# BOARD OF DIRECTORS MEETING

REGULAR MEETING AGENDA

October 14, 2024 at 6:30PM
82 Second Street, Yuba City, CA 95991

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

## *MISSION STATEMENT*

*AeroSTEM Academy prepares students of today for the growing college and career opportunities of tomorrow. By exploring Science, Technology, Engineering, and Mathematics (STEM) through the lens of aerospace, students gain the knowledge and skills necessary to contribute to a dynamic, technology-intensive economy. AeroSTEM Academy creates a culture of character and collaboration in close partnership with college and professional communities. The educational program encourages imagination, incorporates experiential learning, and provides opportunities to engineer solutions.*

1. CALL TO ORDER
2. PLEDGE OF ALLEGIANCE
3. ROLL CALL OF MEMBERS

| | Present | Absent |
|---|---|---|
| Tony Barber, Board President | ☐ | ☐ |
| Marvin King, Treasurer | ☐ | ☐ |
| June McJunkin, SCSOS Representative | ☐ | ☐ |
| Rikki Shaffer, Board Secretary, NCAI Representative | ☐ | ☐ |
| Jennifer Chaplin, Community Representative | ☐ | ☐ |

4. APPROVAL OF BOARD AGENDA

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

**Motion:** _____ **Second:** _____ **Ayes:** _____ **Noes:** _____ **Abstain:** _____

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

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

6. CONSENT AGENDA

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

6.1. Meeting Minutes from Board Meeting on 9/9/24
6.2. Williams Q1 Report (July - September)

**Motion:** _____ **Second:** _____ **Ayes:** _____ **Noes:** _____ **Abstain:** _____

7. DISCUSSION ITEMS

7.1. DIRECTOR'S REPORT

7.1.1. Dashboard

7.1.2. Student Success Meetings & Family Fun Friday

7.1.3. Facilities

7.1.4. Finances

7.1.5. Annual Review - SCSOS

7.1.6. WASC/LCAP

7.2. BOARD POLICY FIRST READ

7.2.1. 24-05 Preparation of Board Agenda - BP

7.2.2. 24-06 Regular & Special Board Meetings - BP

7.2.3. 24-07 Role of the Board - BP

7.2.4. 24-08 Role of the Executive Director on the Board - BP

7.2.5. 24-09 Code of Ethics for Board Members - BP

7.2.6. 24-10 Appointment Process for Board - BP

7.2.7. 24-11 Public Lottery & Waitlist Process - BP

7.2.8. 24-12 Dispute & Uniform Complaint Procedures - BP

7.3. Organizational Goals

8. ACTION ITEMS

8.1. New Board Member Nomination - Parent Representative

**Motion:** _____ **Second:** _____ **Ayes:** _____ **Noes:** _____ **Abstain:** _____

8.2. Accept and Approve Board Policy 24-02 Civility Conduct Policy - BP

**Motion:** _____ **Second:** _____ **Ayes:** _____ **Noes:** _____ **Abstain:** _____

8.3. Accept and Approve Board Policy 24-03 Attendance Absences and Excuses - BP

**Motion:** _____ **Second:** _____ **Ayes:** _____ **Noes:** _____ **Abstain:** _____

8.4. Accept and Approve Board Policy 24-04 Chronic Absence and Truancy - BP

**Motion:** _____ **Second:** _____ **Ayes:** _____ **Noes:** _____ **Abstain:** _____

8.5. Accept and Approve Proposition 28 Arts and Music in Schools Funding Plan and Report

**Motion:** _____ **Second:** _____ **Ayes:** _____ **Noes:** _____ **Abstain:** _____

9. BOARD COMMENTS

10. FUTURE BOARD ITEMS
    - 10.1. WASC Update
    - 10.2. E.D. Evaluation
    - 10.3. Safety Plan Update

11. MOTION TO ADJOURN

**Motion: _____ Second: _____ Ayes: _____ Noes: _____ Abstain: _____**

*In compliance with the Americans with Disabilities Act, for those requiring special assistance to access the Board Meeting room, to access written documents being discussed at the Board Meeting, or to otherwise participate at Board Meetings, please contact the school office at 530-742-2531 for assistance.*
*Notification at least 48 hours prior to the meeting will enable the school office to make reasonable arrangements to ensure accessibility to the Board Meeting and to provide any required accommodations, auxiliary aids or services.*
*All Open Session Agenda related documents, including materials distributed less than 72 hours prior to the scheduled meeting, are available to the public for viewing at the school office located at 82 Second Street, Yuba City, CA 95991*

# STAFF REPORT COVER SHEET

TO: Board of Directors
DATE: 10/14/24
ITEM: Consent Agenda

AGENDA ITEM: 6
SUBMITTED FOR: Approval

**Background and Summary Information:** Consent agenda items include:

- ➔ 8/12/24 Board Minutes
- ➔ Williams Q1 Report (July - September)

**Financial/Educational Impact:** Compliance

**Staff Recommendation:** Staff Recommends Approval

# BOARD OF DIRECTORS MEETING

REGULAR MEETING AGENDA

September 9th, 2024 at 6:30PM
82 Second Street, Yuba City, CA 95991

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

## *MISSION STATEMENT*

*AeroSTEM Academy prepares students of today for the growing college and career opportunities of tomorrow. By exploring Science, Technology, Engineering, and Mathematics (STEM) through the lens of aerospace, students gain the knowledge and skills necessary to contribute to a dynamic, technology-intensive economy. AeroSTEM Academy creates a culture of character and collaboration in close partnership with college and professional communities. The educational program encourages imagination, incorporates experiential learning, and provides opportunities to engineer solutions.*

1. CALL TO ORDER at 6:30 pm
2. PLEDGE OF ALLEGIANCE
3. ROLL CALL OF MEMBERS

| | Present | Absent |
|---|---|---|
| Tony Barber, Board President | ☐ | ☑ |
| Marvin King, Treasurer | ☑ | ☐ |
| June McJunkin, SCSOS Representative | ☑ | ☐ |
| Rikki Shaffer, Board Secretary, NCAI Representative | ☐ | ☑ |
| Jennifer Chaplin, Parent Representative | ☑ | ☐ |

4. APPROVAL OF BOARD AGENDA

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

**Motion: McJunkin** **Second: Chaplin** **Ayes: 3 Noes: 0 Abstain: 0**

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

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

***None***

6. CONSENT AGENDA

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

6.1. 8/12/24 Board Meeting Minutes

**Motion: McJunkin** **Second: Chaplin** **Ayes: 3 Noes: 0 Abstain: 0**

7. DISCUSSION ITEMS
   - 7.1. DIRECTOR'S REPORT
     - 7.1.1. Enrollment
     - 7.1.2. Facilities
     - 7.1.3. WASC
   - 7.2. BOARD POLICY FIRST READ
     - 7.2.1. 24-02 Civility Conduct Policy - BP
     - 7.2.2. 24-03 Attendance Absences and Excuses - BP
     - 7.2.3. 24-04 Chronic Absence and Truancy - BP

8. ACTION ITEMS

8.1. Education Protection Account Resolution

**Motion: McJunkin** **Second: King** **Ayes: 3 Noes: 0 Abstain: 0**

ROLL CALL OF MEMBERS

| | | | | | | |
|---|---|---|---|---|---|---|
| Motion: JM | | Action: Motion to Approve 8.1 | | | | |
| Second: MK | | Vote: 3 - Ayes, 0 - Noes, 2 - Absent | | | | |
| TB | MK | JM | RS | JC | | |
| Absent | Aye | Aye | Absent | Aye | | |

8.2. Unaudited Actuals

**Motion: Chaplin** **Second: King** **Ayes: 3 Noes: 0 Abstain: 0**

8.3. 23/24 Annual Update

**Motion: Chaplin** **Second: McJunkin** **Ayes: 3 Noes: 0 Abstain: 0**

8.4. 24/25 Budget Overview for Parents

**Motion: Chaplin** **Second: McJunkin** **Ayes: 3 Noes: 0 Abstain: 0**

8.5. 24/25 LCAP

**Motion: Chaplin** **Second: McJunkin** **Ayes: 3 Noes: 0 Abstain: 0**

9. BOARD COMMENTS

10. FUTURE POTENTIAL BOARD ITEMS
    - 10.1. Enrollment Update
    - 10.2. Site Safety Plan Updates
    - 10.3. CAASPP/Dashboard
    - 10.4. Academic Update
    - 10.5. Williams Q1 Report (July - September)

11. MOTION TO ADJOURN - Next meeting October 14, 2024

**Motion: McJunkin** **Second: Chaplin** **Ayes: 2 Noes: 0 Abstain: 1**

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**Quarterly Report on Williams Uniform Complaints**
Education Code 35186(d)

Person completing this form: Joseph Clark Title: Executive Director

Quarterly Report Submission Date: October (Month) 2024 (Year)

Date for information to be reported publicly at governing board meeting: 10/14/24

Please check the box that applies:

☑ No complaints were filed with any school in the district during the quarter indicated above.

☐ Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

| General Subject Area | Total # of Complaints | # Resolved | # Unresolved |
|---|---|---|---|
| Textbooks and Instructional Materials | | | |
| Teacher Vacancy or Misassignment | | | |
| Facilities Conditions | | | |
| **TOTALS** | 0 | 0 | 0 |

AeroSTEM Academy
DREAM ★ DISCOVER ★ DESIGN

# STAFF REPORT COVER SHEET

TO: Board of Directors
AGENDA ITEM: 7
DATE: 10/14/24
ITEM: Discussion Items
SUBMITTED FOR: Informational

**Background and Summary Information:** Discussion Items include the following:

- ➔ DIRECTOR'S REPORT
  - ◆ Dashboard
  - ◆ Student Success Meetings & Family Fun Friday
  - ◆ Facilities
  - ◆ Finances
  - ◆ Annual Review - SCSOS
  - ◆ WASC/LCAP
- ➔ BOARD POLICY FIRST READ
  - ◆ 24-05 Preparation of Board Agenda - BP
  - ◆ 24-06 Regular & Special Board Meetings - BP
  - ◆ 24-07 Role of the Board - BP
  - ◆ 24-08 Role of the Executive Director on the Board - BP
  - ◆ 24-09 Code of Ethics for Board Members - BP
  - ◆ 24-10 Appointment Process for Board - BP
  - ◆ 24-11 Public Lottery & Waitlist Process - BP
  - ◆ 24-12 Dispute & Uniform Complaint Procedures - BP
- ➔ Organizational Goals

**Financial/Educational Impact:** N/A

**Staff Recommendation:** N/A

# AeroSTEM Update on Action Plans

| Action Plans resulting from the 2022-23 Annual Review | AeroSTEM Report on Action Plans |
|---|---|
| **Academic Performance** | |
| <u>Verifiable Data</u> | |
| More detailed data is necessary to confidently determine whether the school meets the verified data standard. | During the 23/24 school year a data warehouse system was implemented to track all academic data. A transition from NWEA to IXL for the 3rd party assessment occurred as well.<br><br>During the 24/25 school year, the focus is around systematizing assessment to provide better data.<br><br>Instead of 3 assessment windows for NWEA, there are now 5 assessment windows for IXL. The beginning of year data details information on student levels before any instruction occurs for the year as the baseline to compare progress to.<br><br>SBAC cohort data from the middle school program shows a large growth in the 8th grade (7th to 8th) math class (19% points) from the previous year. The same cohort grew a little bit in ELA as well.<br><br>SBAC cohort data from the middle school program shows a small decline in the 7th grade (6th to 7th) math class (4% points) from the previous year. The same cohort grew 6% points in ELA.<br><br>For the 24/25 school year to date, 84% of high school classes have a passing grade. |
| <u>English Language Arts</u> | |
| Provide an update on local ELA data. Include any student group data as appropriate. | For the 23/24 SBAC assessment scores were almost identical to previous years, with 25% of students meeting or exceeding the standards.<br><br>For the 24/25 school year, 34% of students are on grade level as indicated on the IXL Window 1 (beginning of year) Diagnostic.<br><br>For the 24/25 school year to date, 87% of high school |

