LCFF Budget Overview for Parents

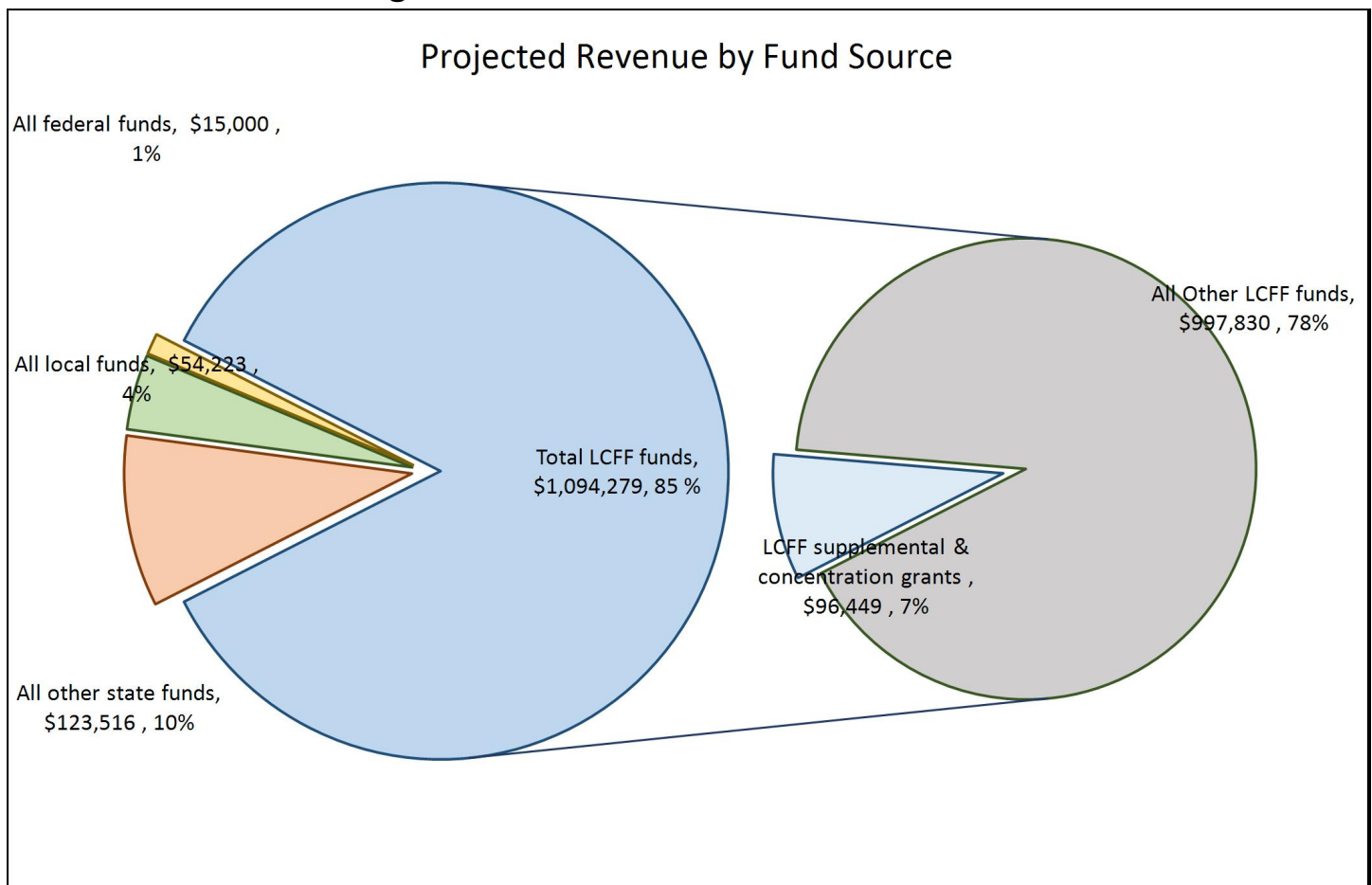Local Educational Agency (LEA) Name: AeroSTEM Academy

CDS Code: 51-10512-0138040

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Mr. Chris Mahurin, Executive Director

