperity within the educational sphere. Student attendance percentage is 90%, socio-economical disadvantaged (90%), Hispanic (89%, English Learners (90%) and students with disabilities (90%) are all low as well. Chronic absenteeism is higher than the state average at (33%), but Hispanic (36%) and socio-economical disadvantaged (37%) are higher than all students. **Scope:** LEA-wide	adapting to new behaviors. This school wide strategy ensures that every student benefits from this crucial program, building a more accommodating learning atmosphere. Rationale: Our rationale for adopting this extensive scope aligns with the school's commitment to enhancing rudimentary skills for the entirety of the student population. The importance of reaching out to every student, irrespective of their socio-economic condition, underlines the motivation behind spreading this action LEA-wide. The idea is to establish an all-inclusive platform promoting a supportive learning environment, thus paving the way for each student to prosper in their educational journey. Adding a attendance specific system to help staff provide a multi-tier approach to student who have poor attendance. Assessment: The action emphasizes the necessity for comprehensive support systems, safety initiatives, and efficient resource allocation. Additionally, this action supports all unduplicated students and at-risk students, and requires continued progress with appropriate support.	
1.2	**Action:** Provide school ERMS Counselor **Need:** Educational Partners, along with staff, has identified a significant need for extensive mental health support for all segments of students, with a particular focus on Socio-	Explanation: The intention behind the deployment of a School Mental Health Professional is to sufficiently tend to the comprehensive mental health needs that pervade all student communities. This, notably, includes those in Low-Income categories, English Learners, and Foster Youth. This professional aims to provide explicit counseling backing, connections to further	Metric 1.3 Pupil Suspension Rate Source: CA School Dashboard Priority 6A Metric 1.5 High School Graduation Rate

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
	Economically Disadvantaged, students with disabilities, and at risk students. These specific student populations frequently face unique challenges such as socio-economic stressors, language barriers, and instability in their personal lives. These circumstances can profoundly affect their mental health and academic performance, necessitating the provision of additional and tailored support services. While the suspension rate for all students is 7.9%, students with disabilities was much higher at 10%. **Scope:** LEA-wide	community resources, and an obligation to foster a beneficial and safe school culture. This decision is especially relevant during middle school years, where the provision of rigorous and exciting classes is guaranteed for all students. Furthermore, this action is set to alleviate the discrepancy between the suspension rates of conventional students and those within Low-Income, English learning, homeless, and foster youth categories. Rationale: The ongoing high-demand requirements of the student population, combined with persistent suspension rates, particularly at the middle school level, necessitates the rolling out of health professionals at every school statewide. Most significantly, the initiative is designed to reduce disparities in student suspension rates. In a broader context, transferring these services to all students, regardless of their circumstances, ensures that everyone receives the additional mental health support vital for their well-being. This substantial endeavor is expected to correlate positively with enhanced attendance rates and a decline in chronic absenteeism, elevating the schools' overall academic and social atmosphere. Assessment: The action "Provide school ERMS Counselor" has been devised to address the needs highlighted. The fundamental role of these experts will be to offer counseling support services and community resources to Low-Income , Foster Youth, and English Learners. This assistance is designed to counteract the effects of their challenging circumstances and enhance their overall mental health. Beyond direct counseling,	Source: CA Dashboard Priority 5E

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
		mental health professionals will engage with the wider student community to nurture a supportive and secure school culture. This inclusive approach favors all students by contributing to a positive learning environment. This action highlights the importance of academic engagement and challenge for all students, including underrepresented groups.	
1.3	**Action:** Chronic absentee interventions and attendance monitoring, communication, and supports **Need:** Chronic absenteeism is higher than the state average at (31%), but Hispanic (39%) and students with disabilities (39%) are higher than all students. Student attendance percentage is 95%, but socio-economical disadvantaged (90%), Hispanic (90%, english Learns (92%) and students with disabilities (93%) are all lower. **Scope:** LEA-wide	Explanation: According to local data in 2023-2024, the attendance rate for unduplicated students has not improved as desired. With the intense work of staff and implementation of systems, AeroSTEM anticipates that the 2024 CA Dashboard will reflect positive growth for chronically absent students. Rationale: The attendance clerk provides up-to-date attendance data and quick positive information to parents and guardians. They will communicate with families about their child's absences and provide resources to support students in being in school. Providing the staff a tool such as Beacon Data give them the tools they need to provide earlier intervention to the students who need it. Assessment: The attendance clerk will free up time for our teachers, allowing them to engage with families more quickly and build more positive connections by communicating all attendance issues with families.. They will also be the bridge between chronically absent students and administration.	Metric 1.1 Student Attendance Percentage Source: Annual Attendance Report (P2) Priority 5A Metric 1.2 Chronic absenteeism rate Source: CA School Dashboard Priority 5B
1.4	**Action:** Continue maintenance of quality school facilities		Metric 1.8 Priority 1C - Level to which facilities are

