BOARD OF DIRECTORS MEETING

REGULAR MEETING AGENDA

January 13th, 2025 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	☐	☐
Kash Gill, SCSOS Representative	☐	☐
Rikki Shaffer, Board Secretary, NCAI Representative	☐	☐
Chris Ramey, Parent Representative	☐	☐
Jennifer Chaplin, Community Representative	☐	☐
Dallan Reese, 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 the 12/16/2024 Meeting
6.2. Williams Report Q2

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

7. DISCUSSION ITEMS
   - 7.1. EXECUTIVE DIRECTOR'S REPORT
     - 7.1.1. Enrollment/ADA
     - 7.1.2. 25/26 Application & Registration
     - 7.1.3. Staffing
     - 7.1.4. Financials
   - 7.2. DIRECTOR OF SPECIAL EDUCATION'S REPORT

8. ACTION ITEMS
   - 8.1. 2024 School Accountability Report Card

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

   - 8.2. 2025 LCAP Mid-Year Monitoring Report for the 2024-25 LCAP

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

9. BOARD COMMENTS

10. FUTURE BOARD ITEMS
    - 10.1. Audit
    - 10.2. Financial Update
    - 10.3. 25/26 Board Calendar
    - 10.4. 25/26 -26/27 School Calendars
    - 10.5. LCAP Forum

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: 1/13/25
ITEM: Consent Agenda

AGENDA ITEM: 6
SUBMITTED FOR: Approval

Background and Summary Information: Consent agenda items include:

- ➔ 12/16/24 Board Minutes
- ➔ Williams Q2 report

Financial/Educational Impact: Compliance

Staff Recommendation: Staff Recommends Approval

BOARD OF DIRECTORS MEETING

REGULAR MEETING MEETING MINUTES

December 16th, 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 **6:30 PM Tony Barber**
2. PLEDGE OF ALLEGIANCE
3. ROLL CALL OF MEMBERS

	Present	Absent
Tony Barber, Board President	☑	☐
Marvin King, Treasurer	☑	☐
Vacant, SCSOS Representative	☐	☐
Rikki Shaffer, Board Secretary, NCAI Representative	☑	☐
Jennifer Chaplin, Community Representative	☑	☐
Chris Ramey, Parent Representative	☑	☐
Dallan Reese, 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: Marvin King **Second: Rikki Shaffer** **Ayes: 5 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. CLOSED SESSION **6:32 PM**
   - 6.1. CONFERENCE WITH LEGAL COUNSEL — ANTICIPATED LITIGATION (Gov. Code section 54956.9(d)(2).): ([1 Matter]).
   - 6.2. REPORT ACTION FROM CLOSED SESSION **7:00 PM No Action Taken**

7. CONSENT AGENDA

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

- 7.1. Meeting Minutes from the 11/4/24 Meeting

Motion: Jennifer Chaplin **Second: Chris Ramey** **Ayes: 5** **Noes: 0** **Abstain: 0**

8. DISCUSSION ITEMS
   - 8.1. DIRECTOR'S REPORT
     - 8.1.1. WASC: **Approved thru 2028**
     - 8.1.2. Vendor Contract Review: **1) Transitioning networking contract to Sutter Networks for a $12,000 (appx) savings. 2) Researching the possibility of transitioning custodial duties to a service.**
     - 8.1.3. Enrollment/ADA: **From 120-122 / 90-92% ADA. (Would like it to be in the 95/98% range).**
     - 8.1.4. 25/26 Application & Registration: **December 12, 2024 portal opened. Marketing has been initiated much earlier than previous years via social media; paid advertising.**

9. ACTION ITEMS
   - 9.1. First Interim Update Report

Motion: Rikki Shaffer **Second: Marvin King** **Ayes: 5** **Noes: 0** **Abstain: 0**

- 9.2. Comprehensive School Safety Plan Update

Motion: Marvin King **Second: Chris Ramey** **Ayes: 5** **Noes: 0** **Abstain: 0**

- 9.3. 24-13 Administration in the Absence of Policy/Procedure - BP

Motion: Marvin King **Second: Jennifer Chaplin** **Ayes: 5** **Noes: 0** **Abstain: 0**

- 9.4. 24-14 Use of Security Cameras - BP

Motion: Chris Ramey **Second: Tony Barber** **Ayes: 5** **Noes: 0** **Abstain: 0**

- 9.5. 24-15 Technology Use Policy - BP

Motion: Marvin King **Second: Jennifer Chaplin** **Ayes: 5** **Noes: 0** **Abstain: 0**

9.6. 24-16 Academic Honesty Policy - BP

Motion: Chris Ramey **Second: Tony Barber** **Ayes: 5 Noes: 0 Abstain: 0**

10. BOARD COMMENTS

Rikki Shaffer Discussed the upcoming Awards and Fundraising Dinner, Dreams Take Flight for the Northern California Aerospace Initiative.