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 2019-20 LCAP Year

Projected Revenue by Fund Source

All federal funds, $15,000 , 1%

All local funds, $54,223 , 4%

All other state funds, $123,516 , 10%

Total LCFF funds, $1,094,279, 85 %

All Other LCFF funds, $997,830 , 78%

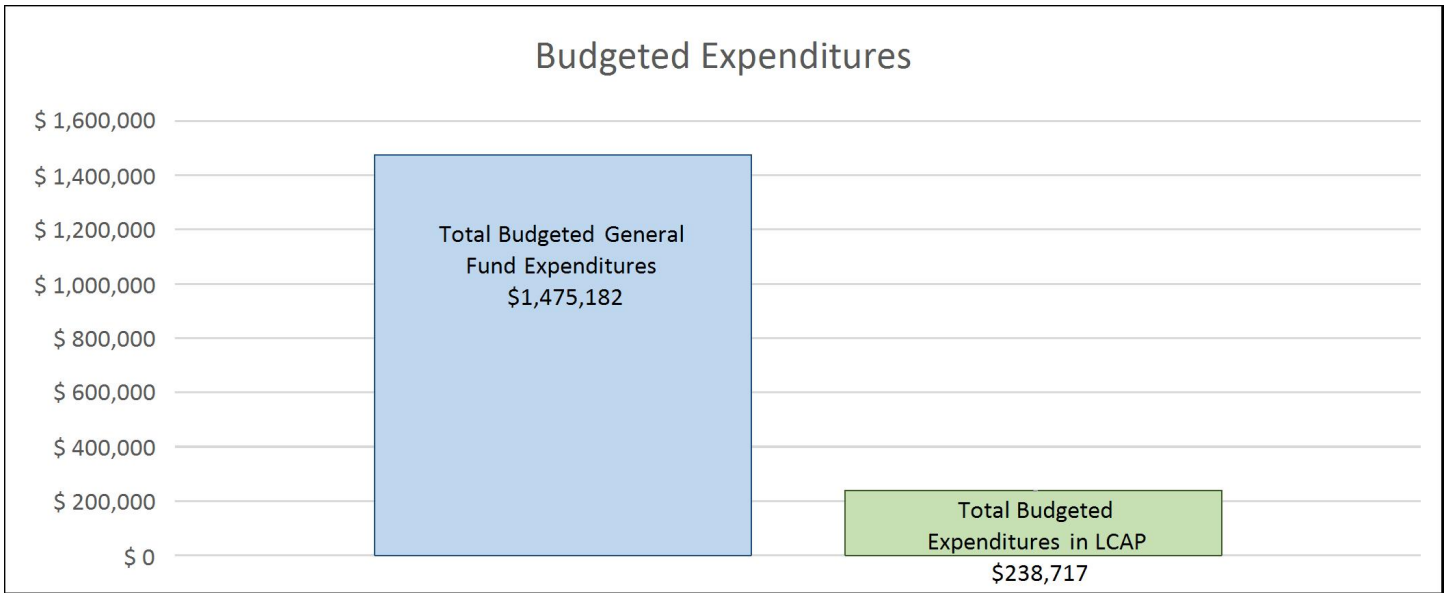LCFF supplemental & concentration grants , $96,449 , 7%

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

The total revenue projected for AeroSTEM Academy is $1,287,018, of which $1094279 is Local Control Funding Formula (LCFF), $123516 is other state funds, $54223 is local funds, and $15000 is federal funds. Of the $1094279 in LCFF Funds, $96449 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.

Budgeted Expenditures

Total Budgeted General Fund Expenditures $1,475,182	
	Total Budgeted Expenditures in LCAP $238,717

Y-axis values: $ 1,600,000; $ 1,400,000; $ 1,200,000; $ 1,000,000; $ 800,000; $ 600,000; $ 400,000; $ 200,000; $ 0

This chart provides a quick summary of how much AeroSTEM Academy plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.
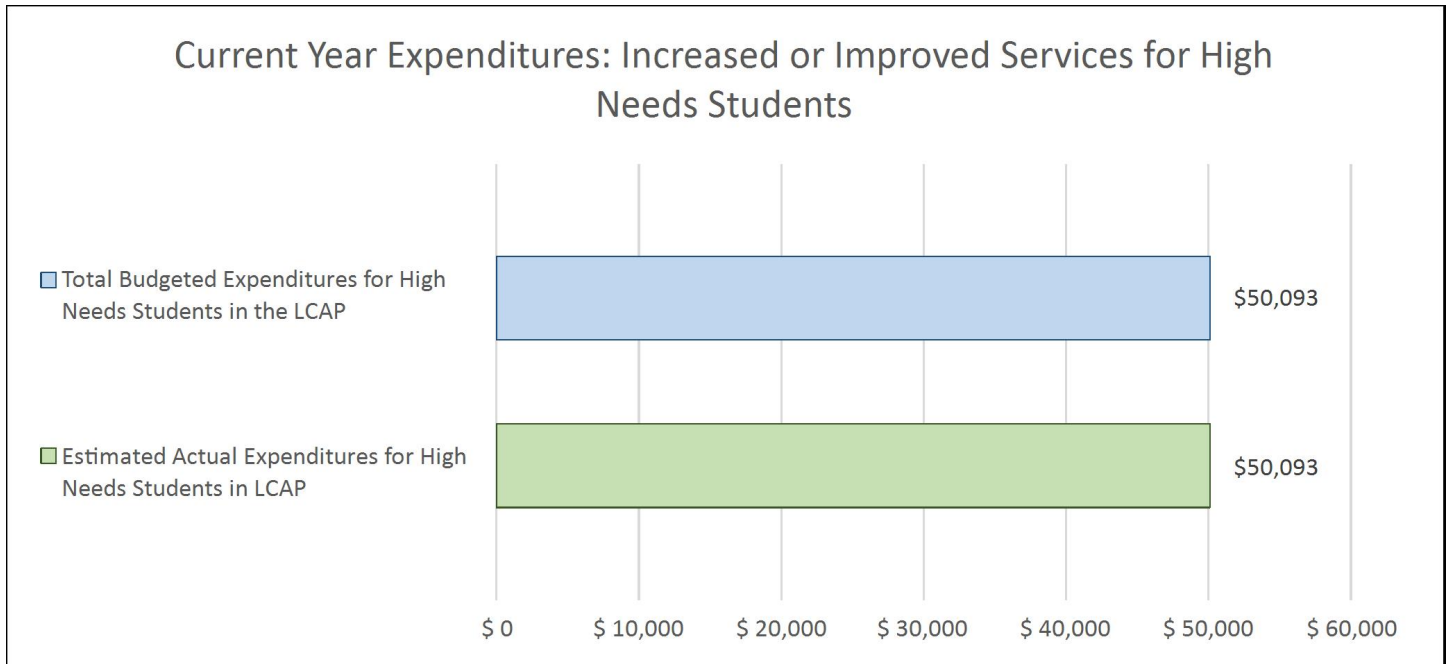
AeroSTEM Academy plans to spend $1475182 for the 2019-20 school year. Of that amount, $238717 is tied to actions/services in the LCAP and $1,236,465 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, AeroSTEM Academy is projecting it will receive $96449 based on the enrollment of foster youth, English learner, and low-income students. AeroSTEM Academy must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, AeroSTEM Academy plans to spend $96449 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19

Current Year Expenditures: Increased or Improved Services for High Needs Students

Total Budgeted Expenditures for High Needs Students in the LCAP — $50,093

Estimated Actual Expenditures for High Needs Students in LCAP — $50,093

$ 0 $ 10,000 $ 20,000 $ 30,000 $ 40,000 $ 50,000 $ 60,000

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.