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
	Need: **Scope:**		maintained and in good repair. Source: FIT Report
1.5	**Action:** Maintain a .5 FTE health assistant **Need:** The school will address the importance of connecting Low-Income families, Homeless students, and students with disabilities with community resources and medical referrals. Due to an increase in students with disabilities and Low-Income families, accessing medical services is challenging without the support of health staff. Additionally, AeroSTEM emphasized the critical need to enhance health services for all students, particularly those with disabilities and medically fragile conditions. AeroSTEM aims to prevent medical issues from contributing to absences. Children living in poverty, with a disability, or with a chronic illness experience significant health disparities and are at a higher risk of dropping out of school (DePaoli, Balfanz, Bridgeland, Atwell, & Ingram, 2017; Robert Wood Johnson Foundation, 2016). Health staff play a proactive role in working with families, preventing and evaluating illnesses, helping with attendance, serving as liaisons to other medical staff, and providing resources to families.	Explanation: The schoolwide implementation of a Health Assistant is essential to adequately cater to the varying needs of the full student body. Specifically, Students with Disabilities or those medically fragile demand monitoring and an effective medical strategy. To this end, a Health Assistant acts as unyielding support, optimizing their living conditions and overall health status. This initiative conveniently doubles as a resource for financially challenged families or those in foster care by aligning them with essential community resources alongside medical referrals. Rationale: The justification for an LEA-wide scope lies in the diversity of students' health needs. There are students with chronic ailments requiring regular attention, as well as daily incidents needing immediate evaluation. Therefore, a broad approach ensures that every health-related issue is promptly dealt with, regardless of frequency or severity. Furthermore, unduplicated students, Low-Income, Foster youth, and English Learners, who often find themselves isolated and without medical support, benefit significantly from this scope of action. As such, the addition of Health Assistant is necessary and beneficial. Assessment: The role of Health Assistant encompasses providing consistent supervision and aid to medically fragile students. Additionally,	Metric 1.1 Student Attendance Percentage Source: Annual Attendance Report (P2) Priority 5A Metric 1.2 Chronic absenteeism rate Source: CA School Dashboard Priority 5B

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
	Student attendance percentage is 90%, socio-economical disadvantaged (90%), Hispanic (89%, English Learners (90%) and students with disabilities (90%) are all low as well. Chronic absenteeism is higher than the state average at (33%), but Hispanic (36%) and socio-economical disadvantaged (37%) are higher than all students. **Scope:** LEA-wide	they link Low-Income families and foster children to necessary community resources and medical referrals. The district's commitment to strengthening health services is palpable in executing this initiative. Their primary objective is to ensure all students receive the necessary care and resources to prosper academically	
2.1	**Action:** Maintain Director of Special Education position **Need:** **Scope:**		Metric 2.3 Percentage of students who are meeting or exceeding standards as measured by the State Smarter Balanced Summative Assessment in Math, ELA and Science. Source: CAASPP Dashboard Priority 4A Metric 2.4 Points below/above standard (DFS) in Math and ELA State Smarter Balanced Summative Assessment. Source: California Dashboard Priority 4A Metric 2.5 Percentage of students scoring on grade level or above in Math and ELA on the winter diagnostic assessment.

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
			Source: Local Assessment: IXL Priority 2A Metric 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 assessment receiving intervention. Source: Local Assessment: IXL Priority 7B/C
2.3	**Action:** Maintain Para-educator positions to support behavior and academics **Need:** Para-educators play a crucial role in maintaining consistency across various critical components of educational systems, such as curriculum, instructional techniques, Multi-Tiered Systems of Support (MTSS), and assessments by supporting the teaching staff. This consistency is vital for several reasons. Paraeducators support curriculum implementation across all classrooms and grade levels, maintaining a standard quality of education so that all students receive the same foundational knowledge and skills, regardless of their specific class or teacher.	Explanation: The scope of the actions undertaken by the Paraeducators is established to span all students. This widespread approach was implemented to effectively attend to the varying needs of the diverse student groups within the entire educational setting. The uniform execution of this action maintains consistency in curriculum, instructional techniques, Multi-Tiered Systems of Support (MTSS), and assessments. It also paves the way for making data-driven adjustments, the equitable distribution of resources, and the collection of timely feedback. Rationale: The reasoning behind this LEA-wide scope lies in its many benefits. By having the paraeducators support teachers in all grade levels, and all students groups, including unduplicated and at-risk groups. Assessment: To meet previously identified necessities, the district employed the strategy of	Metric 2.3 Percentage of students who are meeting or exceeding standards as measured by the State Smarter Balanced Summative Assessment in Math, ELA and Science. Source: CAASPP Dashboard Priority 4A Metric 2.4 Points below/above standard (DFS) in Math and ELA State Smarter Balanced Summative Assessment. Source: California Dashboard Priority 4A