11. FUTURE BOARD ITEMS

11.1. SARC
11.2. Financial Updates
11.3. LCAP Mid Year Review
11.4. Williams Q2

12. MOTION TO ADJOURN: **7:30 PM Tony Barber**

Motion: Marvin King **Second: Jennifer Chaplin** **Ayes: 5 Noes: 0 Abstain: 0**

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

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

Person completing this form: Joseph Clark Title: Executive Director

Quarterly Report Submission Date: January (Month) 2025 (Year)

Date for information to be reported publicly at governing board meeting: 01/13/25

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

STAFF REPORT COVER SHEET

TO: Board of Directors
AGENDA ITEM: 7
DATE: 1/13/25
ITEM: Consent Agenda
SUBMITTED FOR: Discussion

Background and Summary Information: Discussion Items include the following:

- ➔ EXECUTIVE DIRECTOR'S REPORT
  - ◆ Enrollment/ADA
  - ◆ 25/26 Application & Registration
  - ◆ Staffing
  - ◆ Financials
- ➔ DIRECTOR OF SPECIAL EDUCATION'S REPORT

Financial/Educational Impact: N/A

Staff Recommendation: N/A

AeroSTEM Academy
DREAM ★ DISCOVER ★ DESIGN

STAFF REPORT COVER SHEET

TO: Board of Directors
DATE: 1/13/25
ITEM: Consent Agenda

AGENDA ITEM: 8.1

SUBMITTED FOR: Action

Background and Summary Information: Every school in California is required by state law to publish a School Accountability Report Card (SARC) each year. The SARC contains information about the condition and performance of each California public school. The data on the SARC is always a year behind the year it is published. All plans are available for public access on the District website and at the school site.

Financial/Educational Impact: Possible compliance impact

Staff Recommendation: Staff recommends approval of the 2024 School Accountability Report Cards (SARC), which includes data from the 2023-24 school year.

AeroSTEM Academy

2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	AeroSTEM Academy
Street	82 Second Street
City, State, Zip	Yuba City, CA 95991
Phone Number	530-742-2531
Principal	Joseph Clark
Email Address	admin@aerostem.org
School Website	www.aerostem.org
Grade Span	5-12
County-District-School (CDS) Code	51-10512-0138040

2024-25 District Contact Information

District Name	AeroSTEM Academy
Phone Number	(530) 742-2531
Superintendent	Joseph Clark
Email Address	admin@aerostem.org
District Website	www.aerostem.org

2024-25 School Description and 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.

AeroSTEM Academy provides an educational model for junior high and high school students who value learning and want to

2024-25 School Description and Mission Statement

prepare for their future career now. By setting goals and committing to academic rigor, students will create career opportunities for themselves. Students who attend AeroSTEM Academy will become effective readers, communicators, critical thinkers, and collaborators. In addition they will develop a respectful attitude toward learning including a Growth Mindset—embracing challenges and overcoming obstacles.

Our educational philosophy will well serve those who seek a different educational option and want to be prepared for next steps in their education. It includes a strong emphasis on parental involvement, student interaction, student interest, technology acquisition, computer-based learning, laboratory work, and real-world learning environments.

Dream. Discover. Design.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 5	9
Grade 6	18
Grade 7	20
Grade 8	25
Grade 9	17
Grade 10	9
Grade 11	7
Grade 12	2
Total Enrollment	107