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| | students are passing their English Class. |
| <u>Math</u> | |
| Provide an update on local math data. Include any student group data as appropriate. | For the 23/24 SBAC assessment scores were almost identical to previous years, with 38.2% of students meeting or exceeding the standards.<br><br>For the 24/25 school year, 12% of students are on grade level as indicated on the IXL Window 1 (beginning of year)Diagnostic.<br><br>For the 24/25 school year to date, 8% of high school students are passing their Math Class. |
| <u>English Learner Progress</u> | |
| Provide an update on English learner performance. | For the 23/24 school year, there was only ELL student. As such we can not report on specific data. As the ELL population grows data will be given as appropriate. |
| <u>College and Career</u> | |
| Provide an update on College and Career data. Include any student group data as appropriate. | Below are the indicators for College and Career Readiness. The number of students is too small to break into sub-groups.<br><br>● SBAC - Numbers too small to report on dashboard. For 23/24 assessment 0% met standard or above in ELA, 100% met standard or above in Math.<br>● (AP) Exams - has not been part of the program in the past, but currently offers 11 AP courses. At this point no students enrolled yet though.<br>● International Baccalaureate (IB) Exams - Not an IB program<br>● College Credit Courses - 12% of our high schoolers are currently enrolled in a college course<br>● State Seal of Biliteracy (SSB) - Not part of our program<br>● UC and CSU Requirements - Our HS program is designed in a manner in which all students can graduate UC/CSU A-G compliant if they choose to do so. |

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| Chronic Absenteeism | |
| Provide an update on local chronic absenteeism data. Include any student group data as appropriate. | Average Attendance Rate for 24/25 - 95.3% as of 9/30/24<br><br>Dashboard 23 - 31.2 % Chronically Absent<br>24/25 - 20 % Chronically Absent as of 10/1/24 |
| Suspension | |
| Provide an update on local suspension data. Include any student group data as appropriate | Dashboard 23 - 3.4% Suspension Rate<br>24/25 - 0% Suspension Rate as of 10/1/24 |
| **Operations and Governance** | |
| 1a. Educational Program Implementation | |
| Review the Petition and refocus on implementing and sustaining the educational program as described in the approved petition/MOU. | Articles of Incorporation, By-Laws, Charter Petition and Board Policies have all been reviewed. We are meeting the goals of the educational program. As we look towards renewal in June 2026, |
| Ensure local assessments meet verifiable data requirements and show student achievement by appropriate subgroups as well as by whole-school outcomes. | During the 23/24 school year, we transitioned from utilizing NWEA MAP to IXL as our local assessment platform. You can see here, both are approved Academic Progress Indicators in California. |
| 1b. Education Program Requirements | |
| Ensure statewide educational standards and program requirements are met. | All statewide standards are being met through the adopted curriculum at the middle school level and the use of subject.com at the high school level. |
| Ensure educational program components of the charter petition are met. | The Charter petition and all MOUs are routinely reviewed to ensure all requirements are being met. |
| Maintain easily identifiable and accessible documentation to verify this standard is met. | As in other areas, we have been creating policies, procedures and file storage to ensure all information is easily accessible to staff and producible to the authorizer when requested. The focus is to digitize as much as possible. This also includes keeping EpiCenterNow up to date as well. |
| 2a. Students with Disabilities | |
| Review and update policies and procedures as well as current practices to ensure the school complies with applicable laws, rules, regulations, and provisions of the charter petition/MOU relating to the | At the start of the 23/24 school year a Director of Special Education was brought onboard. All policies, procedures, and practices were updated to meet all requirements. |

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| treatment of students with identified disabilities and those suspected of having a disability. | Every IEP was addressed and reworked if not appropriate for the school model.<br>All compliance requirements are being met. |
| Maintain easily identifiable and accessible documentation to verify this standard is met. | All IEP documents have been updated and are compliant within SEIS and/or CALPADS. Documentation can be provided as requested. |
| <u>2b. English Learners</u> | |
| Ensure teachers are properly credentialed for their assignments. | Just as we did last year, we continue to focus on this. We currently have 6 teachers, 4 have multi-subject credentials, 1 has a CTE credential, and 1 is on intern credential working through Chico State to finish her program. CalSaas has been updated to reflect all credentials. |
| Ensure the school materially complies with applicable laws, rules, regulations, and provisions of the charter petition/MOU relating to the treatment of students who are English learners. | Board Policy and AR 19-04 detail this information and the school is meeting the requirements set in them. |
| Review the instructional program for English Learners to ensure the program is based on sound educational theory and ensures access to grade-level core curricula. This includes, but is not limited to, providing data on students' linguistic and academic progress and reclassification rates to measure success of the school's English learner educational program. | For the 23/24 school year there was only one ELL student, who was given one on one support when needed.<br><br>For the 24/25 school year this is an area of focus for improvement. Funds have been called out in the LCAP for an EL Coordinator (for training and stipend). Though the ELL population will be very small, we are committed to improving services in this area, similarly to how we improved on the Special Education area in the 23/24 school year. |
| Maintain easily identifiable and accessible documentation to verify this standard is met. | As in other areas, we have been creating policies, procedures and file storage to ensure all information is easily accessible to staff and producible to the authorizer when requested. The focus is to digitize as much as possible. This also includes keeping EpiCenterNow up to date as well. |
| <u>3a. Financial Reporting and Compliance</u> | |
| Ensure current, approved Board policies are in place and are readily available for inspection. Ensure the independent financial audit is submitted to SCSOS by December 15, 2023. | All board policies have been formatted for uniformity and can be found online at aerostem.org/governance/board-policies |

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| 4a. Governance | |
| Ensure the school complies with applicable laws, rules, regulations, and provisions of the charter petition/MOU relating to governance by its board. | Since the start of the 23/24 school year, all board policies have been reviewed and 19 new policies have been written and taken for board approval. This is a continual effort and it is expected that another 10 to 20 policies will be added in the next 12 months. |
| Ensure all members of the board are properly trained on the Brown Act, other applicable laws, and best practices to support the health and performance of the school in a manner that is consistent with its approved petition. | This is an area of growth for the organization. The last mandatory Brown Act training is unknown to the current administration. As the board is working on adding two new board members in the coming months, scheduling of a mandatory training is on pause until new members come on board.<br><br>Training will be scheduled by the end of the 24/25 school year, utilizing the expertise of Young, Minney & Corr, LLP to provide training. |
| Maintain copies of all policies, bylaws, code of ethics, resolutions, and other related documents in an easily accessible central file or location. | All board policies have been formatted for uniformity and can be found online at aerostem.org/governance/board-policies |
| Appropriately communicate existing policies, bylaws, code of ethics, resolutions, and other related documents to ensure they are properly implemented and followed. | All policies, bylaws and other governance material is posted online for public access, as well as internally for the staff to access. |
| 4b. Reporting | |
| Ensure the school complies with applicable laws, rules, regulations, and provisions of the charter petition/MOU relating to relevant reporting requirements. | State educational codes, labor laws, the charter petition and all MOUs are routinely reviewed to ensure all reporting requirements are being met.<br><br>We are utilizing support from County employees, Ryland Consulting group and compliance support from our SIS to meet these requirements. |
| Ensure enrollment and attendance information is properly entered into the student information system. | As we moved to a new SIS for the 24/25 school year, all student data has been checked and updated. Also, referenced information in student cumulative folders and on CALPADS to ensure accuracy.<br><br>An attendance clerk verifies and communicates every absence with families. All teacher attendance is checked daily as well. |

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| Maintain easily identifiable and accessible documentation to verify this standard is met, and provide requested documentation/information to the authorizer in a timely manner. | As in other areas, we have been creating policies, procedures and file storage to ensure all information is easily accessible to staff and producible to the authorizer when requested. The focus is to digitize as much as possible. This also includes keeping EpiCenterNow up to date as well. |
| 5a. Student Rights and Protections | |
| Ensure the school complies with applicable laws, rules, regulations, and provisions of the charter petition/MOU relating to the rights of students. | State educational codes, labor laws, the charter petition and all MOUs are routinely reviewed to ensure all requirements are being met. |
| Ensure published and implemented policies and practices accurately reflect current Board adopted policies. Provide up-to-date notices and handbooks that satisfy the most recent legal requirements to staff, students, and parents. | Since the start of the 23/24 school year, all board policies have been reviewed and 19 new policies have been written and taken for board approval. This is a continual effort and it is expected that another 10 to 20 policies will be added in the next 12 months.<br><br>The staff handbook went through a rigorous update at the start of the 24/25 school year, with input from County staff.<br><br>The family handbook is updated for the start of each school year. Any changes in board policies or educational code is updated as they occur.<br><br>The Annual Notification of Documents now has a dedicated page on the AeroSTEM website (aerostem.org/resources/annual-notification-of-documents) with links to all documents.<br><br>Important governance documents have also been placed on a dedicated page as well (/aerostem.org/about-us/school-documents). |
| Maintain easily identifiable and accessible documentation to verify this standard is met, and provide requested documentation/information to the authorizer in a timely manner. | As in other areas, we have been creating policies, procedures and file storage to ensure all information is easily accessible to staff and producible to the authorizer when requested. The focus is to digitize as much as possible. This also includes keeping EpiCenterNow up to date as well. |
| 5b. English Learners | |
| Maintain easily identifiable and accessible documentation to verify this standard is met, and | For the 24/25 school year this is an area of focus as we will have an EL Coordinator to lead the work |

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| provide requested documentation/information to the authorizer in a timely manner. Some examples of documentation include a record of activities engaged in throughout the year, flyers, and other outreach materials. | around supporting ELL students. Though the population is too small to report data out, the intention is to build supports and have protocols in place as the ELL population grows. |
| Ensure students are properly entered into the student information system. | As we moved to a new SIS for the 24/25 school year, all student data (including ELL data) has been checked and updated. Also, referenced information in student cumulative folders and on CALPADS to ensure accuracy. |
| <u>5c. Health and Safety</u> | |
| Ensure the school complies with its legal responsibilities related to the health and safety of students and staff. | State educational codes, labor laws, the charter petition and all MOUs are routinely reviewed to ensure all requirements are being met.<br><br>Updates were made in collaboration with school staff, County staff and Ryland Consulting group. |
| Formalize the onboarding process, including a checklist to ensure steps are not missed when hiring personnel. | For the 24/25 school year, a Business Coordinator was hired, a new HR platform (Zoho People) was installed and all processes being updated to address any shortcomings in the hire process.<br><br>County staff was consulted as well. |
| Document the process of reviewing and updating the policies, practices, procedures, and plans for dealing with violence, including bullying. | State educational codes, labor laws, the charter petition and all MOUs are routinely reviewed to ensure all requirements are being met.<br>The workplace prevention plan was created and implemented. New board policies written to provide more clarity, and old policies/handbook reviewed and updated. |
| Conduct regular training and emergency drills. | Drills are scheduled on the staff calendar for the year. Training occurs before drills and debrief after drills. We utilize the “I Love You Foundation” protocols for safety drills. This is detailed in the safety plan. |
| Maintain easily identifiable and accessible documentation to verify this standard is met, and provide requested documentation/information to the authorizer in a timely manner. | As in other areas, we have been creating policies, procedures and file storage to ensure all information is easily accessible to staff and producible to the authorizer when requested. The focus is to digitize as much as possible. This also includes keeping EpiCenterNow up to date as well. |

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| 5d. Personnel | |
| Ensure the school complies with applicable laws, rules, regulations, and provisions of the charter petition/MOU related to school personnel | State educational codes, labor laws, the charter petition and all MOUs are routinely reviewed to ensure all requirements are being met.<br><br>Updates were made in collaboration with school staff, County staff and Ryland Consulting group. |
| Correct mis-assignments within 30 days of being identified. | Just as we did last year, we continue to focus on this. We currently have 6 teachers, 4 have multi-subject credentials, 1 has a CTE credential, and 1 is on intern credential working through Chico State to finish her program. CalSaas has been updated to reflect all credentials. |
| Ensure that all policies being implemented have been board approved and are being followed with fidelity. | Since the start of the 23/24 school year, all board policies have been reviewed and 19 new policies have been written and taken for board approval. This is a continual effort and it is expected that another 10 to 20 policies will be added in the next 12 months.<br><br>Updates to the staff handbook include references to board policy where appropriate. |
| 6a. Facilities and Transportation (if applicable) | |
| Conduct regular fire inspections. | Fire Inspections occur on a routine schedule by Foothill Fire Protection. Documents uploaded to EpiCenterNow. |
| Maintain easily identifiable and accessible documentation to verify this standard is met, and provide requested documentation/information to the authorizer in a timely manner. | As in other areas, we have been creating policies, procedures and file storage to ensure all information is easily accessible to staff and producible to the authorizer when requested. The focus is to digitize as much as possible. This also includes keeping EpiCenterNow up to date as well. |
| 6b. Health and Food Services | |
| Ensure the school complies with applicable laws, rules, regulations, and provisions of the charter petition/MOU relating to safety and health-related services. | The safety plan is updated as yearly and approved by the board. For the 24/25 school year a part time health assistant was added. This role is not only handling day to day activities in this area, but is working on building cohesive policies and procedures for health protocols. |
| Ensure the food services program conforms to | Our Nutrition Services Coordinator has all needed |