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
	Additionally, para-educators are essential in implementing and maintaining MTSS frameworks, ensuring that support systems are consistently applied to provide appropriate interventions and support to students based on their individual needs. This consistency is key to effectively addressing academic and behavioral challenges and promoting student success. In summary, para-educators are essential for maintaining consistency and quality across educational programs, ensuring that all students have access to a coherent and effective educational experience, which is crucial for their academic and personal growth. Student are scoring much lower than the State average in math and ELA on the State assessment. Students are at 34% met/exceeded in math and 56% met or exceeded in ELA. This holds true for the distance from standard meet on the State assessments as well with student scoring 41 points below DFS for math and 7 points below DFS for ELA. **Scope:** LEA-wide	hiring Paraeducators. They are pivotal in executing the PBIS system and MTSS framework, assuring effective assistance for students requiring additional support. The paraeducators are instrumental in maximizing student learning, demonstrating the school's proactive strategy to satisfy the recognized necessities of its student body.	
2.4	**Action:** Maintain IXL Diagnostics for progress monitoring and supplemental instruction **Need:** Within the school community, distinct student groups have been identified that necessitate	Explanation: The requirement for executing IXL ELA and Mathematics assessments across the school is vital for enriching student educational outcomes. This comprehensive performance measure offers a consistent and ascertainable method of growth analysis, ensuring the proper distribution of educational resources and	Metric 2.1 Percentage of English Learners scoring on grade level or above in ELA on the winter diagnostic assessment.

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
	the implementation of a reliable growth measure. These groups encompass all students, including those with disabilities,English Learners, and at risk students. Teachers and staff use IXL data to monitor students' progress toward achieving proficiency on the CAASPP. Socio-Economically Disadvantaged students and English Learners, among others, are not meeting proficiency standards on the 2023 CA ELA and math Dashboard. Therefore, staff require ongoing support and multiple measures to plan for student learning effectively. This need arises from the desire to allocate instructional time and resources for effective intervention appropriately. For the winter 25/26 local assessment 33% of English Learners scored on grade level on the ELA assessment. For the same assessment only 25% of students were at grade level for Math and 25% of students on grade level for ELA. **Scope:** LEA-wide	determining the optimal time for effective educational interventions. This domain of activity spans the entire school to promise an all-inclusive reach and equitable access to resources for every student. The information gathered from IXL provides crucial support to staff, enabling them to cater to individual student needs. Rationale: Moreover, it orchestrates precise interventions, shaping instructional decisions and aligning teaching methods with California Assessment of Student Performance and Progress (CAASPP) testing standards. This alignment further assists in successfully applying a Multi-Tiered System of Support (MTSS) specifically tailored to aid students with unique needs. Thus, the breadth of this action being districtwide is justified, for it ensures comprehensive inclusion and unbiased access to resources for all students. It also enables the adaptation and enhancement of instruction methodologies to be consistent with state testing standards, thereby supporting the execution of expansive learning support systems custommade for students with distinctive requirements. Assessment: In response to these identified needs, AeroSTEM has been integrating IXL ELA and Mathematics assessments multiple times a year. This initiative will allow data disaggregation for unduplicated students, and students with unique needs, thus accurately portraying each student's academic growth. The reach of this action is intended to encompass all educational partners, emphasizing students with disabilities, English Learners, and socio-economically	Source: Local Assessment: IXL Priority 2B Metric 2.5 Percentage of students scoring on grade level or above in Math and ELA on the winter diagnostic assessment. Source: Local Assessment: IXL Priority 2A