In 2018-19, AeroSTEM Academy's LCAP budgeted $50093 for planned actions to increase or improve services for high needs students. AeroSTEM Academy estimates that it will actually spend $50093 for actions to increase or improve services for high needs students in 2018-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LEA Name	Contact Name and Title	Email and Phone
AeroSTEM Academy	Mr. Chris Mahurin Executive Director	cmahurin@aerostem.org 530-742-2531

2017-20 Plan Summary
The Story

Describe the students and community and how the LEA serves them.

AeroSTEM Academy provides an alternative pathway to pursue an education in the fields of science, technology, engineering and math. By this model of education, students will receive both direct instruction support as well as at-home time and opportunity to experience the fields first hand either through project based learning or under and alongside real world experts. Students are expected to become proficient in the following objectives:
*Develop a critical thinking, growth mindset.
*Become adaptable collaborators and responsible problem solvers.

*Communicate effectively with peer and community partners.
*Become curious innovators.
*Build science, technology, engineering, and math skills.

Our educational philosophy includes key attributes that comprise a hybrid model of courses taken on the school site and personalized learning independently and are based on educational research findings supporting student success. These include a strong emphasis on parental involvement, frequent individual teacher/student interaction, technology access, collaborative learning, community and business education, and curriculum with STEM foundation.

Our students come from the Yuba and Sutter County communities. Many of them have not had previous experience in STEM applications but are motivated and interested to learn more about this growing specialization. We serve students of all academic levels and socioeconomic backgrounds, tailoring our coursework to meet students where they are and provide a rigorous course of instruction that will help them grow.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

AeroSTEM Academy is pleased to participate in beginning the process of WASC Accreditation in our first year of operation. Our LCAP highlights include an alignment of WASC Critical Needs and Single Plan for Student Achievement as well as previously established LCAP goals.

Our continuous effort to align all goals to communicate a shared vision continues to be a priority. LCAP goals focus on College and Career Preparedness as well as establishing a strong, rigorous learning program and environment. Using a strong foundation in the Growth Mindset, students and staff are encouraged to continually improve and learn from previous attempts and supported risk taking educational experiences.

AeroSTEM Academy supports all students to design, develop and achieve their post high school goals. This is achieved through exposure to real world career paths through guest speakers and field trips, applied learning tasks in the Project Lead the Way coursework series and our CTE pathways in Engineering and Model Aeronautics, and participation in career and college interest inventories and ongoing assessment of skills to identify areas of strength and areas for individual improvement.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

1. AeroSTEM has a clear mission and vision that serves to guide the program, courses, relationships and focus of the school. The CTE pathway implemented to date is comprehensive and provides for a unique student experience.

2. AeroSTEM has a strong and passionate teaching staff willing to go the extra mile for their students. The teachers seek out professional development and desire knowledge in areas outside of their credential or degree to further the mission and vision of the school. Instruction is project-based and hands-on.

3. AeroSTEM's relationship with CORE Charter School, the governing board, and the community are positive and provide a tremendous amount of support for a new school. These relationships increase the school's viability and provide the business, education and aviation industry expertise that will be necessary to succeed as a new charter.

4. The school community is positive and supportive. Students are enthusiastic about their school choice, learning is exciting for them, and they feel they have an impact on the direction of the school. There is a pathway for students to voice their needs and initiate clubs and activities sponsored by a staff member. Parents are supportive of the program, involved in the school, and can see the potential for growth.

5. Long term strategic planning is constantly taking place, and the school has a clear vision for where they want to be in 5 years. They have planned both financially and academically for program stability and growth.

6. The school is staying informed of the changing laws and political landscape regarding charter schools in California by attending workshops and conferences and developing programs, such as a meal plan, to meet new requirements.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

1. The school is currently housed in a temporary setting. Acquiring permanent facilities is a priority for the school and will play an important role in the future of the school's program. Once a site is located, a safety plan, deferred maintenance budget, and facilities management plans will be needed.

2. Schoolwide assessment is an identified area of need. The school is developing an assessment plan that utilizes a norm referenced tool appropriate for grades 6-12 that can serve as an achievement predictor. The plan will include diagnostic and interim assessments, aggregate and subgroup analysis of both diagnostic and state testing data, an intervention plan based on results, regular reporting to stakeholders, and an evaluation cycle for the educational program and available teaching and assessment tools.

3. Technology use is abundant, but the school recognizes a need for increased security and monitoring of student use. The school is developing a strong internet and technology use policy that is closely monitored and a curriculum that can be used throughout the school to educate students on the rules and reasons behind the safe use of technology. Additionally, security measures will be taken to limit student access to sites and tools that cannot be closely monitored by school staff.

4. Continue to develop extracurricular opportunities for students, such as sports, student government, honor society, interest clubs, or optional foreign language clubs. This may increase the offerings to students without needing to increase the number of elective courses offered, which would put a strain on staffing at a small school.

5. Continue to develop intervention resources for students in both academic and behavioral/mental health.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Because this is a new school, AeroSTEM Academy has no baseline scores available. However, improving ELA and math performance and success for all students is a priority. Using in class assessments and Moby Max, an online tool, teachers identified areas to modify, scaffold, pre- and re-teach, and provide support where needed for all students. Local assessments indicated all students progressed at 1 academic year up to 3 academic years in ELA and Math. Additionally, students increased their knowledge of computer/robotics programming and engineering applications leading to our 6th grade robotics team winning the Local and State C-STEM Robotics competition in May.