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| applicable requirements. | certifications. We have requested and had visits from County Health Inspectors and meet all requirements. |
| Ensure nursing services are available as necessary. | Have requested support from SCSOS, waiting on MOU or other pertinent information to move forward. Health assistant would be the contact person at AeroSTEM for the nurse. |
| Maintain easily identifiable and accessible documentation to verify this standard is met, and provide requested documentation/information to the authorizer in a timely manner. | As in other areas, we have been creating policies, procedures and file storage to ensure all information is easily accessible to staff and producible to the authorizer when requested. The focus is to digitize as much as possible. This also includes keeping EpiCenterNow up to date as well. |
| **Financial Health and Stability** | |
| 1b. Unrestricted Days Cash — "Does the school have the cash available to pay its bills?" | |
| Carefully monitor cash balances throughout the 2023-24 Fiscal Year, and strive towards maintaining at least between 30 and 60 days cash on-hand. | At this point in the 24/25 school year, we are maintaining a positive cash flow balance through May. |
| 1c. Enrollment Variance — "Does the school's actual student enrollment support the projected revenue?" | |
| Continue to monitor enrollment and appropriately project enrollment based on actuals and trends. | For the 24/25 school year enrollment is sitting at (or around) 120. For the 23/24 school year the enrollment sat around 95 students. The goal is to pick up 10 more students during the 24/25 school year. For the 25/26 school year the goal would be 150 students.<br><br>Though very aggressive growth, the work on improving the school and trends do support this as possible, though not guaranteed. |
| 1d. Unduplicated Pupil Percentage (UPP) Variance – "Does the school's actual UPP funding support the operating budget?" | |
| Ensure that full effort is made to collect and verify the accuracy of all Free and Reduced Lunch Applications throughout the school year. | For the 24/25 school year (and following two years) AeroSTEM has qualified for the Community Eligibility Provision (CEP) and receives a Free reimbursement rate for 85% of students. While tracking is not required we are continuing to do so. The appropriate questions for the HDC and Lunch Application have been added into the new student registration forms. We implemented a food ordering and management app for our families to use. The application can be filled out within the app. |

| 2c. Cash Flow — “How much money the school has to spend.” | |
|---|---|
| Closely and carefully monitor cash balances throughout the 2023-24 Fiscal Year, and ensure that they maintain a positive Cash balance. | A business coordinator was hired for the start of the 24/25 school year. The relationship with Ryland Consulting group is ongoing. Both are working with County staff to fix past issues and gain an accurate understanding of cash balances. Cash-flow is monitored on a weekly basis. |

# WASC/CDE MID-CYCLE

# SCHOOL PROGRESS REPORT

## 82 Second Street, Yuba City, CA 95991

## October 23, 2024

*Accrediting Commission for Schools*
*Western Association of Schools and Colleges*

**I. School Description** ..... **3**
Background ..... 3
**II. Significant Changes and Developments** ..... **4**
**III. Engagement of Educational Partners in Continuous School Improvement** ..... **7**
**IV. Progress on the Identified Growth Areas and Implementation of the Schoolwide Action Plan** ..... **8**
A. Updated Student Profile Data: ..... 8
B. Major Learner Needs: ..... 10
C. Growth Areas from your last School Report and your Visiting Committee Report: ..... 11
D. Relationship between Growth Areas and your Action Plan Goals: ..... 15
E. Progress on your Action Plan Goals: ..... 17
F. Communication with Stakeholder: ..... 20
**IV. Revised Schoolwide Action Plan** ..... **20**

# I. School Description

## Background

AeroSTEM Academy is a site-based program authorized by the Sutter County Superintendent of Schools and is in its sixth year of operation. The school was previously part of CORE Charter School as a program, but was authorized as its own charter in 2018 as a result of increased interest from families. The school is currently housed on one site, which is a change from previous years, at the Sutter County Airport. The site includes eight portable classrooms, a multipurpose room, and the main office. AeroSTEM will be pursuing permanent building within the next five years at the Board's direction.

Core subject curriculum meets California State Standards and is addressed and practiced through the lens of the aviation industry, which includes fields such as engineering, mechanics, computer science, mathematics, and aviation piloting. The school has a CTE pathway focused on aeronautics and plans to expand to engineering design. Students access curriculum, except CTE courses, through an online provider, subject.com, while being on site full time. Subject.com classes are a-g compliant and as an organization they are WASC accredited.

AeroSTEM's current enrollment sits at 117 students in grades 5th through 12th (68% middle and 32% high school) with a capacity for 215 students at the current site. The student makeup includes; 65% Male, 35% female, 17% of students have an IEP and 8% of students have a 504 plan, 62% of students are from low socioeconomic status and 34% of students are of a minority ethnic background. AeroSTEM is aware of the need to support all students and is continually striving to improve in the area of Diversity, Equity, and Inclusion (DEI).

First and foremost, there is a focus to recruit and retain a diverse staff that reflects the student population. Currently, 28% of staff are of a minority ethnic background and retention of current staff is a priority. A culture of transparent communication and a commitment to work-life balance is a large differentiator from other organizations. When looking to fill spots, job postings are listed on EdJoin and LinkedIn, but individual emails to diverse potential applicants are sent as well. For example, for the 24/25 school year, the school had 2 teaching positions open, there were 6 applicants but staff reached out to 25 individuals to invite them to submit an application as well.

Furthermore, from a governance perspective, AeroSTEM has adopted anti-bullying policies that promote respect for diversity, and foster a sense of belonging for all students. A full PBIS system, new Student Information System, and learning management and data warehousing system have been implemented. Collecting and analyzing data related to student performance, behavior, and experiences disaggregated by race, ethnicity, socio-economic status, etc. to ensure changes have had a positive impact on student learning and experiences. These systems have been instrumental in identifying disparities and implementing targeted interventions.

# II. Significant Changes and Developments

The changes and developments listed below have had significant and material impact on all areas of the school. Essentially, it has become year one for the school, with the added tasks of identifying and addressing issues in all areas; financial, special education, governance, community engagement, school culture, staff development, to name a few. The authorizer has indicated areas of improvement through an annual review, which have been aligned with WASC and LCAP areas. The progress is being tracked via this sheet.

The largest programmatic change was the decision to utilize Subject.com as a provider for the high school program. Subject.com credentialed teachers are the teachers of record, classes offered fulfill a-g requirements, and the organization is WASC accredited. This has allowed the school to provide a compliant, high quality program in an innovative manner that is not possible otherwise due to the small number of high school students.

Students are in class with onsite credentialed teachers (multi-subject credentials) who coach them through the Subject.com class while students access content and support through Subject.com as well. When students need support, they can chat with Subject.com teacher (teacher of record and content expert) via an in-app chat, or they can get support from the teacher (or para-educator) in the classroom (more of a (academic coach).

Though the WASC review focuses on the high school, these changes have impacted all grade levels.

| Significant Change/Development | Impact |
|---|---|
| LEADERSHIP<br>Executive Director released from service on 1/23<br>Interim Director in place 2/23 to 6/23<br>Permanent Exec. Director hired 7/23 | The lack of continuity of decision-making has left the program dis-jointed in every aspect. From grading policies,vendors, board policies, etc., most areas of the school have changed during the 23/24 school year. The goal is to build a stable compliant base to grow from. |
| BUSINESS SERVICES<br>Financial Service Vendor CSMC stopped service<br>Hired CBO<br>Released CBO on 2/23<br>Intermittent business service support from CORE<br>Hired Ryland Consulting to uncover unknown financial issues<br>Inaccurate budget forecasting | The finances were not tracked properly for two to three years, resulting in a budget that was inaccurate by close to $300,000. Audit findings and Corrective actions from the authorizer have been given and the process of correcting has begun. Every decision in the 23/24 school year had to be made looking backwards to remedy the financial issues. |
| BOARD<br>Turn over in Board of Director members since 2022 | The uncertainty in the board composition has created a challenge with consistency in policy and compliance at the governance level. |
| SUPPORT<br>County support when appropriate as authorizer<br>CORE provided business and ed. services support as needed<br>Consultants providing core services | Support from multiple entities has resulted in lack of consistency in educational philosophy, compliance, and overall program continuity. Lack of consistent vendor and systems usage as well. |
| STAFFING<br>5 of 6 teachers new to site<br>2 of 3 paraprofessionals new to site<br>New Executive Director and Director of Special Education<br>No replacement of Director of Business Service<br>Switched to online provider for high school program | The turn-over in staff was needed to provide clear direction and program improvement but has caused a major loss of institutional knowledge. Many items have been lost due to poor record keeping and turn over of staff. The onsite teaching staff is the teachers of record for middle school, not high school, which is staffed by the vendor subject.com. Their staff is fully credentialed and their program is WASC accredited. |
| SPECIAL EDUCATION<br>Multiple staff filing in as RSP/ program specialist in past 2 years<br>No school Psychologist or Nurse<br>Speech provider was virtual and did not keep records<br>New Director of Special Education as of 7/23 | Turnover of staff and lack of institutional controls resulted in the Special Education program being out of compliance in timelines and services provided. Students did not receive appropriate support. School had to enter into a payment settlement with one family due to these issues. |

| | |
|---|---|
| SCHOOL SITE/ FACILITIES<br>2021 one physical site<br>2022 two physical sites<br>2023 back to one physical site<br>Permitting/Lease Issues | The major impact from facility transitions is the extra cost of permitting and logistics of attaining classrooms for the number of current students and growth goals. |
| SYSTEMS<br>New Learning Management System (from Classroom to Otus)<br>Added Data Warehousing System (Otus)<br>Added Behavior Management system (PBIS Rewards)<br>Added HR System (Purely HR)<br>Added Food Service System (Meal Manage)<br>Added Asset Tracking System (Asset Tiger)<br>Added App Management System (Clever) | The lack of any consistent organizational systems has been a major source of issues organizational-wide. From the lack of accurate academic data, no tracking in the area of human resources, including staff evaluations, no evidence of discipline tracking nor any sign of possibility to break information out by at-risk student groups has been the cause of a majority of the the issues plaguing the school.<br>This has made it virtually impossible for any data comparison from the current information to historical data. |
| PROGRAM/MINUTES/SCHEDULE<br>Switched to online provider for high school program<br>Added a 5th day of instruction<br>Added instructional Minutes<br>Created consistent Bell Schedule with late start days<br>24/25 school year on added 3 more instructional days | There was no financial method to provide onsite credentialed teachers for the high school and the decision to use an online provider has been positive, but challenging in the area of student engagement.<br>The school also operated on 4 days a week in-person and 1 day a week virtual schedule, but there was no evidence to support any virtual work on the 1 day. The lack of instructional days also contributed to the lack of academic progress. |
| PROFESSIONAL DEVELOPMENT<br>Absence of a comprehensive Professional Development Plan<br>Addition of multiple new systems<br>Addition of vendor for high school program | The turnover in staff, addition of multiple school-wide systems and complete change in high school program has made the goal of a comprehensive Professional Development Plan unattainable for the 23/24 school year as all staff time has been spent developing a base-level of usage in new systems and programs. Also, site staff has no authority to require PD of the Subject.com staff. |

# III. Engagement of Educational Partners in Continuous School Improvement

**A. Students**

During the 23/24 school year the Executive Director held more than fifty one-on-one meetings with students to gain "user experience" feedback from students. Most of the information gained was directly used for WASC and LCAP purposes. Two student surveys were used as well to gain information in the area of climate and culture. For the 24/25 school year, a student advisory group (with students from each grade level) was created to formalize student feedback.

**B. Staff**

WASC, LCAP, and the Annual Plan information is discussed at least at 1 staff meeting a month for all staff members to have a vehicle for input. With a small staff, individual conversations with all staff members occur weekly in order to gather information as well. Two staff surveys were used as well to gain information in the area of climate and culture. For the 24/25 school year, a leadership meeting is held weekly to formalize feedback from staff as well.

**C. Families**

Communication with families occurs in two main methods. Informal communication happens through ParentSquare. This would include messages, posts and alerts to families that occur daily. Formal communication occurs through the Parent Advisory Council, which occurs four times a year.

**D. Board of Directors**

During the Board of Director Meeting there is a standing WASC item during the Executive Directors' report. During the LCAP cycle and the Sutter County Superintendent of Schools (authorizer) Annual review cycle the topics are agendized and Board Members have a vehicle for input. Board members also meet with the Executive Director in order to give programmatic feedback as well.

# IV. Progress on the Identified Growth Areas and Implementation of the Schoolwide Action Plan

## A. Updated Student Profile Data:

Take the data profile you submitted as part of your last report and update each indicator to reflect growth or decline in performance during the last year for which data is available.
Please refer to the Academic Indicators and Local Indicators below for the progress of the student profile data.