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	35.5
Male	63.6
Non-Binary	.9
American Indian or Alaska Native	4.7
Black or African American	1.9
Hispanic or Latino	42.1
Two or More Races	6.5
White	43.9
English Learners	1.9
Socioeconomically Disadvantaged	64.5
Students with Disabilities	16.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.00	48.63	23.10	45.82	228366.10	83.12
Intern Credential Holders Properly Assigned	0.90	15.99	0.90	1.96	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	16.16	7.00	13.83	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.10	2.91	4.90	9.72	12115.80	4.41
Unknown/Incomplete/NA	1.00	16.16	14.40	28.63	18854.30	6.86
Total Teaching Positions	6.10	100.00	50.60	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.90	89.62	28.80	55.95	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.00	5.81	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.60	7.95	0.60	1.20	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.10	1.67	1.90	3.84	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.64	17.10	33.16	15831.90	5.67
Total Teaching Positions	7.80	100.00	51.60	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.40	24.17	17.10	35.69	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	2.08	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.70	63.00	20.20	42.12	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	2.70	5.62	11746.90	4.23
Unknown/Incomplete/NA	0.70	12.50	6.90	14.46	14303.80	5.15
Total Teaching Positions	6.00	100.00	48.00	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0.8
Misassignments	1.00	0.60	2.9
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.00	0.60	3.7

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.10	0.10	0
Total Out-of-Field Teachers	0.10	0.10	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.60	12.8	55.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	9.30	3.1	13.3

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	November 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Including but not limited to: Subject, Savvas My Perspectives, Houghton Mifflin Journey, School Specialty Wordly Wise, Novels, IXL	Yes	0
Mathematics	Including but not limited to: Subject, C-STEM, Cengage Big Math Ideas Math, Houghton Mifflin Go Math!, IXL	Yes	0
Science	Including but not limited to: Subject, Discovery Education, McGraw Hill Inspire Science, Ward's Science Kits	Yes	0
History-Social Science	Including but not limited to: Subject, TCI	Yes	0
Foreign Language	Including but not limited to: Subject	Yes	0
Health	Including but not limited to: Subject	Yes	0
Visual and Performing Arts	Including but not limited to: Subject, Project Lead the Way, AOPA	Yes	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

AeroSTEM Academy has portable classrooms that are in good condition.

Year and month of the most recent FIT report	December 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems:	X			

School Facility Conditions and Planned Improvements

Gas Leaks, Mechanical/HVAC, Sewer				
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	41	38	21	18	46	47
Mathematics (grades 3-8 and 11)	27	25	11	11	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	76	76	100.00	0.00	38.16
Female	27	27	100.00	0.00	40.74
Male	49	49	100.00	0.00	36.73
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	30	30	100.00	0.00	40.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	33	33	100.00	0.00	36.36
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	50	50	100.00	0.00	30.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	76	76	100.00	0.00	25.00
Female	27	27	100.00	0.00	11.11
Male	49	49	100.00	0.00	32.65
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	30	30	100.00	0.00	20.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	33	33	100.00	0.00	30.30
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	50	50	100.00	0.00	16.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	32.61	45.24	0.00	0.00	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	42	42	100.00	0.00	45.24
Female	14	14	100.00	0.00	42.86
Male	28	28	100.00	0.00	46.43
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	17	17	100.00	0.00	47.06
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	14	14	100.00	0.00	57.14
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	29	29	100.00	0.00	44.83
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2023-24 Career Technical Education Programs

AeroSTEM Academy students participate in a regional Career Technical Education (CTE) Engineering and Design pathway.

Concentration classes includes Introduction to Model Aeronautics and UAVs and Introduction to Aerospace. Capstone classes includes Commercial UAV Piloting, Guided Flight Discovery and Teen Airplane Build. Upon completion of a pathway, students earn a certification and/or college credit preparing students to continue with a post-secondary education.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	100
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	50
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	50

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100
Grade 7	100	89	89	89	89
Grade 9	100	86	86	86	86

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

AeroSTEM urges parent input in decision-making and promotes parental participation in education programs for students. AeroSTEM uses Parent Square, an online platform that communicates with all parents through email, text, telephone, and/or online via the app.