To better address needs in an objective manner and evaluate continual achievement and areas for improvement, AeroSTEM Academy will be implementing the Edmentum Assessment program in all grade levels for the next school year. This assessment will be administered upon enrollment and at the end of each semester with prescriptions for skill building to be implemented between testing sessions. Teacher will continually evaluate and monitor progress in all academic areas with regular collaborative time taking place on Personalized Learning days each month.

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

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

AeroSTEM is an independent charter school authorized under the Sutter County Office of Education and operates as its own LEA for most purposes. There are no other schools within the LEA that have been identified for CSI.

Support for Identified Schools

Describe how the LEA supported 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.

AeroSTEM is an independent charter school authorized under the Sutter County Office of Education and operates as its own LEA for most purposes. There are no other schools within the LEA that have been identified for CSI.

Monitoring and Evaluating Effectiveness

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

AeroSTEM is an independent charter school authorized under the Sutter County Office of Education and operates as its own LEA for most purposes. There are no other schools within the LEA that have been identified for CSI.

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Ensure students are prepared for college and/or career opportunities.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                    Priority 2: State Standards (Conditions of Learning)
                    Priority 3: Parental Involvement (Engagement)
                    Priority 4: Pupil Achievement (Pupil Outcomes)
                    Priority 5: Pupil Engagement (Engagement)
                    Priority 6: School Climate (Engagement)
                    Priority 7: Course Access (Conditions of Learning)
                    Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:

Annual Measurable Outcomes

<table>
<tr><td align="center">Expected</td><td align="center">Actual</td></tr>
<tr><td>

Metric/Indicator
Basic Services
*Maintain high rate of teachers appropriately assigned and fully credentialed
*Maintain high access to standards-aligned curriculum
*Maintain high standard of facilities

Implementation of State Standards
*Maintain professional development support for implementing CCSS
*Adopt CCSS curriculum and NGSS; all curriculum will be analyzed and deemed suitable for AeroSTEM Academy

Parent Involvement
*Seek and maintain parent involvement

Pupil Achievement
* Ensure all students participate in STEM-related programs and projects.

Student Engagement
*Maintain high attendance rates
*Maintain student participation in STEM-related courses
*Maintain student participation in goal-setting workshops

School Climate
*Ensure a safe, positive learning environment
*Maintain low pupil suspension and expulsion rates
*Maintain positive rankings on staff/student/parent survey regarding school climate

Course Access
*Develop high school grade-level UC a-g approved courses with school expansion
*Develop STEM-related course offerings
*Allow student accessibility to all courses

Student Outcome
*Maintain and/or increase grade-level proficiency in Math and ELA

Baseline
Due to the beginning of a new school, AeroSTEM Academy, no baseline scores are available.

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Basic Services
*All teachers appropriately assigned and credentialed
*Standards-aligned curriculum used in all classes
*Facilities are safe and adequate, although a permanent facility is being sought with better sound control and safety perimeter

Implementation of State Standards
*Professional development was ongoing in various areas of need including:
3D printer Training
Board Retreat Planning
Women in Aviation Conference
Suicide Prevention and Mental Health Training
Red Cross First Aid
California Charter School Conference
A+ Leadership Conference
Daily 5 Language and Literacy
Weekly Staff Collaboration Meetings
Project Lead the Way: Engineering, Robotics, Flight and Space, Design and Modeling
*CCSS and NGSS based Curriculum was adopted and adjusted according to student needs in all academic courses

Parent Involvement
*All students participated in STEM-related programs and projects through out the year.
*Parents volunteered as chaperones on field trips and in various on campus events including: Scholastic Book Fair, Dinner With an Aviator, Ice Cream Social, and in the classroom

Pupil Achievement
*All students participated regularly and consistently in STEM-related programs and projects

Student Engagement
*Most students maintained high attendance rates but students required additional study time with teachers on campus in order to successfully complete tasks
*All students participated regularly and consistently in STEM-related programs and projects
*All students participated in goal setting workshops in their weekly Discover class

School Climate

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Expected	Actual
	*Students felt safe in classes and a positive reward system was developed to recognize student success *No students were expelled. 3 students were suspended. *Parents provided positive feedback on the mid term surveys. End of year surveys will be collects end of May. Course Access *High school and middle school courses were designed and implemented addressing UC a-g approved course work in high school. WASC accreditation process was initiated *STEM-related courses were expanded (listed above) *All courses were accessible to students. Students needing remediation in basic math skills were offered an additional math study time or allowed to enroll in a different math course to meet their needs. Student Outcome * Students were assessed in Moby Max at the beginning and mid-year marks. Most students showed gains in achievement, but started with below grade level skills in math, in particular. 90% of students showed gains. Staff identified a need for more complete assessment data via a skills and standards based assessment system

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Establish AersoSTEM Academy to serve 6th-9th grade students, with annual expansion of subsequent grade level each year. AeroSTEM Academy will serve 6th -12th grade by 2020-2021.	AeroSTEM Academy opened in August, 2018 with students enrolled in grades 6-9. Grades 6-10 interest list has been established for the 2019-2020 school year. 18 of 18 currently enrolled 6th graders will be returning as 7th graders. 21 of 23 currently enrolled 7th graders have been confirmed to return as 8th	See AeroSTEM Academy 2018-19 Budget	

graders. 11 of the currently 15 currently enrolled 8th graders will be returning as 9th graders, with 2 more undecided. 10 of 13 currently enrolled 9th graders have been confirmed as returning next year as 10th graders, with 2 more undecided. 6 students will be entering as siblings of current students.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide access to high school counselor to focus on college, career, options, scholarships and community partnerships.	Discover Class is a weekly course where the High School Counselor regularly send information and meets with students regarding: College and Career Inventories Scheduling Courses to complete A-G requirements Enrolling in community and college courses concurrently Obtaining work permits/part time employment	5000-5999: Services And Other Operating Expenditures Base 8,000	5000-5999: Services And Other Operating Expenditures LCFF Base 8,000

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Establish STEM-related courses, including high school UC a-g approved courses with school expansion.	AeroSTEM Academy has completed the initial process for evaluation and acceptance in the WASC accreditation process. Initial findings were true to areas already identified by the school as areas of improvement and will be	See AeroSTEM Academy 2018-19 Budget	See AeroSTEM Academy 2018-19 Budget

addressed in LCAP goals and action plans.