**Academic Indicators**

| Percentage of all School Students at Standard Met or Exceeded on CAASPP | | | | |
|---|---|---|---|---|
| | 18/19 | 20/21 | 21/22 | 22/23 |
| ELA | 48.39% | 58.03% ▲ | 35.11% ▼ | 40.51% ▲ |
| Math | 27.41% | 25% ▼ | 22.83% ▼ | 26.58% ▲ |

| Percentage of High School Students scoring Standard Met (Scoring in the 60th percentile or higher) on the local assessment (NWEA) | | | |
|---|---|---|---|
| | Winter 21/22 | Winter 22/23 | Winter 23/24 |
| Reading | 42.9% | 50% ▲ | 48.67% ▼ |
| Language Usage | 42.9% | 59.4% ▲ | 56.67% ▼ |
| Math | 28.6% | 33% ▲ | 40.67% ▲ |

**Local Indicators**

| | 2019 | 2020 | 2021 | 23/24 |
|---|---|---|---|---|
| Basics: Teachers, Instructional Materials, Facilities | Standard Met | N/A | Standard Met | Standard Met |
| Implementation of Academic Standards<br>(Progress (1-5) in implementing academic standards for all students including English learners.) | Standard Met | N/A | Standard Met | CTE: 5<br>Health Ed: N/A<br>PE: 5<br>VAPA: 5<br>World Language: 5 |
| Parent and Family Engagement<br>(Percent of parents, students, and staff who feel a sense of connectedness to the school.) | Standard Met | N/A | Standard Met | **Students -** 66%<br>**Parents** - 96%<br>**Staff -** 100% |
| Local Climate Survey<br>(Percent of parents, students, and staff who feel the school is safe.) | Standard Met | N/A | Standard Met | **Students -** 73%<br>**Parents** - 96%<br>**Staff -** 100% |
| Access to a Broad Course of Study<br>Percent of students with access to a-g, CTE, and foreign language classes) | Standard Met | N/A | Standard Met | 100% |

## B. Major Learner Needs:

1. The major learner needs (MLN) from the previous WASC report hold true are accurate and inline with other schoolwide goals. Their original verbiage and updated verbiage are below. There is one additional goal based on data available and discovered needs.

**a) Original Major Learner Needs**

(1) Continued need for math supports to bridge gaps in skill mastery, especially given learning gaps as a result of covid closures and extended distance learning
(2) Focus on increasing student attendance rates
(3) More development of course offerings that are sustainable given the teacher shortages and difficulty in obtaining single subject credentials

**b) Updated Major Learner Needs**

(1) Provide quality first instruction and RTI supports based on data, specifically focused in the area of mathematics.
(2) Cultivate a safe and positive learning environment where all educational partners feel connected, respected, and included in order to increase student attendance and reduce chronic absenteeism.
(3) Continue to develop the high school program course offerings, including a-g courses, CTE pathways, and dual enrollment options, within the current school model and limitations of staff.
(4) Implement, train, and utilize a data ecosystem that ensures students receive appropriate access to tiered academic, behavioral, social-emotional and college and/or career supports according to their level of need.

## C. Growth Areas from your last School Report and your Visiting Committee Report:

1. List the Identified Growth Areas and provide a brief summary, showing how the school has addressed each Growth Area

| Self- Identified Growth Areas | Progress |
|---|---|
| Board strategic planning and positive transparency to staff would benefit a cohesive learning environment for school growth<br><br>Continuing membership and direction from the Board with encouraging the school vision will assist staff and students to fuse AeroSTEM into a continuous education opportunity building on learner strengths throughout their academic career | Board policies have been collected, formatted uniformly and placed online to encourage transparency. They can be found here.<br><br>Staff is encouraged to attend board meetings and each meeting has a staff report on the agenda in which staff can report to the board directly.<br><br>Board goals communicated to staff frequently.<br><br>Current governance focus for the school has been to address compliance issues in many areas including (but not limited to); special education, financial, board policy, health and safety, etc. and addressing areas of concern from the authorizer. |
| Student understanding of learning expectations. Teachers should continue to refine and align student learning expectations to state course standards and communicate these expectations in student friendly language. This enables students to become aware of the depth of knowledge that is required to attend to the content being presented and set up their mental structures for future use. | **Middle School**<br><br>Transitioning to standards-focused grading.<br><br>All summative assessments are tied to CCSS. Students receive feedback on assessment through standards mastery.<br><br>Students have access to all their own standards-mastery data and information.<br><br>Entire new staff within core academic areas has affected this area. |

| | |
|---|---|
| | Goal is to have all assessments tied to CCSS so staff can speak to students on skill gaps based on academic standards, not just grades<br><br>**High School**<br><br>All courses via Subject.com have a pacing guide and live analytics of student progress via the website for students to see progress. Onsite administration also sends weekly progress reports home, which detail progress target goals and any classes that the student is underperforming in. |
| Greater integration of aerospace STEM throughout all academic areas. Staff needs continued direction either through professional development opportunities or professional memberships in the aerospace industry to bridge the gap between core subject areas and science specific opportunities allowing students academic knowledge to be career ready or college ready upon graduation. | This is an area for continued growth and development. As stated previously, the 23/24 school year has been focused on developing processes and procedures, and to address the issues with the core academic program. All STEM/aerospace courses are led by a credentialed teacher with the appropriate CTE credential.<br><br>The goal is to strengthen the current program (through PLTW Engineering), which is within the Engineering Design pathway and a Transportation pathway that is more consistent with the AOPA curriculum.<br><br>Subject.com has also added Introduction to Engineering and Introduction to Computer Science courses, which were added to the Pathway to Graduation plan for students. |

| Additional Growth Areas Identified by V.C. | Progress |
|---|---|
| Develop and implement a systematic and efficient process for collecting, disaggregating, and analyzing data collected from the progress monitoring tools.<br>The lack of deep, comprehensive data analysis procedures create a barrier to identifying academic achievement gaps and their root causes and inhibits the development of a specific school wide process for developing effective interventions and supports. | A learning management system, assessment system and data warehousing system has been implemented and is in process to collect, and monitor student academic data from a macro-level Demographic trends) down to a very micro-level (item analysis). As assessments are being created, each question is tied to a standard so the school can report on student growth/weakness in a traditional manner as well as by a standards-based grading manner. This will allow staff to track student progress by assessment/unit/theme as well as by individual standards or domains for each subject. This is a long-term process that may take up to 18 months to fully implement.<br><br>LMS and data warehousing system has been purchased and implemented - Otus is the provider.<br><br>Behavior management system and procedures have been implemented - PBIS Rewards is the provider. |
| Limit the number of academic core course assignments to teachers with credentials and subject matter expertise. Content and subject matter expertise is a critical component of developing a rigorous curriculum. There is a concern that a majority of high school courses are being developed, planned, and taught by substitute teachers. | All STEM/aerospace courses are led by a credentialed teacher with the appropriate CTE credential.<br><br>High school content is delivered online via vendor (subject.com) all teachers from the vendor are appropriately credentialed and the organization is WASC accredited. Students are supported by onsite teachers (mutl-isubject credentials) but they are not the teacher of record. A High school pathway to graduation was created and used to help families and students understand the program. It can be viewed here.<br><br>Substitute teachers are only utilized to fill in for staff when out |

| | |
|---|---|
| | sick/on leave. Schedule is made in such a way that full time staff can support even 1-day substitute teachers. Schedule also allows for permanent staff to cover classes when appropriate substitutes can not be acquired. |
| Develop and implement a comprehensive and coherent professional development plan for certificated staff with a special emphasis on: 1) providing an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards, 2) academic standards and college-and career readiness indicators, 3) standards for each subject area, integration and alignment among academic and career technical disciplines, and 4) congruence between the actual concepts and skills taught with the schoolwide learner outcomes, academic standards, and the college-and career-readiness indicators. | **Middle School**<br><br>Current professional development is focused on school philosophy, policies and procedures due to change in staff.<br><br>Training by data and learning management vendor (Otus) and administration throughout the year.<br><br>Training on curriculum vendor (subject.com) occurs throughout the year for onsite staff to better support students.<br><br>Training on PBIS system and philosophies are ongoing by administration throughout the year.<br><br>Focus on how to assess and analyze data based on academic standards.<br><br>**High School**<br><br>Since the high school program is provided by a vendor, the opportunity for training involving the provider's staff is not possible. |

## D. Relationship between Growth Areas and your Action Plan Goals:

1. Do a crosswalk between your Growth Areas and your Action Plan goals to demonstrate that your Action Plan covers/addresses each one of the identified Growth Areas. Confirm that all growth areas have been captured by your Action Plan. If not, explain why.
   There has been overall progress on the goals listed, but the program has changed materially that the action plan goals are not specific to the current educational program. Looking at the areas of improvement outlined by the authorizer may give more context.

| Growth Area | Action | Update |
|---|---|---|
| Self Identified<br>Board/Governance | | There was no documentation found to indicate an improvement action for board/governance. But the annual review from the authorizer did require improvement and a majority of the action items have been addressed or are in process. This sheet details the progress. |
| Self Identified<br>Learner Expectations | Align Coursework to UC/CSU a-g guidelines | High school courses provided by Subject.com allow students to graduate with all a-g requirements fulfilled.<br><br>All courses via Subject.com have a pacing guide and live analytics of student progress via the website for students to see progress. Onsite administration also sends weekly progress reports home, which detail progress target goals and any classes that the student is underperforming in. |
| Self Identified<br>STEM Integration | Course Alignment to state standards and consistency across subjects and teachers | All STEM/aerospace courses are led by a credentialed teacher with the appropriate CTE credential.<br><br>Subject.com has also added Introduction to Engineering and Introduction to Computer Science courses, which were added to the Pathway to Graduation plan for students. |
| V.C. Identified<br>Data Collection/Analysis | Collection and Analysis of Data | A learning management system, assessment system and data warehousing system has been implemented and is in process to collect, and monitor student academic data from a macro-level Demographic trends) down to a very micro-level (item analysis).<br><br>Behavior management system and procedures have been implemented as well. |

| | | |
|---|---|---|
| V.C. Identified Teacher Credential/Compliance | Ongoing Teacher recruitment efforts to ensure classes are taught by properly trained and credentialed staff. | At the start of the 23/24 school year 5 of 6 teachers, 22 or 3 paraeducators, the Director of Special Education and Executive Director were new hires. There were no teachers teaching outside of their credentialed area. There was a mid-year teaching staff vacancy that is currently filled with a long-term substitute that is in process of becoming a credentialed teacher via an intern credentialed program. This is for the middle school program.<br><br>The staff provided by Subject.com are fully credentialed and the organization is WASC ac |
| V.C. Identified PD Plan | | There was no documentation found to indicate an improvement action for a comprehensive PD plan. With the turnover in staff, the current professional development is focused on school philosophy, policies and procedures due to change in staff.<br>Since the high school program is provided by a vendor, the opportunity for training involving the provider's staff is not possible. |

## E. Progress on your Action Plan Goals:

1. List your Action Plan goals and provide a brief summary of the progress you have made to date on each one of your Action Plan goals. Show how your actions have impacted student learning and well-being, and have improved student performance.

   When looking at academic data and local indicators, though metrics have changed, growth has been made in general and the action goals have been addressed.

