



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

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

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

AeroSTEM Academy engaged educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 LCAP via board meeting agenda items, emails to county and SELPA partners, board public hearings, and Charter Site Council meetings. Dates that included/will include these items of interest were/are: Charter Site Council Meeting biannually and Board of Directors Meetings monthly in the 2021-2022 school year.

AeroSTEM Academy continues to engage all stakeholders to maintain a meaningful and updated vision towards school improvement. Our Blended Learning structure allows for on-going stakeholder engagement. Student, Parent, and Staff surveys are conducted annually at the end of the Spring semester, minimally. Charter Council meetings held on 6/17/2021 gathered parent and staff input on needs of the school, LPAC goals, budget and where resources are most needed. These foundational engagement activities are examples of how input is gathered for all plans. More specifically for the ESSER III Expenditure Plan, feedback was gathered at all staff meetings held every Monday that is not a holiday from August through October 2021, and public Board Meetings held on 9/13/2021 and 10/11/2021. Civil Rights/Disability Rights Organizations- AeroSTEM Academy has determined that Civil Rights/Disability Rights Organizations are neither present nor served by the LEA. Tribes- AeroSTEM Academy has determined that Tribes are neither present nor served by the LEA. Broader community engagement included engaging the Sutter County SELPA via email approval on October 20, 2021, Sutter County Superintendent of Schools departments of Career Technical Education, Student Support Services, Special Education Services, and Counseling Support via emails dated October 20, 2021. Additional larger scale engagement was conducted via regional charter school leader meetings held monthly August, 2021 through October, 2021, and collaborative work with local charter school leaders to share resources via regular leadership meetings held every Thursday August through October, 2021.

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

Funding in the amount of \$4,750 was not enough to increase staff so it was used to supplement the budget to retain staff to provide direct services under the conditions of declining ADA revenue.

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

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

Purchase Laptops: One time purchase of laptops by August 2021 for students to use to access curriculum, learning, and assessment: All laptops have been purchased and students are successfully accessing and using them to participate in classes both on and off campus.

Attendance: Monitor student attendance rate using student information system. Monitor student engagement and work production using weekly re-engagement logs using: SIS, Attendance Policy, daily attendance and compliance review, weekly re-engagement evaluations, monthly attendance review meetings: Attendance rates are increasing the second semester. Challenges have been students feeling sick or needing to quarantine and not attending live synchronous online courses, causing them to be behind in assignments and not understand some work. Teachers have begun using after school tutoring opportunities and in school designated intervention times to address missing assignments and missed learning opportunities.

Compliance Monitoring - Covid tests, Custodial checklists, Quarantine attendance reports: covid tests have been used weekly to monitor staff exposure resulting in identifying 2 cases of infection and exposure and addressing it immediately by using blended learning opportunities for students to keep them safe from further exposure. Additionally, tests have been sent home to families who self-monitor after exposure. the custodian has disinfected rooms after each school day and deep cleaned surfaces on breaks.

Credit recovery, Assessment and Progress monitoring, Intervention Coordinator- Use of: classroom progress reports, teacher and curriculum made assessments, NWEA Semester assessments to assess student mastery levels and identify areas of growth
Monthly collaboration meetings, SST progress monitoring, course progress reports every 6-8 weeks. The student Services Coordinator has worked with general education teachers to identify students in need of support and arrange for support services as needed including use of the behaviorist, school psychologist, school counselor, and tutoring opportunities. Students have completed NWEA assessments at the beginning of the school year and end of first semester. The staff is still training on learning how to read and apply the assessment data for student needs. A challenge has been getting students through the testing with blended asynchronous learning happening for various and changing students and training the teachers in the new program.

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

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

- Implementing study hall to address learning loss per Goal 1 to ensure all students are ready for college and career.
- Providing additional support to the school nutrition program to ensure students are ready to learn per Goal 2 Ensure a strong, rigorous learning community.
- Working to implement as many action items as possible given significant reduction in ADA by supplementing and adding supports as funds are available.

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

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

Introduction

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

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

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

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

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

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

Instructions

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

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to

reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

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

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

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

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

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

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

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

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

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

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

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

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

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

California Department of Education
November 2021