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
		disadvantaged. By providing a reliable and easily accessible growth measure, the action ensures that all students, irrespective of individual circumstances, are equipped with the academic resources they require for success	
2.5	**Action:** Maintain Class Size Reduction **Need:** The goal of providing a smaller learning environment and in turn more rigorous academic intervention to students through smaller class sizes. Student are scoring much lower than the State average in math and ELA on the State assessment. Students are at 34% met/exceeded in math and 56% met or exceeded in ELA. This holds true for the distance from standard meet on the State assessments as well with student scoring 41 points below DFS for math and 7 points below DFS for ELA. For the winter 25/26 local assessment 33% of English Learners scored on grade level on the ELA assessment. For the same assessment only 25% of students were at grade level for Math and 25% of students on grade level for ELA. **Scope:** LEA-wide	Explanation: AeroSTEM's unduplicated pupil count is projected at more than 65%, as a result, every class has unduplicated students enrolled. Rationale: Research shows that lower class size supports increased academic performance. Research generally agrees that lower class size, are linked to positive educational benefits such as better test scores, fewer dropouts, and higher graduation rate, especially for disadvantaged children Assessment: While classes are capped at 27 students each, the goal is to keep each class at 25 students.	Metric 2.1 Percentage of English Learners scoring on grade level or above in ELA on the winter diagnostic assessment. Source: Local Assessment: IXL Priority 2B Metric 2.3 Percentage of students who are meeting or exceeding standards as measured by the State Smarter Balanced Summative Assessment in Math, ELA and Science. Source: CAASPP Dashboard Priority 4A Metric 2.4 Points below/above standard (DFS) in Math and ELA State Smarter Balanced Summative Assessment. Source: California Dashboard Priority 4A Metric 2.5 Percentage of students scoring on grade level or above in Math and

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
			ELA on the winter diagnostic assessment. Source: Local Assessment: IXL Priority 2A
2.6	**Action:** Provide after school intervention and academic support **Need:** The school has recognized an urgent need for further assistance for pupils, particularly those considered Socio-Economically Disadvantaged, and English Learners, and individuals with unique needs. English Learner progress on the 2023 CA District Dashboard. With quality interventions, these students will achieve competency levels in English Language Arts (ELA) and mathematics consistent with the broader student population. For the winter 25/26 local assessment 33% of English Learners scored on grade level on the ELA assessment. 0% of English Learners were reclassified during the 25/26 school year. **Scope:** LEA-wide	Explanation: The decision to sustain intervention on a schoolwide level instead of merely targeting certain groups is rooted in the identified need for a comprehensive assistance system for all students. This broadened scope aids in successfully implementing the Multi-Tiered System of Support (MTSS) throughout the entire educational establishment. By adopting this approach, every student - not just those below grade level in subjects such as English Language Arts and Mathematics - gains from specialized intervention. Subsequently, this approach advances the overall academic performance in the school. Rationale: Adopting a schoolwide scope for keeping intervention is due to its significant impact on improving student learning outcomes. Firstly, the wider reach of the intervention ensures equitable access to quality education by providing targeted support to all students, not only those lagging in English Language Arts and Mathematics. Furthermore, incorporating the MTSS framework on a grand scale aligns directly with the district's devotion to offering high-quality MTSS. Assessment: The strategy developed involves maintaining intervention to address these designated needs. This strategy is purposefully built to assist the outline student groups in equaling their peers in both ELA and math	Metric 2.1 Percentage of English Learners scoring on grade level or above in ELA on the winter diagnostic assessment. Source: Local Assessment: IXL Priority 2B Metric 2.2 Percentage of English Learner students designated as reclassified Source: Local data Priority 4F

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
		proficiency. The intervention will consequently offer indispensable support during the stipulated English Language Development instruction periods, thus countering a recognized need. To evaluate the success of this undertaking, the measure to be used will be the improvement seen in ELA and math proficiency among the identified student groups.	
3.1	**Action:** Field Trips **Need:** **Scope:**		Metric 3.1 Percentage of seniors that have successfully completed A-G requirements or CTE Pathways. Source: Local Data Priority 4C/B/D Metric 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 Priority 1B
3.2	**Action:** Academic and Career Counseling **Need:** Due to the high concentrations of Economically Disadvantaged, English Language Learner and Foster Youth students at AeroSTEM, there is a need to provide targeted assistance for college and career readiness activities and guidance as well as assist with dual enrollment classes.	Explanation: AeroSTEM will provide academic, college, and CTE counseling to support students, targeted assistance to Economically Disadvantaged, English Language Learner and Foster Youth students in college and career readiness activities and guidance, and offer college success and career planning and development dual enrollment classes. Rationale: Adopting a school wide scope for providing academic and career counseling is due to its significant impact on improving student	Metric 3.3 Percentage of pupils who participate in and demonstrate college preparedness by the EAP or other assessment of college preparedness. Source: CA Dashboard Priority 4H Metric 3.4 Percentage of English Learner students making progress as