**The most recently updated Action Plan for 2022-23 lists the following four goals:**

| Action | Update |
|---|---|
| Ongoing Teacher recruitment efforts to ensure classes are taught by properly trained and credentialed staff. | Replaced 5 of 6 teaching staff for middle school, acquired a vendor to provide a compliant high school program, and worked with supporting organizations to ensure credentials and teachers assignments meet State requirements. |
| Align Coursework to UC/CSU a-g guidelines | Courses provided by Subject.com have the appropriate a-g classes in order for students to graduate a-g compliant. |
| Collection and Analysis of Data | As the use of Subject.com is new for the 23/24 school year, how to interpret class specific data is an area of growth. 3rd party data and State assessment data is being collected and analyzed within the lms/data warehouse system Otus. |
| Course Alignment to state standards and consistency across subjects and teachers | Courses provided by Subject.com are aligned to California State Standards and courses are designed in a consistent manner. All courses have the same structure, just differ in content. |

**Academic Indicators**

| Percentage of all School Students at Standard Met or Exceeded on CAASPP | | | | |
|---|---|---|---|---|
| | 18/19 | 20/21 | 21/22 | 22/23 |
| ELA | 48.39% | 58.03% ▲ | 35.11% ▼ | 40.51% ▲ |
| Math | 27.41% | 25% ▼ | 22.83% ▼ | 26.58% ▲ |

| Percentage of High School Students scoring Standard Met (Scoring in the 60th percentile or higher) on the local assessment (NWEA) | | | |
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| | Winter 21/22 | Winter 22/23 | Winter 23/24 |
| Reading | 42.9% | 50% ▲ | 48.67% ▼ |
| Language Usage | 42.9% | 59.4% ▲ | 56.67% ▼ |
| Math | 28.6% | 33% ▲ | 40.67% ▲ |

**Local Indicators**

| | 2019 | 2020 | 2021 | 23/24 |
|---|---|---|---|---|
| Basics: Teachers, Instructional Materials, Facilities | Standard Met | N/A | Standard Met | Standard Met |
| Implementation of Academic Standards<br>(Progress (1-5) in implementing academic standards for all students including English learners.) | Standard Met | N/A | Standard Met | CTE: 5<br>Health Ed: N/A<br>PE: 5<br>VAPA: 5<br>World Language: 5 |
| Parent and Family Engagement<br>(Percent of parents, students, and staff who feel a sense of connectedness to the school.) | Standard Met | N/A | Standard Met | **Students -** 66%<br>**Parents** - 96%<br>**Staff -** 100% |
| Local Climate Survey<br>(Percent of parents, students, and staff who feel the school is safe.) | Standard Met | N/A | Standard Met | **Students -** 73%<br>**Parents** - 96%<br>**Staff -** 100% |
| Access to a Broad Course of Study<br>Percent of students with access to a-g, CTE, and foreign language classes) | Standard Met | N/A | Standard Met | 100% |

### F. Communication with Stakeholder:

1. Explain how the progress on your Growth Areas and your Action Plan goals are shared with the school community. Describe how you engage your stakeholders/educational partners in the preparation of this report.
   We have reported on WASC progress to our educational partners in various appropriate methods
   - ➔ Board of Directors - Standing item at each board meeting during the Executive Directors' Report
   - ➔ Staff - At least once a month at staff meeting communication about WASC progress as well as individual conversations with staff members.
   - ➔ Parents - Primarily communicated to parents via the Charter Council, which is similar to Site Council for a traditional public school.
   - ➔ Students - Primarily via individual conversations with students, which occur weekly, meetings are not primarily about WASC, but the questions to students are focused on improvements.

## IV. Revised Schoolwide Action Plan

A. Based on the findings of the current progress report, further revise the schoolwide action plan as needed, and include a link to the school's most recently revised schoolwide action plan.
   1. The action plan utilized will be the school's LCAP as the LCAP is utilized for the SPSA as well. The new LCAP cycle (24 to 26) is in process. Here is the link to the current LCAP planning sheet. The published LCAP, along with all school documents can be found here.

# Preparation of Board Agenda

**Section 200: School Board** **Board Policy 24-05**

The Board of Directors shall comply with the Brown Act and other applicable laws of the State of California with regard to open meetings and Board agendas.

**PREPARATION OF SCHOOL BOARD AGENDA**

The Executive Director or Designee shall be responsible for preparing the agendas for all Special and Regular Meetings of the Board.

**AGENDA POSTING**

Agendas for Regular Charter School Board Meetings shall be posted 72 hours in advance of such Meetings on the school's campus for public preview. Special Meeting agendas shall be posted at least 24 hours in advance of such Meetings. The Executive Director or Designee is responsible for posting of the agenda.

**AGENDA DISTRIBUTION**

The Board agenda with supporting information for a Regular Board Meeting should be delivered to Board members as soon as is practicable, but preferably 72 hours prior to the meeting. For Special Board Meetings, the agenda and supporting information should be delivered at least 24 hours prior to the Meeting. The Executive Director or Designee is responsible for the distribution of Board packets. For purposes of providing proper notice under the law, the Board shall comply with the Americans with Disabilities Act.

**ANONYMOUS LETTERS**

It shall be the policy of the Board not to introduce anonymous letters in agendas for Board Meetings.

**EXECUTIVE DIRECTOR OR DESIGNEE DUTIES CONCERNING AGENDAS**

1. The Executive Director or Designee shall include on the agenda all items known to him/her to require action by the Board and other topics containing information necessary for the Board to carry out its responsibilities.
2. The Executive Director or Designee shall include on the agenda items which relate to school business as are requested for inclusion by members of the Board.
3. The Executive Director or Designee is responsible for preparing all supporting information which may accompany each agenda topic originating from the administration or the Board.

*Adopted/Ratified:*
*Revision:*

## REQUESTS FOR AGENDA ITEMS

1. A citizen may request that a topic directly related to school business be placed on the agenda. The Executive Director or Designee or Board President shall determine whether the citizen request is or is not an item directly related to school business. Further, citizen requested items may not be placed on the agenda if the item(s) are repetitive of a previous item placed on an agenda and considered by the Board.
2. Requests for items to be included on the Board agenda by the Board or Board members, Charter School employees or citizens shall be in writing and submitted to the Executive Director or Designee office seven (7) working days prior to the next regularly scheduled Board meeting.
3. Members of the Board or the Executive Director may request that a topic be placed on the agenda which has been recently considered and acted upon by the Board providing there is new and relevant information on the topic, but only for the purpose of the Board deciding whether or not to reconsider the agenda topic, it shall do so at the next Regular Board Meeting.
4. Citizens who request to have a topic on the agenda are encouraged to submit, in writing, supporting information detailing their reason for having the topic placed on the agenda and what is being requested of the Board. This is intended to provide background information for Board members to help expedite the Board's handling of the topic at the Board meeting.

## BOARD ACTION/VOTING

1. The Board may only take action on items formally listed on the Board agenda except in emergency or other circumstances as authorized by law.
2. When there is a tie vote, the topic under consideration does not pass or fail.
3. When there is a tie vote on the agenda topic under consideration, the item shall be resubmitted to the Board at its next Regular Meeting.

**Section 200: School Board** **Board Policy 24-06**

## REGULAR MEETINGS

Regular Meetings of the Board shall be held consistent with the calendar for such meetings as established by the Board each year.

## SPECIAL MEETINGS

Special Meetings may be called on an as-needed basis, consistent with legal requirements.

## NOTIFICATION OF MEETINGS

Not later than 72 hours prior to a Regular Meeting and not later than twenty-four (24) hours prior to a Special Meeting, the Director shall provide notice of the time and place of the meeting, and the agenda shall be provided to all Board members and those persons or entities who have previously requested notice of such meetings.

## MEETINGS OPEN TO THE PUBLIC

1. Open Session
   - 1.1. All meetings of the Board shall be open to the public and the press except Closed Sessions, as authorized by law.
2. Presentations to the Board/Agenda Items
   - 2.1. Any person may address the Board concerning any item on the agenda and may, at the discretion of the Board, be granted three (3) minutes to make a presentation to the Board at the time the specific item is under discussion.
   - 2.2. The President of the Board may grant additional time for an individual to address the Board if circumstances permit.
   - 2.3. The total time devoted to presentations to the Board on agenda items shall not exceed one-half hour unless additional time is granted by the Board.
   - 2.4. The President or Chair may curtail individual presentations if repetitive of points raised by others, particularly if it appears the total allotted time may be exceeded.
   - 2.5. All presentations shall be heard by the Board prior to the formal discussion of the agenda topic by the Board and consideration of action.
3. Oral Communications
   - 3.1. Citizens may address the Board on any item not listed on the Board meeting agenda.
   - 3.2. Speakers will be limited to three (3) minutes.
   - 3.3. No more than a total of fifteen (15) minutes shall be devoted to all non-agenda items at a regular meeting.
   - 3.4. The President or Chair may disallow a request to address the Board if repetitive of other speakers, or if the speaker seeks to make a presentation that he or another speaker has

made at a previous meeting, particularly if it appears that the total allotted time may be exceeded.

3.5. Members of the public attempting to make complaints or charges against an employee before the Board in open session will be referred to the appropriate staff for the purpose of receiving a complaint form and filing a complaint under the School's established complaint procedures.

4. Disturbance of Meetings
   4.1. Any person who willfully disturbs any Board meeting will be asked to leave immediately and may be guilty of a misdemeanor punishable by law.
5. Requests to Address the Board
   5.1. Prior to the beginning of the meeting, citizens seeking to address the Board on an item on the agenda or during time allocated for oral communications shall complete a speaker request card, "Request to Address the Board" (located in the Board Meeting Room), and give it to the Board President or Secretary to the Board.

**Minutes of Board Meetings**

The minutes of open session meetings of the Board shall record all motions, show the names of Board members making and seconding motions and state the vote upon the motion. The open session minutes shall also record all resolutions, the recommendations of the administration and the substance of the Board's discussion or the substance of statements pertinent to Board's business made by members of the staff or public. Original minutes shall be bound in chronological order, volumed by fiscal year and paged consecutively.

The following documents shall be bound with the official minutes and referred to in the text of the minutes to which they apply:

1. Copies of all resolutions unless required by other agencies, in which case photocopies of the originals may be substituted;
2. Copy of all budget transfers;
3. Copies of any document determined by the Board to be attached to the official minutes; and
4. Other documents which, in the opinion of the Secretary, are necessary to fully substantiate or record Board action.

**QUORUM REQUIREMENTS**

A majority of the voting members of the Board shall constitute a quorum of Board which is necessary for the Board to transact business. All motions, in order to pass, need positive action by at least a majority of the Board. A meeting at which a quorum is initially present may continue to transact business, despite the withdrawal of Directors, if any action taken or decision made is approved by at least a majority of the required quorum for that meeting

# Role of the Board

**Section 200: School Board** **Board Policy 24-07**

**Introduction**

Recognizing that charter schools are governed by boards, not by individual board members, and the relationship between the Board of Directors (Board) and AeroSTEM Academy's (AeroSTEM) Executive Director (ED) is crucial to the effective operation of the school, ensuring that the academic program of AeroSTEM is successful, that the school's programs and operations are faithful to the terms of its charter, and that the school is a viable organization, this policy clarifies the Board's and the ED's primary roles in governing and operating AeroSTEM.

**The Composition of the AeroSTEM Board of Directors**

AeroSTEM is governed by a corporate Board of Directors (Board) in accordance with applicable California Corporations Code Sections and its adopted bylaws. The Board has a legal fiduciary responsibility for the wellbeing of AeroSTEM, and shall be comprised as follows:

1. The authorized number of Directors shall be not less than three (3) or more than seven (7). The Board shall be composed of the following Directors:
   - 1.1. minimum of two (2) community members
   - 1.2. minimum of one (1) parent of an AeroSTEM student selected with assistance from the ED.
   - 1.3. The governing board of the sponsoring district (Sutter County Superintendent of Schools) shall be entitled to a single representative on the Board, with the right to attend and participate in meetings of the full Board.
   - 1.4. The Northern California Aerospace Initiative (NCAI) may recommend community board members.
2. All positions shall be filled by residents of the AeroSTEM Academy school attendance boundary.
3. All directors, except for the representative appointed by the charter authorizer, shall be designated by the existing Board of Directors.

**The Board of Directors Primary Roles and Responsibilities**

1. Determine the mission and purpose of AeroSTEM and keep it clearly in focus. This includes the development, review, or revision of AeroSTEM' accountability and mission.
2. Hiring, supporting, and evaluating the ED of AeroSTEM so that the vision, goals and policies of the school can be effectively implemented. This includes, but is not limited to, providing frequent and constructive feedback, providing direction to the ED pursuant to established policies, assisting when board members overstep prerogatives or misunderstand their roles, and complimenting for exceptional accomplishments.
3. Conducting regular and timely evaluations of the ED based on the vision, goals and performance of the school, and ensuring that the ED does the same for other personnel of AeroSTEM.

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*Revision:*

4. Adopting a fiscally responsible budget based on AeroSTEM' vision and goals, and regularly monitoring the fiscal health of AeroSTEM.
5. Act as the fiscal agent by receiving funds for the operation of AeroSTEM in accordance with charter school laws and the receipt of grants and donations consistent with the mission of AeroSTEM.
6. Contracting with an external auditor to produce an annual financial audit according to generally accepted accounting practices and approval of these annual fiscal and performance audits.
7. Determine, monitor and strengthen AeroSTEM programs and services, by ensuring that programs and services are consistent with the mission and the charter, approving measurable organizational outcomes, approving annual, attainable board and management level goals, monitoring progress in achieving the outcomes and goals, and assessing the quality of the program and services.
8. The Board may establish committees of parents, students, educators, and community members as necessary, in the support of school programs and the development of a common vision for AeroSTEM which is focused on learning and achievement and that is responsive to the needs of all students.
9. Exercising control of the school in accordance with the State and Federal Constitution, and applicable laws and regulations.
10. Executing all other responsibilities provided for in the California Corporations Code.
11. Development and approval of the school calendar and schedule of Board meetings.
12. Adopting, evaluating, and updating Board policies and procedures consistent with the law and the school's mission.
13. Participation in the dispute resolution procedure and complaint procedures when necessary.
14. Maintaining accountability for student learning by adopting the school's curriculum and monitoring student progress.
15. Consulting with the ED on his or her recommendations and taking action in consideration of them.
16. Ensuring that a safe and appropriate educational environment is provided to all students.
17. Hearing communications, written and/or oral, from citizens and organizations on matters of administration, finance, organization, policy and program.
18. Approval of charter amendments.
19. Approval of personnel discipline (suspensions or dismissals) as needed and/or requested by the ED and in accordance with school policy.
20. Conducting annual elections of officers and as needed appointment of new board members.