Additionally, the following STEM related courses offered this year:
C-STEM Math, Programming, and Robotics
Project Lead the Way
Engineering
Design and Modeling
Flight and Space
Robotics
Introduction to UAV and Model Aeronautics
Discover extensions with Wide Awake Geek Parent/Student Courses

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Hire a credentialed team of teachers to deliver high quality instruction to diverse student learners.	AeroSTEM Core Teachers: 1 FTE :Multiple Subject, Social Science pending 1 FTE: Multiple Subject 1 FTE: Multiple Subject, English CTE Teachers are contracted through CORE Charter School: 1 .4 FTE: CTE 1 .2 FTE: CTE Special Education Staff contracted through CORE Charter School: 1 .4 FTE Mild/Moderate Education Specialist High School Guidance Counselor contracted through CORE: .1 FTE Pupil Services Credential	1000-1999: Certificated Personnel Salaries LCFF 70835 1000-1999: Certificated Personnel Salaries Base 189165 3000-3999: Employee Benefits Base 140859	1000-1999: Certificated Personnel Salaries LCFF 70,835 1000-1999: Certificated Personnel Salaries LCFF 189,165 3000-3999: Employee Benefits LCFF 140,859

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions were implemented according to the plan to offer a students a blended learning program at a newly chartered public school with a focus on project based learning with an engineering and aeronautical theme. Highly qualified teachers were employed and trained, advertising to attract students from a variety of backgrounds within the Yuba City Unified School District took place in the summer and through out the school year. Continued self- evaluation practices were implemented during collaborative staff meetings, parent/teacher meetings, and leadership and board meetings. WASC accreditation was applied for and the initial visit took place, with their report closely resembling the school team's areas of strengths and improvement.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

AeroSTEM Academy is proud to report that more than 90% of staff attended training to improve their practices, including specialized training in C-STEM, Project Lead the Way, and continued certification in specific CTE pathway and single subject teaching credentials. Students were enrolled in grades 6-9 with a high returning percentage rate for next school year. An additional CTE course was added to being in grade 9 to address student desire to begin learning the model aeronautics pathway. Student time in the C-STEM Robotics course was increased leading to student competing at the UC Davis C-STEM RoboPlay Competition, where our 6th grade team won first in both local and state competitions and our 8th grade students won a teamwork trophy.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

Ensure a strong, rigorous learning community

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:

Annual Measurable Outcomes

| Expected	Actual
Metric/Indicator Basic Services *Maintain high rate of teachers appropriately assigned and fully credentialed *Maintain high access to standards-aligned curriculum *Maintain high standard of facilities Implementation of State Standards *Maintain professional development support for implementing CCSS *Adopt CCSS curriculum and NGSS; all curriculum will be analyzed and deemed suitable for AeroSTEM Academy Parent Involvement *Seek and maintain parent involvement Pupil Achievement * Ensure all students participate in STEM-related programs and projects. Student Engagement *Maintain high attendance rates *Maintain student participation in STEM-related courses *Maintain student participation in goal-setting workshops School Climate *Ensure a safe, positive learning environment *Maintain low pupil suspension and expulsion rates *Maintain positive rankings on staff/student/parent survey regarding school climate Course Access *Develop high school grade-level UC a-g approved courses with school expansion *Develop STEM-related course offerings *Allow student accessibility to all courses Student Outcome *Maintain and/or increase grade-level proficiency in Math and ELA **Baseline** Due to the beginning of a new school, AeroSTEM Academy, no baseline scores are available.	Basic Services: *100% teachers appropriately assigned and fully credentialed *All students received access to standards-aligned curriculum *Facilities were adequate and safe, although temporary in nature. Implementation of State Standards: *100% of teachers teaching STEM classes received training specific to their instructional specialty. *All curriculum was analyzed and evaluated for effectiveness through out the year. This lead to the adoption of Go Math and some changes in delivery method in a move from web based text to printed text to assist students in learning study skills. Parent Involvement: *Parents were engaged through Parent-Teacher meetings, Parent Academy training sessions, Open House, and several informational meetings. Parents also received regular updates through Parent Square and received monthly curriculum updates through the STEM Blast newsletter. Pupil Achievement: *All student participated in STEM-related projects and programs, in addition to rigorous academic coursework. Student Engagement: *Student Attendance varied but overall rates were high. *All students participated in STEM based courses. *All students participated in goal-setting workshops School climate: *Teachers practiced positive behavior management through selection of Student of the Month recognition, use of Caughtt in Growth Mind Set AeroSTEM Award tickets for prize drawings, and Perfect Attendance Awards. Additionally,teachers and staff provided positive feedback consistently during class times. *Suspensions and behavior incidents were minimal. There were no expulsions. *Students and parents often stated they come here because they feel AeroSTEM is one of the safest schools in the area. Course Access: *WASC accreditation is in progress and through the initial visit the WASC Committee recognized the rigor of courses offered at AeroSTEM do meet a-g requirements.
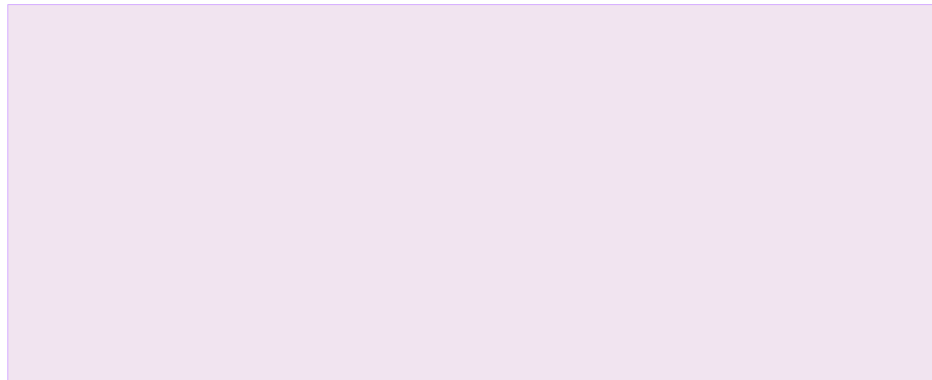
Expected	Actual
	*C-STEM for all grades, Project Lead the Way courses in Robotics, Engineering, Design and Modeling, and Flight and Space are offered in all grade levels, Introduction to Model Aeronautics was added for 9th grade students. *All students are enrolled in the appropriate courses for their grade level. Student Outcome: *All students maintained or improved their performance in ELA and Math as measured by curriculum assessments, teacher made measures, and Moby Max assessments.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain high percentage of professional development attendance for staff.	100% of staff attended 3D Printer Training 100% office staff attended Red Cross CPR and First Aid Training 100% of all staff attended Beginning Orientations and Safety Training 100% Project Lead the Way initial teachers attended PLTW Summer Training C-STEM teacher attended C-STEM Training 90% staff attended Suicide Prevention Training	5000-5999: Services And Other Operating Expenditures LCFF 7,600	5000-5999: Services And Other Operating Expenditures LCFF 7,600