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
	College preparedness as shown on the CA dashboard can not be reported on due to the size of the student groups. **Scope:** LEA-wide	learning outcomes and enhance to full educational program of the school. Assessment: This action will seek to increase the percentage of students who demonstrate college preparedness, as well as the number of students enrolled in dual enrollment classes.	measured by the English Learner Progress Indicator on the CA School Dashboard Source: CA Dashboard/Local Data Priority 4E
3.3	**Action:** Career Technical Education (CTE) Pathways **Need:** The school community has identified the need for an all-inclusive educational approach that serves all students, focusing on those from diverse backgrounds. This includes individuals from Low-Income families, Foster Youth, English learners, and those with unique needs. There is an understanding that these groups often encounter obstacles when participating in rigorous and engaging courses, which can jeopardize their academic progress and future career opportunities. All students have access to a Career Technical Education (CTE) Pathway to improve awareness and engagement. **Scope:**	Explanation: The school wide scope of the initiative, namely "Career Technical Education (CTE) Pathways," seeks to enhance the full educational program of the school, thereby addressing the recognized requirements of every student group. This approach is designed to provide all middle-school pupils, especially those with specialized needs, access to challenging courses and programs aligned with their future educational and career aspirations. Rationale: The justification for choosing a school wide scope hinges on its flexibility in prioritizing elective choices for the identified student demographics. Furthermore, it prioritizes students pursuing a bi-literacy track for enrolling in A-G courses. The school wide approach thus ensures that a broad range of students can benefit from these alignment efforts, enabling them to effectively chart their future educational and career progress while still in high school. Assessment: In response to these identified needs, the "Career Technical Education (CTE) Pathways " action addresses these issues. AeroSTEM is committed to bolstering Career Technical Education (CTE) by ensuring its continued and broadening reach. This action involves productive teamwork with the school	Metric 3.1 Percentage of seniors that have successfully completed A-G requirements or CTE Pathways. Source: Local Data Priority 4C/B/D Metric 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 Priority 1B

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
		counselor to ascertain that every middle school student can access challenging and stimulating courses. Additionally, the action supports a CTE pathway at the highschool level. These structured programs are aligned end-to-end with high school, college, and career pathways, delivering all encompassing aid to students as they advance on their educational journey.	
3.4	**Action:** College Access Supports **Need:** Due to the high concentrations of Economically Disadvantaged, English Language Learner and Foster Youth students at AeroSTEM, there is a need to provide supports for students seeking a path to college. 0% of students demonstrated college preparedness as shown on the CA dashboard.This includes all students as well as at risk groups. 0% of students passed an AP exam. **Scope:** LEA-wide	Explanation: 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. Rationale: Adopting a school wide scope for providing college access support is due to its significant impact on improving student learning outcomes and enhance to full educational program of the school. Assessment: This action will seek to increase the percentage of students who demonstrate college preparedness, as well as the number of students enrolled in dual enrollment classes.	Metric 3.3 Percentage of pupils who participate in and demonstrate college preparedness by the EAP or other assessment of college preparedness. Source: CA Dashboard Priority 4H Metric 3.5 Percentage of students who pass AP exam with score of 3 or higher Source: Local Data Priority 4G
4.1	**Action:** Maintain and utilize Parent Square application, website, and social media communications **Need:**		Metric 4.1 Opt-In usage rate of educational partner usage of communication tool Parent Square Source: Local Data Priority 3A

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
	Scope:		Metric 4.2 Percent of parents and students who feel the school is safe. Source: Educational Partner Surveys Priority 6C
4.2	**Action:** Maintain staff member for partner coordination and outreach **Need:** The school community has rated our communication highly but continues providing feedback on needed areas. Consistent feedback from parents and staff highlights the effectiveness of our communication with families and the promotion of parental involvement. Based on the analysis of educational partner input and local data, the AeroSTEM has identified key areas for improvement in building relationships between school staff and families. To address this, AeroSTEM commits to enhancing communication strategies to keep parents informed about student progress, academic standards, and the availability of support services through a dedicated staff member. While parents rate their connectedness high (100%), students rate it much lower (67%) overall. The attendance at Charter council meetings from parents of students in at-risk groups improved greatly; 4 parents representing students with disabilities, 0 parent representing and English Learner, and	Explanation: The installment of a staff member dedicated to outreach is a strategic move aimed at addressing the distinct needs of all students within our district. This initiative encompasses all educational partners, as its primary intent is to bolster communication and amplify community engagement throughout the comprehensive district landscape. Given that our unduplicated student population, Low-Income, Foster Youth, and English Learners (EL), their feeling of connectedness is crucial. Rationale: Research by Jeynes (2011) demonstrates that when schools effectively communicate resource availability, it alleviates some of the stress and challenges Low-Income families face, enabling students to focus better on their education. This action, therefore, aptly satisfies a necessity for amplified communication and enhanced community engagement. Assessment: In response to these demands, installing a staff member dedicated to outreach is crucial. This staff member will examine all the school's communication facets and engage with families, staff, and community members. This action will include designing new family engagement initiatives. The indicators of success, in this case, will gauge the rise in family engagement, enhancement in communication, and	Metric 4.3 Percent of parents and students who feel a sense of connectedness to the school. Source: Educational Partner Surveys Priority 6C Metric 4.4 Attendance of educational partners at Charter Council meetings Source: Local Data Priority 3B/C