**Each individual member of the Board of Directors shall:**

1. Believe in and be an active advocate and ambassador for the values, mission, and vision of AeroSTEM.
2. Work with fellow board members to fulfill the obligations of board membership.
3. Understand that the authority rests with the Board as a whole and not with individuals. This includes ensuring that no board member represents her/himself as speaking on behalf of the Board unless specifically authorized to do so.
4. Behave in ways that clearly contribute to the effective operations of the Board. This includes, but is not limited to:
   - 4.1. Acting with dignity and understanding the implications of demeanor and behavior;
   - 4.2. Focusing on the good of the organization and group, not on a personal agenda;
   - 4.3. Supporting board decisions once they are made;
   - 4.4. Keeping confidential matters confidential;
   - 4.5. Recognizing and respecting differences of perspective and style on the Board and among staff, students, parents and the community;
   - 4.6. Participating in an honest appraisal of one's own performance and that of the Board; and
   - 4.7. Building awareness of and vigilance towards governance matters rather than management.
5. Regularly attend board and committee meetings (80% attendance +). Prepare for these meetings by reviewing materials and bringing the materials to meetings. If unable to attend, notify the Board President, ED, and/or the secretary to the Board.
6. Be prepared to contribute toward board service by attending monthly board meetings, being willing to participate on a board committee, reading materials, preparing for meetings, attending events at AeroSTEM, participating in professional development, committing the time and energy necessary to be an informed and effective leader, and assisting with other tasks as needed.
7. Keep informed about AeroSTEM and its issues by reviewing materials, participating in discussions, and asking strategic questions.
8. Inform the Board of AeroSTEM of any potential conflicts of interest, whether real or perceived, and abide by the decision of the board related to the situation.

# Role of the Executive Director on the Board

**Section 300: Administration** **Board Policy 24-08**

Under the oversight of the Board, the Executive Director is responsible for the management/supervision of personnel, programs and functions, goal setting, communicating, and decision-making. The Executive Director must plan, organize, and administer AeroSTEM Academy's educational program, facilitate school community groups including teachers, parents, service organizations, school personnel, and the school board, and participate in charter and educational groups in order to sustain a viable and compliant school operation..

**The Executive Director's primary roles include:**

1. Recognizing and respecting the differences of perspective and style on the Board and among staff, students, parents and the community and ensuring that a diverse range of views inform Board decisions.
2. Working with the Board as a "governance team" and assuring collective responsibility for building a unity of purpose, communicating a common vision and creating a positive organizational culture.
3. Understanding and helping others to understand the distinction between board and staff roles.
4. Understanding that authority rests with the Board as a whole; providing guidance to the Board to assist in decisionmaking; and providing leadership based on the direction of the Board as a whole.
5. Communicating openly with trust and integrity including providing all members of the Board with equal access to information, and recognizing the importance of both responsive and anticipatory communications.
6. Provide general oversight of all AeroSTEM activities, manage the daytoday operations, and assure a smoothly functioning, efficient charter school.
7. Maintain program quality and charter school stability and sustainability through development and implementation of standards and controls, systems and procedures, and regular evaluation.
8. Maintain a work environment that recruits, retains, and supports quality staff.
9. Set measurables for staff and evaluate performance regularly by instituting accountability systems to ensure that charter promises are met and exceeded.
10. Develop and supervise the processes for recruitment, selection, hiring, initial training, ongoing professional development, and evaluation of teachers and staff.
11. Assist school staff in facilitating board meetings by helping to set the location of the meetings, developing board meeting agendas, and by providing safe storage of agendas, minutes and supporting documents/reports.
12. Inform the Board and its committees about trends, issues, problems and activities in order to facilitate policy-making and provide recommendations to the Board on policy positions.
13. Help the Board articulate its own role and accountabilities, including its committees and individual members, and help evaluate performance regularly.

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*Revision:*

14. Work with the Board President to enable the Board to fulfill its governance functions and facilitate the optimum performance by the Board, its committees, and individual board members.
15. Along with the Board President, assist in focusing board attention on long-range strategic issues.
16. Communicate with legal counsel to ensure the filing of all legal and regulatory documents and to monitor compliance with relevant laws and regulations.
17. Oversee the fiscal activities of AeroSTEM, including budgeting, reporting, and auditing in accordance with generally accepted accounting principles and make regular financial reports to the Board.
18. Promote programs and services that are produced in a cost effective manner, employing economy while maintaining an acceptable level of quality.
19. Work with the Board to ensure necessary financial planning to support short and long term goals.
20. Foster an amicable relationship between SCSOS and AeroSTEM and facilitate a sharing of resources between both entities.
21. Act as an advocate, within the public and private sectors, for issues relevant to AeroSTEM, its services, and constituencies.
22. Establish procedures designed to carry out Board policies.
23. Create and submit for approval by the Board a school calendar.
24. Present fiscal audit to the Board and after said review present a fiscal audit to the County Superintendent of Schools, the State Controller and the California Department of Education.

The above duties may be delegated or contracted as approved by the Board to a business administrator of AeroSTEM or other employee, a parent volunteer (only in accordance with student and teacher confidentiality rights) or to a third party provider.

# Code of Ethics for Board Members

**Section 200: School Board** **Board Policy 24-09**

As a member of the Board, I shall promote the best interests of AeroSTEM Academy ("AeroSTEM") by showing respect for the community we work with and serve, approaching all actions with integrity, being responsible for our decisions and their consequences, and, to that end, adhere to the following ethical standards:

**Equity in attitude**

1. I will be fair, just, and impartial in all of my decisions and actions.
2. I will accord others the respect I wish for myself.
3. I will encourage expressions of different opinions and listen with an open mind to others' ideas.
4. I will recognize that the authority of the Board rests only with the Board as a whole and not with individual members and act accordingly.

**Support of Administration**

1. I will support the delegation of authority for the day-to-day administration of AeroSTEM to the Executive Director and act accordingly.
2. I will honor the chain of command and address issues or complaints consistent with

**Board Policy.**

1. I will support the authority of the Executive Director and AeroSTEM Administration.
2. I will use reasonable efforts to keep the Executive Director informed of concerns brought to my attention and/or specific recommendations that I have.

**Trustworthiness in stewardship**

1. I will be accountable to the public by representing AeroSTEM policies, programs, priorities, and progress accurately.
2. I will express opinions before votes are cast, but after the board and/or committee vote, abide by and support all majority decisions of the Board and/or Committee.
3. I will be responsive to the community by seeking its participation at AeroSTEM and by communicating AeroSTEM Board priorities and concerns.
4. I will work to ensure prudent and accountable use of AeroSTEM resources.
5. I will make no personal promise or take private action that may compromise my performance or my responsibilities.
6. I will refrain from using my position for personal or partisan gain or to benefit any person or entity over the interest of AeroSTEM.

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*Revision:*

**Honor in conduct**

1. I will tell the truth.
2. I will share my views while working for consensus.
3. I will respect the majority decision as the decision of the Board.
4. I will base my decisions on fact rather than supposition, opinion, or public favor.

**Integrity of character**

1. I will refuse to surrender judgment to any individual or group at the expense of AeroSTEM as a whole.
2. I will consistently uphold all applicable laws, rules, policies, and governance procedures.
3. I will announce potential conflicts of interest before board action is taken.
4. I will comply with the conflicts of interest policy (Policy #17-07) of the Board and all other applicable laws, rules and guidelines.
5. I will not disclose information that is confidential by law or that will cause harm to others .

**Commitment to service**

1. I will focus my attention on fulfilling Board and/or Committee responsibilities.
2. I will diligently prepare for and attend Board and/or Committee meetings.
3. I will devote sufficient time, thought and study to the performance of the duties and responsibilities of a member of the Board and/or Committee.
4. I will avoid personal involvement in activities the Board has delegated to the Executive Director.
5. I will seek continuing education that will enhance my ability to fulfill my duties effectively.
6. I will be continuously guided by what is best for all students of AeroSTEM.

# Appointment Process for Board

**Section 200: School Board** **Board Policy 24-10**

**Introduction**

The relationship between the Board of Directors (Board), its committees, staff and educational partners requires balance and communication. The makeup of the Board and its committees is essential to the long term efficacy of AeroSTEM Academy (AeroSTEM) with strong leadership and dedicated members being necessary for success. This policy shall apply to all Community, Parent, and at-large Representative appointments to the Board and all board committees.

**Appointment Process**

The Executive Director shall have primary responsibility for finding and recruiting new candidates for the Board of Directors. The Executive Director will look to the AeroSTEM Board and educational partners to participate in recruiting candidates to serve as new directors. Educational partners include, but are not limited to, parents of students attending AeroSTEM; staff members or employees of AeroSTEM, and interested community members.

The Executive Director and Board shall carefully and strategically assemble a strong team with:

1. relevant and complementary skills,
2. a diversity of life experiences and training,
3. an ability to work well as of part of a group,
4. a willingness to devote substantial time to AeroSTEM
5. who passionately believe in AeroSTEM's mission.

These factors are being used to ensure AeroSTEM continues to have a strong team able to come up with effective solutions to any issues that may arise.

The appointment process shall be as follows:

1. Annually, conduct a skills inventory of the Board and develop a prioritized list of needs to be approved by the Board.
2. Candidates are to be recommended to the President and Executive Director for review.
3. Candidates submit a letter of interest.
4. The Executive Director will conduct an initial phone screening to explore the background and qualifications of candidates.
5. If the candidate seems likely to be a good fit for the Board, he or she will be invited to AeroSTEM to meet with a Board Member and the Executive Director and to participate in an in person interview. The candidate will also be asked to forward a copy of his or her résumé and letter of interest to the Executive Director and President prior to this meeting. Candidates will be given copies of applicable Board Policies during this meeting detailing job descriptions and expectations of Board Members and Committee Job Descriptions. Candidates shall be questioned about their ability to comply with all requirements.

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*Revision:*

6. If the candidate remains a good fit for the Board, he or she will be invited to attend the next scheduled Board of Directors meeting. The candidate's résumé and letter of interest shall be forwarded to the Board of Directors in advance of the meeting when the candidate is scheduled to attend.
7. If the candidate continues to be interested in joining the Boardcafter he or she attends a meeting, the Board shall meet and determine whether the candidate shares a philosophical alignment with the mission of AeroSTEM and possesses useful capacities for the Board as determined by the skills inventory.
8. The Board will then vote on whether to recommend a candidate to the Board. All Candidates obtaining a majority vote in support of recommendation from the Board shall be nominated to the full Board for appointment.
9. Once a new director or committee member is appointed, he or she will be provided an orientation and be requested to complete all necessary paperwork, such as Form 700s.

# Public Lottery & Waitlist Process

**Section 600: Educational Programs** **Board Policy 24-11**

AeroSTEM Academy (AeroSTEM) will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

**Enrollment Process**

AeroSTEM shall admit all pupils who wish to attend AeroSTEM. No test or assessment shall be administered to students prior to acceptance and enrollment into AeroSTEM. AeroSTEM will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a Public Random Drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

AeroSTEM shall require students who wish to attend to complete an application form. After admission, students will be required to submit an enrollment packet, which may include, but is not limited to, the following:

1. Completed student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completed Emergency Medical Information Form
5. Proof of minimum age requirements
6. Release of records

Applications will be accepted during a publicly advertised Open Application Period each year for enrollment in the following school year. Existing students are guaranteed admission in following school years and are not required to submit an application during the Open Application Period once admitted to AeroSTEM.

If an application has been determined to have intentional misrepresentations, the application shall be invalidated. The application will receive notice of this action, and will have the opportunity to respond to the invalidation within five (5) business days. All applications are subject to random audit for documentation of the contents described therein.

Following the Open Application Period each year, applications shall be counted for each grade level to determine whether that grade level has received more applications than the number of available spots. In the event that this happens, AeroSTEM will hold a Public Random Drawing (or “lottery”) to determine admission for the impacted grade level in the spring for enrollment in fall

of that year.