Action 2

Planned	Actual	Budgeted	Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
Encourage regular parent involvement including board and council participation, parent training, individual and group parent/student meetings, parent surveys, parent volunteer opportunities.	Parent volunteer opportunities: 2 Parents serve on Charter Council 1 Parent serves on Board Parents chaperone field trips Parents served at activities Parent Input: Parents are sent a survey about the school at the end of each semester Parent input at public board meetings Parent Teacher Conferences and ongoing communication	5800: Professional/Consulting Services And Operating Expenditures Base 6,713.00	5000-5999: Services And Other Operating Expenditures LCFF 6,713

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Encourage community involvement including board and council participation, professional development opportunities, guest speaker participation, job shadow days, field trip hosts, special event participation.	Parents served at the Dinner with and Aviator and Ice Cream Social Volunteers as guest teachers NASA History Alive! Dinner with an Aviator Field Trips I Fly! Reno Air Races Vector Control Exploratorium IMax Roller King Sacramento Railroad Museum	Not Applicable Not Applicable	

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Over 90% of staff maintained training and professional development through out the school year in areas related to both the CTE and STEM courses and the academic development of each teacher toward professional goals such as completing beginning teacher support programs and adding additional teaching certificates in single subject areas of expertise.

AeroSTEM Academy is a new program and making great strides with business, industry and community involvement in the learning process. Parents attend the Informational Orientation prior to enrollment. Then they attend the New Student Orientation, complete the Master Agreement, meet with teachers, and check out all materials and sign the technology use agreement. Parents are invited to volunteer or observe in the classroom at any time. Parents are participants on the Charter Council, which advise administration and the board on LCAP, and the governing board. Parents have full access to student performance and assignments through the Pathways Parent Portal (SIS), TEAMs, Parent Square, and daily student planners. Parents are invited to participate in Parent Academy training such as "Cookies and TEAMs" to teach them how to access student portals and online curriculum support.

Community involvement continues to be a process that is engaging and beneficial to both the local professional aeronautics community and the school and students. Guest speakers have participated on the board, as guest speakers, in coordinating field trips and providing scholarship opportunities for students.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Using ongoing assessment, teachers quickly addressed areas of student need, specifically in working with deficient math skills at all grade levels. Through a collaborative process, the teaching team instituted Study Hall sessions before and after school for tutoring and extra support, small group teaching within the classroom, additional at home self-paced online practice, and created additional high school math courses that appropriately reflected student course work. These changes resulted in significant gains in student achievement as evidenced by curriculum based and Moby Max online assessments.

Community involvement is one of AeroSTEM's strengths. The board seats 2 community members continually, and the school hosts and participates in events that help students liaison with the community and the aviation industry. Additionally, the school is looking to move to a permanent location at the local airport where community relationships that best fit the mission of the school will thrive. Teachers are continually improving, which in turn, provides improved access to projects and academic learning that incorporates the unique vision and mission of the school into the daily life of each student.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

The LEA consulted with AeroSTEM Academy staff and current students and parents as part of the planning process. Surveys were collected at the end of each semester. Student assessment data was collected 3 times, upon enrollment and at the end of each semester, to monitor and inform student needs and progress. Information was given and feedback collected during the enrollment process. Public board and charter council meetings provided a means of stakeholder engagement. Continual parent communication through Parent Square, Parent Academy, Open House, field trips, ice cream socials, and regular parent-teacher meetings provided ample opportunities for community and parent feedback and reflection with staff.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

This LCAP is a reflection of stakeholder engagement from staff, leadership, students, and the community.