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
	3 parent representing a socio-economically disadvantaged student. **Scope:** LEA-wide	a more comprehensive and inclusive approach toward establishing a school community.	
4.3	**Action:** Provide Educational Partner Engagement Opportunities through surveys and the Charter Council **Need:** **Scope:**		Metric 4.4 Attendance of educational partners at Charter Council meetings Source: Local Data Priority 3B/C
4.4	**Action:** Provide multiple events designed for educational partners **Need:** **Scope:**		Metric 4.2 Percent of parents and students who feel the school is safe. Source: Educational Partner Surveys Priority 6C Metric 4.3 Percent of parents and students who feel a sense of connectedness to the school. Source: Educational Partner Surveys Priority 6C
4.5	**Action:** Maintain and utilize LMS and data warehouse **Need:**		Metric 4.3 Percent of parents and students who feel a sense of

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
	Scope:		connectedness to the school. Source: Educational Partner Surveys Priority 6C
5.1	**Action:** Participate in the Tri-County Induction Program **Need:** **Scope:**		Metric 5.1 Percentage of teachers appropriately assigned and fully credentialed (Preliminary, clear, or Intern Credential). Source: School Accountability Report Card (SARC) Priority 1A
5.2	**Action:** Human Resource Systems **Need:** **Scope:**		Metric 5.1 Percentage of teachers appropriately assigned and fully credentialed (Preliminary, clear, or Intern Credential). Source: School Accountability Report Card (SARC) Priority 1A Metric 5.2 Percent of staff who feel the school is safe. Source: Educational Partner Surveys Priority 6C
5.3	**Action:** Continuing Education **Need:**		Metric 5.3 Percent of staff who feel a sense of connectedness to the school.

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
	Scope:		Source: Educational Partner Surveys Priority 6C Metric 5.4 Percentage of teachers that received professional development on State Standards and effective instructional practices Source: Local Data Priority 8
5.4	**Action:** Systemic Professional Development **Need:** **Scope:**		Metric 5.2 Percent of staff who feel the school is safe. Source: Educational Partner Surveys Priority 6C Metric 5.4 Percentage of teachers that received professional development on State Standards and effective instructional practices Source: Local Data Priority 8

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
2.2	**Action:** Maintain English Learner (EL) Supports **Need:** The academic performance of English Learner (EL) students is significantly lower than that of the general student population, indicating a critical need for additional support. This disparity highlights the urgent need for targeted interventions to support EL students' academic success. Educational partner feedback indicated a need to mitigate the disparities in math, English, and science proficiency among this unduplicated student group through additional supports and resources. **Scope:** Limited to Unduplicated Student Group(s)	Research supports the implementation of various language development strategies in supporting English Learners (ELs) to acquire English language skills essential for academic success in all subjects including mathematics, English, and science. Scaffolding, as described by Hammond and Gibbons and provided through English Learner specialists, provides temporary support tailored to students' needs, facilitating language acquisition and understanding. Similarly, explicit language instruction, provided by individuals who specialize in this work, directly teaches language skills and functions, accelerating ELs' language development and comprehension. Additionally, differentiated instruction addresses diverse learning needs, ensuring equitable access to grade-level content and promoting language proficiency among ELs. (Source: Hammond, J., & Gibbons, P. (2005).	Metric 2.1 Percentage of English Learners scoring on grade level or above in ELA on the winter diagnostic assessment. Source: Local Assessment: IXL Priority 2B Metric 2.2 Percentage of English Learner students designated as reclassified Source: Local data Priority 4F

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	

2026-27 Total Planned 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	1,499,707	312,584	20.843%	0.000%	20.843%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$993,297.00	$262,417.00	$550.00	$48,633.00	$1,304,897.00	$1,266,161.00	$38,736.00