**Random Public Drawing**

The Board of Directors (Board) will make all necessary efforts to ensure that lottery procedures are fairly executed. Lottery applications are pulled in order of grade level by the designated lottery official, as appointed by the Executive Director. Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category. Once all open spaces from the first preference category have been selected then the next preference category will be drawn in the lottery, and the drawing shall continue through the preferences until all applications have been drawn for each grade level.

At the conclusion of the Public Random Drawing, all students who were not granted admission due to capacity shall be placed on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait list carry over to the following school year.

When a space becomes available, the next applicant on the waitlist will be sent notification that the student is eligible for admission. They will then have forty-eight hours to confirm their admission to AeroSTEM. If the applicant does not accept admission the applicant will be moved to the end of the waitlist and the next applicant in line will be available for promotion from the waitlist.

Random public lottery drawing rules, deadlines, dates, and times will be communicated through a variety of means such as print, school website, social media, or interested family orientations.

AeroSTEM remains committed to continually monitoring the outcomes of the lottery and annually adjusting its practices in an effort to better reflect enrollment demographics within the community.

**Preferences**

The Public Random Drawing shall be conducted in stages, by grade level, in accordance with the preferences and procedures as described herein. Preferences are defined as those which are documented and subsequently verified on the fully completed application packet. A child may have more than one Preference, and each documented and verified Preference increases the likelihood that a child may be drawn during the public random drawing. These preferences are authorized in accordance with applicable law.

Admission preferences in the case of a public random drawing shall be given to the following

students in the following order:

1. Siblings of currently enrolled students
2. Children of current Charter School employees or Board Directors
3. Children who are currently enrolled in or reside in the attendance area of the public school district where AeroSTEM Academy is located and that are considered and underrepresented group within the field of engineering (minorities and females)
4. Children who are currently enrolled in or reside in the attendance area of the public school district where AeroSTEM Academy is located
5. District residents
6. All other applicants

The Charter School agrees to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(d)(2)(B)(i)-(iv).

The Public Random Drawing shall be conducted in accordance with the following procedure, by grade level:

1. First, in an effort to keep families at the same school, “Siblings of currently enrolled students”, will be drawn from the applicant pool.
2. Next, in recognition of our current AeroSTEM employees and volunteer Board, “Children of current Charter School employees or Board Directors”, will be drawn from the applicant pool.
3. Next, in an effort to provide an increased level of enrollment opportunity to underrepresented populations, “Children who are currently enrolled in or reside in the attendance area of the public school district where AeroSTEM Academy is located and that are considered and underrepresented group within the field of engineering (minorities and females)”, will be drawn from the applicant pool. Applicants not drawn for enrollment during this phase will be moved to their next preference providing an automatic, additional opportunity for enrollment
4. Next, “Children who are currently enrolled in or reside in the attendance area of the public school district where AeroSTEM Academy is located”, will be drawn from the applicant pool
5. Next, we shall draw applications for those students who reside within the boundaries of the Sutter County Superintendent of Schools, “District residents”, will be drawn from the applicant pool.
6. Lastly, all other applicants will be drawn, exhausting all applications received at that grade level.

**Issues Not Covered Under this Policy**

In the case that these procedures herein do not cover a situation that arises during the admissions process, the Executive Director will take any additional steps necessary to execute the admissions process consistent with the AeroSTEM Charter approved by the Sutter County Superintendent of Schools’s Board of Trustees and applicable law.

**Complaint**

Complaints or appeals regarding the public random drawing can be made to AeroSTEM Academy in accordance with the AeroSTEM Academy complaint policy, Board Policy # 24-11 Dispute & Uniform Complaint Procedures.

**Section 1000: Community Relations** **Board Policy 24-12**

**Dispute Resolution Procedures**

Governing Law: The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter. Education Code Section 47605(c)(5)(N).

The Charter School and the County will be encouraged to attempt to resolve any disputes amicably and reasonably without resorting to formal procedures.

The Board has adopted policies and processes for airing and resolving internal and external disputes, including a Uniform Complaint Policy and Procedures as required by state law. The County shall promptly refer all complaints not related to a possible violation of the charter or law to the Executive Director for resolution in accordance with AeroSTEM Academy adopted policies.

In the event that any dispute between the Charter School and the County arises relating to this charter, Charter School staff, employees and Board members of the Charter School and the County agree to first frame the issue in written format ("dispute statement") and to refer the issue to the County Superintendent and AeroSTEM Academy Executive Director, or their respective designees. In the event that the County Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, AeroSTEM Academy requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the County to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a prerequisite to the County's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Superintendent and Executive Director, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and Executive Director, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and Executive Director, or their respective designees, shall meet to jointly identify a neutral third-party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The Superintendent and Executive Director, or their respective designees, shall jointly develop the format of the mediation session. Mediation shall be held within sixty (60) business days of receipt of the dispute

statement. The costs of the mediator shall be split equally between the County and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the County and AeroSTEM Academy.

**Uniform Complaint Procedures**

AeroSTEM Academy's (AeroSTEM) policy is to comply with applicable federal and state laws and regulations. AeroSTEM is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

1. Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group, including actual or perceived discrimination, on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any AeroSTEM program or activity, including complaints pertaining to Title IX issues.
2. Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: Consolidated Categorical Aid Programs, Career Technical and Technical Education, and Career Technical and Technical Training Programs, Child Care and Development Programs, Child Nutrition Programs, Foster and Homeless Youth Services, Migrant Education Programs, Every Student Succeeds Act / No Child Left Behind Act (2001) Programs (Titles I-VII), Special Education Programs, and Section 504 of the Rehabilitation Act.
3. A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
    3.1. "Educational activity" means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

3.2. "Pupil fee" means a fee, deposit or other charge imposed on pupils, or a pupil's parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in Hartzell v. Connell (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

3.2.1. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.

3.2.2. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.

3.2.3. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

3.3. A pupil fees complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.

3.4. If AeroSTEM finds merit in a pupil fees complaint AeroSTEM shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by AeroSTEM to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.

3.5. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.

4. Complaints of noncompliance with the requirements governing the Local Control Funding Formula, Local Control and Accountability Plans or Sections 47606.5 and 47607.3 of the Education Code, as applicable.

5. Complaints of noncompliance with the requirements of Education Code Section 222 regarding the rights of lactating pupils on a school campus. If AeroSTEM finds merit in a complaint, or if the Superintendent finds merit in an appeal, AeroSTEM shall provide a remedy to the affected pupil.

6. Complaints of noncompliance with the requirements of Education Code Section 48645.7 regarding the rights of juvenile court school pupils when they become entitled to a diploma. If AeroSTEM finds merit in a complaint, or if the Superintendent finds merit in an appeal, AeroSTEM shall provide a remedy to the affected pupil.

AeroSTEM acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible) the confidentiality of the parties and the integrity of the process. AeroSTEM cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, AeroSTEM will attempt to do so as appropriate. AeroSTEM may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Executive Director or designee on a case-by-case basis.

AeroSTEM prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of unlawful discrimination, harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

**Compliance Officer**

The Board of Directors designates the following compliance officer to receive and investigate complaints and to ensure AeroSTEM's compliance with law:

Executive Director
(530) 742-2531
admin@aerostem.org

The Executive Director or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Executive Director or designee.

Should a complaint be filed against the Executive Director, the compliance officer for that case shall be the President of the AeroSTEM Board of Directors.

**Notifications**

The Executive Director or designee shall annually provide written notification of AeroSTEM' uniform complaint procedures to employees, students, parents and/or guardians, advisory committees, private school officials and other interested parties (e.g., Adult Education).

The annual notice shall be in English, and when necessary, in the primary language, pursuant to section 48985 of the Education Code if fifteen (15) percent or more of the pupils enrolled in AeroSTEM speak a single primary language other than English.

The Executive Director or designee shall make available copies of the AeroSTEM' uniform complaint procedures free of charge.

The annual notice shall include the following:

1. 1. A statement that AeroSTEM is primarily responsible for compliance with federal and state laws and regulations.
2. A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
3. A statement identifying the responsible staff member, position, or unit designated to receive complaints.
4. A statement that the complainant has a right to appeal AeroSTEM' decision to the California Department of Education (CDE) by filing a written appeal within fifteen (15) days of receiving AeroSTEM's decision.
5. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3.
6. A statement that copies of the local educational agency complaint procedures shall be available free of charge.

**Procedures**

The following procedures shall be used to address all complaints which allege that AeroSTEM has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

1. Step 1: Filing of Complaint
   1.1. Any individual, public agency, or organization may file a written complaint of alleged noncompliance by AeroSTEM.
   1.2. A complaint alleging unlawful discrimination, harassment, intimidation or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying.
   1.3. Pupil fee complaints shall be filed not later than one (1) year from the date the alleged violation occurred.
   1.4. The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.
   1.5. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, AeroSTEM staff shall assist him/her in the filing of the complaint.
2. Step 2: Mediation
   2.1. Within three (3) days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.
   2.2. Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.
   2.3. If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.
   2.4. The use of mediation shall not extend AeroSTEM' timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.
3. Step 3: Investigation of Complaint
   3.1. The compliance officer is encouraged to hold an investigative meeting within five (5) days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.
   3.2. The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

3.3. A complainant's refusal to provide AeroSTEM' investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

3.4. AeroSTEM's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

4. Step 4: Response

4.1. Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of AeroSTEM's investigation and decision, as described in Step #5 below, within sixty (60) days of AeroSTEM's receipt of the complaint.

5. Step 5: Final Written Decision

5.1. AeroSTEM's decision shall be in writing and sent to the complainant. AeroSTEM's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

5.2. The decision shall include:

5.2.1. The findings of fact based on evidence gathered.

5.2.2. The conclusion(s) of law.

5.2.3. Disposition of the complaint.

5.2.4. Rationale for such disposition.

5.2.5. Corrective actions, if any are warranted.

5.2.6. Notice of the complainant's right to appeal the AeroSTEM's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.

5.2.7. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.

5.2.8. For unlawful discrimination, harassment, intimidation or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the AeroSTEM's expectations. The report shall not give any further information as to the nature of the disciplinary action.

**Appeals to the California Department of Education**

If dissatisfied with AeroSTEM's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving AeroSTEM's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of AeroSTEM's decision.

Upon notification by the CDE that the complainant has appealed AeroSTEM's decision, the Executive Director or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by AeroSTEM, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of AeroSTEM's complaint procedures.
7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by AeroSTEM when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which AeroSTEM's has not taken action within sixty (60) days of the date the complaint was filed with AeroSTEM.

**Civil Law Remedies**

A complainant may pursue available civil law remedies outside of AeroSTEM's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if AeroSTEM has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622

# Organizational Goals

| LCAP Goals | Board Goals | Executive Director Goals |
|---|---|---|
| 1: Cultivate a safe and positive learning environment where all educational partners feel connected, respected, and included. | 2: Support the Executive Director in the successful expansion of our school, including making appropriate investments into short-term and long-term facilities for the program. | 2: Continue to focus on the success of program growth and the eventual development of a permanent facility. |
| | 1: Regularly receive analysis regarding student outcomes and support initiatives which are in alignment with the mission and vision of the school in preparation for future charter reauthorization. | 1: Analyze available academic and social emotional data with regular reports to the Board on student outcomes in alignment with the mission and vision of the school. |
| 2: Increase student success in ELA and Math as evidenced by multiple measures. | 1: Regularly receive analysis regarding student outcomes and support initiatives which are in alignment with the mission and vision of the school in preparation for future charter reauthorization. | 1: Analyze available academic and social emotional data with regular reports to the Board on student outcomes in alignment with the mission and vision of the school. |
| 3: Prepare students to be Career and College ready. | 1: Regularly receive analysis regarding student outcomes and support initiatives which are in alignment with the mission and vision of the school in preparation for future charter reauthorization. | 1: Analyze available academic and social emotional data with regular reports to the Board on student outcomes in alignment with the mission and vision of the school. |
| 4: Engage all educational partners to support student success. | 2: Support the Executive Director in the successful expansion of our school, including making appropriate investments into short-term and long-term facilities for the program. | 2: Continue to focus on the success of program growth and the eventual development of a permanent facility. |
| | 3: The Board will continue to invest in the recruitment, retention, and onboarding of board members and staff to ensure the long-term stability of the organization. | 3: Lead the recruitment, development and retention of high-quality and mission-aligned staff who are able to guide the school in the direction of the mission and vision outlined in the Charter. |
| 5: Recruit and retain high capacity staff who are committed to the mission and vision of the school. | 3: The Board will continue to invest in the recruitment, retention, and onboarding of board members and staff to ensure the long-term stability of the organization. | 3: Lead the recruitment, development and retention of high-quality and mission-aligned staff who are able to guide the school in the direction of the mission and vision outlined in the Charter. |

AeroSTEM Academy
DREAM ★ DISCOVER ★ DESIGN

# STAFF REPORT COVER SHEET

TO: Board of Directors
AGENDA ITEM: 8.2
DATE: 10/14/24
ITEM: New Board Appointment
SUBMITTED FOR: Action

**Background and Summary Information:** Per the bylaws and the charter, the board needs to have a current parent sitting on the board. Attached is the letter of interest from Chris Ramey to join the board as the parent Representative.