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 1

Ensure students are prepared for college and/or career opportunities.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

AerosSTEM Academy believes in meaningful learning that connects schoolwork to college and career. The goal is to increase the relevance and impact of each student's education by helping them gain the skills, technical knowledge, and real-world experience they need for h high-skill, high demand, high wage careers. To the end, AeroSTEM Academy will host internal and community programs, partner with STEM-related businesses, colleges, and the aviation industry to set up relevant knowledge and experience. In addition the administration will actively seek funding and expertise to ensure varied and rigorous programs.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Basic Services	Due to the beginning of a new school,			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
*Maintain high rate of teachers appropriately assigned and fully credentialed *Maintain high access to standards-aligned curriculum *Maintain high standard of facilities Implementation of State Standards *Maintain professional development support for implementing CCSS *Adopt CCSS curriculum and NGSS; all curriculum will be analyzed and deemed suitable for AeroSTEM Academy Parent Involvement *Seek and maintain parent involvement Pupil Achievement * Ensure all students participate in STEM-related programs and projects. Student Engagement *Maintain high attendance rates	AeroSTEM Academy, no baseline scores are available.			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
*Maintain student participation in STEM-related courses *Maintain student participation in goal-setting workshops School Climate *Ensure a safe, positive learning environment *Maintain low pupil suspension and expulsion rates *Maintain positive rankings on staff/student/parent survey regarding school climate Course Access *Develop high school grade-level UC a-g approved courses with school expansion *Develop STEM-related course offerings *Allow student accessibility to all courses Student Outcome *Maintain and/or increase grade-level proficiency in Math and ELA				

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

All	All Schools

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

	New Action	New Action
	Establish AersoSTEM Academy to serve 6th-9th grade students, with annual expansion of subsequent grade level each year. AeroSTEM Academy will serve 6th - 12th grade by 2020-2021.	Continue to expand the CTE course offerings, recruit qualified teachers from the industry, and expand STEM and academic course offerings for subsequent grade levels. Develop scope and sequence of program base STEM offerings to establish clear skill sets that will be built upon in subsequent courses and can be utilized in the work force or college settings.

Budgeted Expenditures

Amount		See AeroSTEM Academy 2018-19 Budget	16,080
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries CTE Instruction

Amount		10,080
Source		LCFF
Budget Reference		5000-5999: Services And Other Operating Expenditures Professional development and collaboration to develop scope and sequence
Amount		6,000

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)	
All	All Schools

<center>OR</center>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New Action	New Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide access to high school counselor to focus on college, career, options, scholarships and community partnerships.	Provide access to high school counselor to focus on college, career, options, scholarships and community partnerships.	Continue to develop intervention resources for students in both academic and behavioral/mental health.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		8,000	6,818
Source		Base	LCFF
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures Assist training and implementation, Assessment training

Action 3

All	All Schools

<div align="center">OR</div>

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

	New Action	New Action
	Establish STEM-related courses, including high school UC a-g approved courses with school expansion.	Develop an assessment plan that utilizes a norm referenced tool (Edmentum) appropriate for grades 6-12 that can serve as an achievement predictor. The plan will include diagnostic and interim assessments, aggregate and subgroup analysis of both diagnostic and state testing data, an intervention plan based on results, regular reporting to stakeholders, and an evaluation cycle for the educational program and available teaching and assessment tools.

Budgeted Expenditures

Amount		See AeroSTEM Academy 2018-19 Budget	25,000
Source			LCFF
Budget Reference			5000-5999: Services And Other Operating Expenditures Edmentum assessment and intervention program

Action 4

All	All Schools

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

	New Action	Modified Action
	Hire a credentialed team of teachers to deliver high quality instruction to diverse student learners.	Continue to hire and develop a team of teachers to deliver high quality instruction to diverse student learners. Ensure teachers are credentialed for site based learning. Add online options for students requiring coursework in addition to/outside of the cohort courses.

Budgeted Expenditures

Amount		70835	47,025
Source		LCFF	LCFF
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries New certificate teacher (1FTE) hire for additional grade level

Amount		189165	47,025
Source		Base	LCFF
Budget Reference		1000-1999: Certificated Personnel Salaries	3000-3999: Employee Benefits
Amount		140859	23,000
Source		Base	
Budget Reference		3000-3999: Employee Benefits	

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

Ensure a strong, rigorous learning community in a positive learning environment.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

AerosSTEM Academy believes a safe, learning-focused environment is the key to achievement. The goal is to surround students by a professional community including engaged parents and industry experts in order to expose students to whole health, mature behaviors and thinking. To that end, AeroSTEM Academy will uphold high academic standards, encourage student achievement to individual potential, as well as promote whole health living, all of which affords excellence. The administration will model this goal and ensure resources by which staff and students may pursue a safe, healthy learning environment.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Basic Services	Due to the beginning of a new school,			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
*Maintain high rate of teachers appropriately assigned and fully credentialed *Maintain high access to standards-aligned curriculum *Maintain high standard of facilities Implementation of State Standards *Maintain professional development support for implementing CCSS *Adopt CCSS curriculum and NGSS; all curriculum will be analyzed and deemed suitable for AeroSTEM Academy Parent Involvement *Seek and maintain parent involvement Pupil Achievement * Ensure all students participate in STEM-related programs and projects. Student Engagement *Maintain high attendance rates	AeroSTEM Academy, no baseline scores are available.			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
*Maintain student participation in STEM-related courses *Maintain student participation in goal-setting workshops School Climate *Ensure a safe, positive learning environment *Maintain low pupil suspension and expulsion rates *Maintain positive rankings on staff/student/parent survey regarding school climate Course Access *Develop high school grade-level UC a-g approved courses with school expansion *Develop STEM-related course offerings *Allow student accessibility to all courses Student Outcome *Maintain and/or increase grade-level proficiency in Math and ELA				

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

All	All Schools

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

New Action	New Action	New Action
	Maintain high percentage of professional development attendance for staff.	Develop a strong internet and technology use policy that is closely monitored and a curriculum that can be used throughout the school to educate students on the rules and reasons behind the safe use of technology. Additionally, security measures will be taken to limit student access to sites and tools that cannot be closely monitored by school staff. Purchase chromebooks for middle school grade levels to increase staff monitoring.