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 Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$7,740.00	$7,740.00				$7,740.00	0.04%
1	1.2	Provide school ERMS Counselor	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income			$30,907.00	$0.00		$30,907.00			$30,907.00	
1	1.3	Chronic absentee interventions and attendance monitoring, communication, and supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$22,941.00	$0.00	$22,941.00				$22,941.00	1.33%
1	1.4	Continue maintenance of quality school facilities	All	No			All Schools		$27,969.00	$0.00	$27,969.00				$27,969.00	1.62%
1	1.5	Maintain a .5 FTE health assistant	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$22,942.00	$0.00	$22,942.00				$22,942.00	1.33%
2	2.1	Maintain Director of Special Education position	Students with Disabilities	No			All Schools		$146,490.00	$0.00		$146,490.00			$146,490.00	8.47%
2	2.2	Maintain English Learner (EL) Supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$1,500.00	$0.00				$1,500.00	$1,500.00	
2	2.3	Maintain Para-educator positions to support behavior and academics	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$127,530.00	$0.00		$85,020.00		$42,510.00	$127,530.00	
2	2.4	Maintain IXL Diagnostics for progress monitoring and supplemental instruction	English Learners Low Income	Yes	LEA-wide	English Learners Low Income			$0.00	$3,600.00	$3,600.00				$3,600.00	0.11%
2	2.5	Maintain Class Size Reduction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools		$594,444.00	$0.00	$594,444.00				$594,444.00	34.36%

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
						Low Income										
2	2.6	Provide after school intervention and academic support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$6,000.00	$0.00	$6,000.00				$6,000.00	0.35%
3	3.1	Field Trips	All	No			All Schools		$0.00	$14,000.00	$14,000.00				$14,000.00	0.81%
3	3.2	Academic and Career Counseling	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$31,843.00	$0.00	$31,843.00				$31,843.00	1.84%
3	3.3	Career Technical Education (CTE) Pathways	All	No			All Schools		$87,856.00	$0.00	$87,856.00				$87,856.00	5.08%
3	3.4	College Access Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$30,907.00	$0.00	$30,907.00				$30,907.00	1.79%
4	4.1	Maintain and utilize Parent Square application, website, and social media communications	All	No			All Schools		$0.00	$846.00	$846.00				$846.00	0.05%
4	4.2	Maintain staff member for partner coordination and outreach	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$35,980.00	$0.00	$35,980.00				$35,980.00	2.08%
4	4.3	Provide Educational Partner Engagement Opportunities through surveys and the Charter Council	All	No			All Schools		$0.00	$500.00	$500.00				$500.00	0.03%
4	4.4	Provide multiple events designed for educational partners	All	No			All Schools		$0.00	$550.00			$550.00		$550.00	0.03%
4	4.5	Maintain and utilize LMS and data warehouse	All	No			All Schools		$0.00	$3,500.00	$3,500.00				$3,500.00	0.20%
5	5.1	Participate in the Tri-County Induction Program	All	No			All Schools		$0.00	$8,000.00	$8,000.00				$8,000.00	0.46%
5	5.2	Human Resource Systems	All	No			All Schools		$54,120.00	$0.00	$54,120.00				$54,120.00	3.13%
5	5.3	Continuing Education	All	No			All Schools		$4,623.00	$0.00				$4,623.00	$4,623.00	0.27%
5	5.4	Systemic Professional Development	All	No					$40,109.00	$0.00	$40,109.00				$40,109.00	2.32%

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1,499,707	312,584	20.843%	0.000%	20.843%	$756,397.00	65.700%	116.136 %	**Total:**	$756,397.00
								LEA-wide Total:	$756,397.00
								Limited Total:	$0.00
								Schoolwide Total:	$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	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,740.00	0.04%
1	**1.2**	Provide school ERMS Counselor	Yes	LEA-wide	Foster Youth Low Income			
1	**1.3**	Chronic absentee interventions and attendance monitoring, communication, and supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$22,941.00	1.33%
1	**1.5**	Maintain a .5 FTE health assistant	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$22,942.00	1.33%
2	**2.2**	Maintain English Learner (EL) Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		
2	**2.3**	Maintain Para-educator positions to support behavior and academics	Yes	LEA-wide	English Learners Foster Youth Low Income	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	2.4	Maintain IXL Diagnostics for progress monitoring and supplemental instruction	Yes	LEA-wide	English Learners Low Income		$3,600.00	0.11%
2	2.5	Maintain Class Size Reduction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$594,444.00	34.36%
2	2.6	Provide after school intervention and academic support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,000.00	0.35%
3	3.2	Academic and Career Counseling	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$31,843.00	1.84%
3	3.4	College Access Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,907.00	1.79%
4	4.2	Maintain staff member for partner coordination and outreach	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$35,980.00	2.08%