**Financial/Educational Impact:** Possible compliance and governance impacts.

**Staff Recommendation:** Abstain

October 4, 2024

Dear Joseph Clark,

I am writing to express my interest in serving on the Board of Directors for Aerostem Academy. As a dedicated advocate for education and a strong believer in Aerostem Academy's mission to prepare students of today for the growing college and career opportunities of tomorrow by exploring Science, Technology, Engineering, and Mathematics through the lens of aerospace, I am confident that my skills and experience would be a valuable asset to the board.

I have been following Aerostem Academy's progress with great admiration. The school's commitment to providing a rigorous academic curriculum, fostering a supportive learning environment, and nurturing students' intellectual curiosity deeply resonates with me. I am particularly impressed by the school's focus on STEM education and its dedication to preparing students for success in the 21st century.

I have nearly 18 years of experience working in education, including 3 years in technology. This experience has given me a unique perspective on the challenges and opportunities facing schools today. I have a deep understanding of the importance of effective leadership, strong curriculum, and a supportive learning environment.

As a parent of a fifth-grade student at Aerostem Academy, I am even more invested in the school's success. I have firsthand experience with the innovative and engaging learning environment that Aerostem fosters. I am confident that my experience, combined with my passion for education and my commitment to the school's mission, would make me a valuable addition to the board.

I am eager to contribute my time, energy, and expertise to help Aerostem Academy continue to thrive. I am committed to working collaboratively with other board members to ensure that the school remains a high-quality educational institution that meets the needs of its students and community.

Thank you for considering my application. I have attached my resume for your review and would welcome the opportunity to discuss my qualifications further.

Sincerely,

Christopher Ramey

Christopher Ramey

chris.topher.m.ramey@gmail.com

530.329.1077

# STAFF REPORT COVER SHEET

TO: Board of Directors
AGENDA ITEM: 8.2
DATE: 10/14/24
ITEM: Civility Conduct Policy BP
SUBMITTED FOR: Action

**Background and Summary Information:** This policy will support references in both the family handbook, staff handbook, website, and charter renewal documents. This is the second read of this policy.

**Financial/Educational Impact:** Possible compliance and safety impacts.

**Staff Recommendation:** Staff recommends approval

# Civility Conduct Policy

**Section 100: Community Relations** **Board Policy 24-02**

Maintaining an environment supportive of learning and free of disruptive conduct is important to the success of our children's education. To further this goal, it is the intent of the AeroSTEM Academy to promote, through this policy, mutual respect, civility and orderly conduct among employees, parents/guardians, and other members of the public. It is also the intent of this policy to encourage positive communication and discourage disruptive, volatile, hostile or aggressive communication or actions. Furthermore, this policy is intended to maintain, to the extent possible, a safe, harassment-free workplace for teachers, students, administrators, other staff, parents/guardians and the public. It is not AeroSTEM Academy's intent to deprive any person of his/her right to freedom of expression. AeroSTEM Academy encourages the public's cooperation with and adherence to this policy.

**Expected Level of Behavior**

AeroSTEM Academy employees and representatives should treat parents/guardians and other members of the public with civility, courtesy and respect.

Parents/guardians and other members of the public should treat staff and students and each other, while on school grounds and/or participating in school-related activities, with civility, courtesy and respect.

**Unacceptable/Disruptive Behavior**

Any conduct that disrupts or interferes with the discipline, good order, lawful conduct or administration of any school class or activity of the school constitutes unacceptable conduct behavior. Unacceptable conduct includes but is not limited to:

Disruption of or threats to disrupt school classrooms, activities, and/or operations;

- ➔ Threats to the health and safety of students or employees;
- ➔ Battery or assault upon students, employees or other persons;
- ➔ Using obscenities or speaking in a demanding, loud, insulting and/or demeaning manner; and/or
- ➔ Unauthorized entry onto school premises and school grounds. Recourse Available to Parents/Guardians and Public in handling Unacceptable/Disruptive Behavior

The Executive Director or designee shall establish regulations and procedures as necessary to provide a complaint process for alleged violations of this policy.

**Legal Reference**

Education Code

- ➔ 32210 Willful disturbance of public school or meeting
- ➔ 44014 Report of assault by pupil against school employee
- ➔ 44810 Willful interference with classroom conduct
- ➔ 44811 Disruption of classwork or extracurricular activities

Penal Code

- ➔ 415.5 Disturbance of peace of school
- ➔ 416 Assembly to disturb peace; refusal to disperse
- ➔ 626-626.10 Crimes on school grounds
- ➔ 627-627.8 Access to school premises

*Adopted/Ratified:*
*Revision:*

# STAFF REPORT COVER SHEET

TO: Board of Directors
AGENDA ITEM: 8.3
DATE: 10/14/24
ITEM: Attendance Absences and Excuses BP
SUBMITTED FOR: Action

**Background and Summary Information:** This policy will support references in both the family handbook, website, and charter renewal documents. This is the second read of this policy.

**Financial/Educational Impact:** Possible compliance and reporting impacts.

**Staff Recommendation:** Staff recommends approval

# Attendance Absences and Excuses

**Section 500: Students** **Board Policy 24-03**

The Board of Directors believes that regular attendance plays an important role in student achievement. The Board shall work with parents/guardians and students to ensure their compliance with all state attendance laws and may use appropriate legal means to correct the problems of excessive absence or truancy.

Absence from school shall be excused only for health reasons, family emergencies and justifiable personal reasons, as permitted by law, Board policy and administration regulations. (Education Code 48205)

Student absence for religious instruction or participation in religious exercises away from school property may be considered excused subject to law and administrative regulations. (Education Code 46014)

Insomuch as school attendance and class participation is an integral part of students' learning experiences, parents/guardians and students shall be encouraged to schedule medical appointments during nonschool hours.

Students shall not be absent from school without their parents/guardians' knowledge or consent except in cases of medical emergency or as authorized pursuant to Education Code 46010.1, for a confidential medical appointment.

**Excused Absences**

Subject to any applicable limitation, condition, or other requirement specified in law, a student's absence shall be excused for the following reasons:

1. Personal illness (Education Code 48205)
2. Quarantine under the direction of a county or city health office (Education Code 48205)
3. Medical, dental, optometrical, or chiropractic appointment (Education Code 48205)
4. Attendance at funeral services for a member of the student's immediate family (Education
5. Code 48205)
    5.1. Such absence shall be limited to one day if the service is conducted in California or three days if the service is conducted out of state. (Education Code 48205)
6. Jury duty in the manner provided by law (Education Code 48205)
7. Illness or medical appointment of a child to whom the student is the custodial parent. (Education Code 48205)
8. Upon advance written request by the parent/guardian and the approval of the Executive Director or designee, justifiable personal reasons including but not limited to: (Education Code 48205)

*Adopted/Ratified:*
*Revision:*

8.1. Appearance in court
8.2. Attendance at a funeral service
8.3. Observance of a religious holiday or ceremony
8.4. Attendance at religious retreats for no more than four hours per semester
8.5. Attendance at an employment conference
8.6. Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization

9. Service as a member of a precinct board for an election pursuant to Elections Code 12302 (Education Code 48205)
10. To spend time with an immediate family member who is an active duty member of the uniformed services, as defined in Education Code 49701, and has been called to duty for deployment to a combat zone or a combat support position or is on leave from or has immediately returned from such deployment (Education Code 48205). Such absence shall be granted for a period of time to be determined at the discretion of the Superintendent or designee. (Education Code 48205)
11. Attendance at a naturalization ceremony to become a United States citizen. (Education Code 48205)
12. Participation in religious exercises or to receive moral and religious instruction at the student's place of worship or other suitable place away from school (Education Code 46014)
13. Work in the entertainment or allied industry (Education Code 48225.5) Such absence shall be excused provided that the student holds a work permit authorizing such work and is absent for a period of not more than five consecutive days and up to five absences per school year. (Education Code 48225.5)
14. Participation with a nonprofit performing arts organization in a performance for a public school audience (Education Code 48225.5) A student may be excused for up to five such absences per school year provided that the student's parent/guardian provides a written explanation of such absence to the school. (Education Code 48225.5)
15. Other reasons authorized at the discretion of the Executive Director or designee based on the student's specific circumstances (Education Code 48205, 48260) For the purpose of the absences described above, immediate family means the student's parent/guardian, brother or sister, grandparent, or any other relative living in the student's household. (Education Code 48205)

# STAFF REPORT COVER SHEET

TO: Board of Directors
AGENDA ITEM: 8.4
DATE: 10/14/24
ITEM: Chronic Absence and Truancy BP
SUBMITTED FOR: Action

**Background and Summary Information:** This policy will support references in both the family handbook, website, and charter renewal documents. This is the second read of this policy.

**Financial/Educational Impact:** Possible compliance and reporting impacts.

**Staff Recommendation:** Staff recommends approval

# Chronic Absence and Truancy

**Section 500: Students** **Board Policy 24-04**

The Board of Directors believes that absenteeism, whatever the cause, may be an early warning sign of poor academic achievement and may put students at risk of dropping out of school. The Board desires to ensure that all students attend school in accordance with the state's compulsory education law and take full advantage of educational opportunities provided by the district.

The Executive Director or designee shall establish a system to accurately track student attendance in order to identify individual students who are chronic absentees and truants, as defined in law and administrative regulation, and to identify patterns of absence throughout the district. He/she shall provide the Board with data on school attendance, chronic absence, and truancy rates, and disaggregate for each numerically significant student subgroup as defined in Education Code 52052. Such data shall be used in the development of annual goals and specific actions for student attendance and engagement to be included in the district's local control and accountability plan and other applicable school and district plans.

The Executive Director or designee shall develop strategies that focus on prevention of attendance problems, which may include, but are not limited to, efforts to provide a safe and positive school environment, relevant and engaging learning experiences, school activities that help develop students' feelings of connectedness with the school, school-based health services, and incentives and rewards to recognize students who achieve excellent attendance or demonstrate significant improvement in attendance. The Executive Director or designee also shall develop strategies that enable early outreach to students as soon as they show signs of poor attendance.

The Executive Director or designee shall consult with students, parents/guardians, school staff, and community agencies, as appropriate to identify factors contributing to chronic absence and truancy.

Interventions for students with serious attendance problems shall be designed to meet the specific needs of the student and may include, but are not limited to, health care referrals, transportation assistance, counseling for mental or emotional difficulties, academic supports, efforts to address school or community safety concerns, discussions with the student and parent/guardian about their attitudes regarding schooling, or other strategies to remove identified barriers to school attendance.

The Executive Director or designee may collaborate with child welfare services, law enforcement, courts, public health care agencies, other government agencies, and/or medical, mental health, and oral health care providers to make alternative educational programs and support services available for students and families.

*Adopted/Ratified:*
*Revision:*

Students who are identified as truants shall be subject to the interventions specified in law and administrative regulation.

A student's truancy, tardiness, or other absence from school shall not be the basis for his/her suspension or expulsion. Alternative strategies and positive reinforcement for attendance shall be used whenever possible.

The Executive Director or designee shall periodically report to the Board regarding the progress in improving student attendance rates for all students and for each numerically significant student population. Such information shall be used to evaluate the effectiveness of strategies implemented to reduce chronic absence and truancy and make changes as needed. As appropriate, the Executive Director or designee also shall engage school staff in program evaluation and improvement and in the determination of how to best allocate available community resources.

**Definitions**

Chronic absentee means a student who is absent for any reason on 10 percent or more of the school days in the school year, when the total number of days the student is absent is divided by the total number of days the student is enrolled and school was actually taught. (Education Code 60901)

Truant means a student who is absent from school without a valid excuse three full days in one school year, or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof. (Education Code 48260)

Habitual truant means a student who has been reported as a truant three or more times within the same school year, provided the school has made a conscientious effort to hold at least one conference with the student and his/her parent/guardian after either of the two previous reports. (Education Code 48262, 48264.5)

Chronic truant means a student who has been absent from school without a valid excuse for 10 percent or more of the school days in one school year, from the date of enrollment to the current date, provided the district has met the requirements of Education Code 48260-, 48260.5, 48261, 48262, 48263, and 48291. (Education Code 48263.6)