Budgeted Expenditures

Amount		7,600	20,000
Source		LCFF	Other
Budget Reference		5000-5999: Services And Other Operating Expenditures	4000-4999: Books And Supplies Public Charter School Grant Program

Action 2

All	All Schools

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

	New Action	New Action
	Encourage regular parent involvement including board and council participation, parent training, individual and group parent/student meetings, parent surveys, parent volunteer opportunities.	Institute regular Parent Academy meetings to train and inform parents in using school information systems to access student progress and assignments.

Budgeted Expenditures

Amount		6,713.00	5,000
Source		Base	LCFF
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures	1000-1999: Certificated Personnel Salaries Personnel to prepare and deliver parent trainings

Action 3

All	All Schools

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

	New Action	New Action
	Encourage community involvement including board and council participation, professional development opportunities, guest speaker participation, job shadow	Continue to develop extracurricular opportunities for students, such as sports, student government, honor society, interest clubs, or optional foreign language clubs.

| | | days, field trip hosts, special event participation. | |

Budgeted Expenditures

Source		Not Applicable	
Budget Reference		Not Applicable	

Action 4

All		All Schools	

<div align="center">OR</div>

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

		New Action
		Acquire a permanent facility and develop a safety plan, deferred maintenance budget, and facilities management plans.

Budgeted Expenditures

Amount			32,689
Source			LCFF
Budget Reference			5000-5999: Services And Other Operating Expenditures School campus and lease agreements

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$96,449	9.67%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Purchase of Chromebooks with safety measures
Hiring of Single Subject Teachers
Purchase of Edmentum Assessments
Purchase of Edmentum Courseware
Purchase of Go Math for grades 6-8
Purchase of Science curriculum for grades 6-10
Teacher training in C-STEM
Teacher training in Project Lead the Way Engineering and Apps Creator
Purchase of Warming Ovens and Refrigeration Units for Lunch and Breakfast Program
Staff training in Safe Serve Food Handling or food program
Hiring of additional attendance clerk/receptionist

AeroSTEM Academy identified specific areas to target for schoolwide actions to improve student performance. Purchasing assessments, curriculum, and hiring single subject certified instructors will provide students with greater access to academic resources aligned with UC a-g requirements, state standards, and allow teachers to receive data and organize teaching to accommodate student needs. Edmentum assessments, curriculum, and training will allow for targeted intervention for students below grade level in ELA and math. Training teachers in STEM programs will create a better infrastructure to give students more exposure and access to career

and college readiness skills. Purchasing the equipment and training staff to provide school breakfast and lunch will give students the nutrition they need to grow and be successful. Purchase of Chromebooks allows for greater security and safety for younger students accessing the internet.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$50,093	9.66%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Annual fund increases are based on anticipated enrollment growth. The following services provided are the most effective use of funds to meet the school goals for unduplicated pupils in the state priority areas. Teachers create a Success Plan for any student that needs additional support in ELA or math. Success Plans and interventions are based on assessment data (MobyMax). All students are assessed initially, data is reviewed, in-class accommodations and individual intervention plans are created. The plans may include additional 1-to-1 or group tutoring, parent training, or audio/visual supports. Any student with an IEP or EL student will receive an additional hour of weekly tutoring in the general education program.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$NA	NA%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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 Education Code (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.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

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

- **Support for Identified Schools:** Describe how the LEA supported 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:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

> * For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

> For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

> Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

> Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.
>
> - Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
>
> - Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
>
> - Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
>
> - Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

> **Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.
>
> > **School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.
> >
> > **Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.
>
> Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

> **School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.
>
> **Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

> As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are 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 K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are 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 K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the 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).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities**.** Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

  A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;

  B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and

  C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

  A. The implementation of state board adopted academic content and performance standards for all students, which are:

    a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts

    b. Mathematics – CCSS for Mathematics

    c. English Language Development (ELD)

    d. Career Technical Education

    e. Health Education Content Standards

    f. History-Social Science

    g. Model School Library Standards

    h. Physical Education Model Content Standards

    i. Next Generation Science Standards

    j. Visual and Performing Arts

    k. World Language; and

  B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

  A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;

  B. How the school district will promote parental participation in programs for unduplicated pupils; and

  C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

  A. Statewide assessments;

  B. The Academic Performance Index;

  C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;

  D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);

  E. The English learner reclassification rate;

  F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and

  G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

  A. School attendance rates;

  B. Chronic absenteeism rates;

  C. Middle school dropout rates;

  D. High school dropout rates; and

  E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
  A. Pupil suspension rates;
  B. Pupil expulsion rates; and
  C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
  A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
  B. Programs and services developed and provided to unduplicated pupils; and
  C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
  A. Working with the county child welfare agency to minimize changes in school placement
  B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
  C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
  D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
  A. Local priority goals; and
  B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:
  (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
  (A) enrolled less than 31 days
  (B) enrolled at least 31 days but did not attend at least one day
  (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
      (i) are enrolled in a Non-Public School
      (ii) receive instruction through a home or hospital instructional setting
      (iii) are attending a community college full-time.
  (2) The number of students who meet the enrollment requirements.
  (3) Divide (1) by (2).

(b) "High school dropout rate" shall be calculated as follows:
  (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  (2) The total number of cohort members.
  (3) Divide (1) by (2).

(c) "High school graduation rate" shall be calculated as follows:
  (1) For a 4-Year Cohort Graduation Rate:
    (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
    (B) The total number of students in the cohort.
    (C) Divide (1) by (2).
  (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
    (A) The number of students who either graduated as grade 11 students or who earned any of the following:
    (i) a regular high school diploma
    (ii) a High School Equivalency Certificate
    (iii) an adult education diploma
    (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
    (B) The number of students in the DASS graduation cohort.
    (C) Divide (1) by (2).

(d) "Suspension rate" shall be calculated as follows:
  (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
  (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  (3) Divide (1) by (2).

(e) "Expulsion rate" shall be calculated as follows:
  (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
  (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS
Guiding Questions: Annual Review and Analysis
1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement
1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

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