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,296,220.00	$1,295,010.93

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**	Maintain Positive Behavior Interventions and Supports (PBIS) system.	Yes	$750.00	$1,500.00
1	**1.2**	Provide school ERMS Counselor	Yes	$30,907.00	$36,365.40
1	**1.3**	Chronic absentee interventions and attendance monitoring, communication, and supports	Yes	$22,941.00	19885.39
1	**1.4**	Continue maintenance of quality school facilities	No	$27,969.00	$29,709.09
1	**1.5**	Maintain a .5 FTE health assistant	Yes	$22,942.00	$33,664.73
2	**2.1**	Maintain Director of Special Education position	No	$146,490.00	$154,396.68
2	**2.2**	Maintain English Learner (EL) Supports	Yes	$1,500.00	1,500.00
2	**2.3**	Maintain Para-educator positions to support behavior and academics	Yes	$127,530.00	112,148.00
2	**2.4**	Maintain IXL Diagnostics for progress monitoring and supplemental instruction	Yes	$1,913.00	3,608.00
2	**2.5**	Maintain Class Size Reduction	Yes	$594,444.00	$565,663.00
2	**2.6**	Provide after school intervention and academic support	Yes	$6,000.00	$5,472.48

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)
3	**3.1**	Field Trips	No	$14,000.00	$10,004.77
3	**3.2**	Academic and Career Counseling	Yes	$31,843.00	$35,822.64
3	**3.3**	Career Technical Education (CTE) Pathways	No	$87,856.00	$95,502.22
3	**3.4**	College Access Supports	Yes	$30,907.00	$36,365.40
4	**4.1**	Maintain and utilize Parent Square application, website, and social media communications	No	$846.00	$1,472.16
4	**4.2**	Maintain staff member for partner coordination and outreach	Yes	$35,980.00	33,142.63
4	**4.3**	Provide Educational Partner Engagement Opportunities through surveys and the Charter Council	No	$500.00	116
4	**4.4**	Provide multiple events designed for educational partners	No	$550.00	217
4	**4.5**	Maintain and utilize LMS and data warehouse	No	$3,500.00	$5,000.00
5	**5.1**	Participate in the Tri-County Induction Program	No	$8,000.00	3,682.20
5	**5.2**	Human Resource Systems	No	$54,120.00	$74,906.73
5	**5.3**	Continuing Education	No	$4,623.00	$11,845.75
5	**5.4**	Systemic Professional Development	No	$40,109.00	$23,020.66

2025-26 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)
275,972	$747,720.00	$698,638.23	$49,081.77	65.700%	0.000%	-65.700%

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	**1.1**	Maintain Positive Behavior Interventions and Supports (PBIS) system.	Yes	$750.00	$1,500.00	0.04%	
1	**1.2**	Provide school ERMS Counselor	Yes				
1	**1.3**	Chronic absentee interventions and attendance monitoring, communication, and supports	Yes	$22,941.00	$22,941.00	1.33%	
1	**1.5**	Maintain a .5 FTE health assistant	Yes	$22,942.00	$33,664.73	1.33%	
2	**2.2**	Maintain English Learner (EL) Supports	Yes				
2	**2.3**	Maintain Para-educator positions to support behavior and academics	Yes				
2	**2.4**	Maintain IXL Diagnostics for progress monitoring and supplemental instruction	Yes	$1,913.00	$3,608.50	0.11%	
2	**2.5**	Maintain Class Size Reduction	Yes	$594,444.00	$594,944.00	34.36%	
2	**2.6**	Provide after school intervention and academic support	Yes	$6,000.00	$6,000.00	0.35%	
3	**3.2**	Academic and Career Counseling	Yes	$31,843.00		1.84%	
3	**3.4**	College Access Supports	Yes	$30,907.00		1.79%	

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)
4	**4.2**	Maintain staff member for partner coordination and outreach	Yes	$35,980.00	$35,980.00	2.08%	

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$1,386,829.00	275,972	4.23%	24.129%	$698,638.23	0.000%	50.377%	$0.00	0.000%

Local Control and Accountability Plan 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.

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 and Senate Bill 153, Chapter 38, Statues of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- 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.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
  - If the LEA has unexpended LREBG funds the LEA must provide the following:
    - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
    - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
      - An explanation of how the action is aligned with the allowable uses of funds identified in [*EC* Section 32526(c)(2)](); and
      - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [*EC* Section 32526(d)]().
        - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information]() web page.
      - Actions may be grouped together for purposes of these explanations.
      - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
  - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

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

Requirements

School districts and COEs: *EC Section 52060(g)* and *EC Section 52066(g)* 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) 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;
    - **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; and
- For charter schools, see *Education Code* Section 47606.5.

- **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) 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.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

  - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

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 **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. 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

For English Learners and Long-Term English Learners

- 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.

For Technical Assistance

- 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.

For Lowest Performing Dashboard Indicators

- 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.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [*EC* Section 32526(d)](). For information related to the required needs assessment please see the Program Information tab on the [LREBG]()

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

  - Identify the action as an LREBG action;

  - Include an explanation of how research supports the selected action;

  - Identify the metric(s) being used to monitor the impact of the action; and

  - Identify the amount of LREBG funds being used to support the action.

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 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
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