This has allowed staff and parents to stay in consistent contact about a variety of topics from attendance to school events to classroom issues and celebrations. Parents are also invited and encouraged to come to event planning and implementation, charter council meetings, board meetings, LCAP meetings, and parent-teacher-student conferences.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate		60.0	--	29.7	37.0	59.0	7.8	8.2	8.9
Graduation Rate		40.0	--	29.7	26.1	33.3	87	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	--	--	--
Female	--	--	--
Male	--	--	--
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	107	80	43	37.5
Female	38		19	44.2
Male	68		23	31.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	0	0	0	0
Black or African American	--	--	--	--
Filipino	0	0	0	0
Hispanic or Latino	45	34	20	44.1
Native Hawaiian or Pacific Islander	0	0	0	0
Two or More Races	--	--	--	--
White	47	34	17	29.4
English Learners	0	0	0	0
Foster Youth	0	0	0	0
Homeless	0	0	0	0
Socioeconomically Disadvantaged	69	56	31	39.3
Students Receiving Migrant Education Services	0	0	0	0
Students with Disabilities	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	6.11	3.40	4.96	8.91	8.70	6.10	3.17	3.60	3.28
Expulsions	0.56	0.00	0.00	0.17	0.00	0.00	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5	0
Female	.3	0
Male	5	0
Non-Binary	--	--
American Indian or Alaska Native	--	--
Asian	0	0
Black or African American	--	--
Filipino	--	--
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	--	--
Two or More Races	--	--
White	6.3	0
English Learners	--	--
Foster Youth	--	--
Homeless	--	--
Socioeconomically Disadvantaged	2.9	0
Students Receiving Migrant Education Services	--	--
Students with Disabilities	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The procedures that AeroSTEM Academy follows to ensure the health and safety of pupils and staff are reflected in the adoption and implementation of a Comprehensive Safety Plan. The plan identifies appropriate strategies and programs that provide and maintain a high level of school safety and addresses the school's procedures for complying with existing laws related to school safety, including but not limited to the following:

- Employee Fingerprint/Background Check
- Bullying Prevention Policies & Procedures
- Child Abuse Reporting Procedures
- Discrimination & Harassment Policy
- Emergency/Disaster Plans
- Immunization
- Medication in School
- Mental Health and Suicide Prevention
- Notification of Dangerous Pupils Procedures
- Safe and Orderly Environment
- Safe Ingress and Egress Procedures
- Sexual or Gender-Based Harassment
- Staff and Student Interaction Policy
- Suspension & Expulsion Policies

The Comprehensive School Safety Plan (CSSP) is reviewed and updated yearly. The CSSP was last reviewed December

2024-25 School Safety Plan

2024.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
5	14	5		
6	20	6		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
5	8	3		
6	23		3	
Other	31		4	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
5	9	1		
6	10	2		
Other	27		3	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	17	6	1	
Mathematics	14	6	2	
Science	19	4	1	1
Social Science	17	5	1	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	10	5		
Mathematics	8	8		
Science	14	3		
Social Science	11	3		

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	12	9	2	
Mathematics	11	6	1	
Science	16	4	1	
Social Science	11	5	1	

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	120:1

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	1

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	17,522.29	4,323.48	13,198.81	58,642.72
District	N/A	N/A	N/A	
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	$10,771	
Percent Difference - School Site and State	N/A	N/A	20.3	

Fiscal Year 2023-24 Types of Services Funded

AeroSTEM receives the following supplemental funds:

Title I - School-wide program to upgrade the entire educational program of eligible students in high poverty areas.
Title II - Teacher and Principal Training to improve and increase the number of highly qualified teachers and principals.
Title IV - Student Support and Academic Enrichment- To provide all students with access to a well-rounded education; To improve school conditions: and Improve the use of Technology.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$54,478	$50,757
Mid-Range Teacher Salary	$74,253	$75,693
Highest Teacher Salary	$94,469	$105,687
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	$120,961	$132,509
Average Principal Salary (High)	$120,961	$133,106
Superintendent Salary	$158,217	$167,660
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

At AeroSTEM Academy, credentialed teachers are facilitators of learning, instructors proficient of diagnosing and assessing student progress, and continual learners themselves. We believe that on-going trainings help teachers stay focused and effective as educators. A regular staff development meeting calendar is created annually. Detailed, formal training begins for new teachers at the time of hire. All teachers attend a series of staff training in August, which includes professional development in curriculum and technology, safety policies, and changes to program in general. Analysis of testing data and setting school-wide and individual student goals occurs as the school year begins. Bi-weekly staff trainings include curriculum

Professional Development

and instruction support, department collaboration, individual student progress analysis, and development of student services.

In addition, at the beginning of each school year, teachers define the professional goals they wish to achieve. The school budget supports training for these individual choices encouraging staff members to attend workshops throughout the year to attain their goals. As the budget allows, teachers are encouraged to attend conferences including the Project Lead the Way, AOPA and C-STEM trainings. This standard for professional development is based on the concept that what is good for the students – a wide variety of engaging learning opportunities, creating and solving real problems, using relevant experiences, and cooperating with others – is also beneficial for teachers as learners.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	13	13	13

STAFF REPORT COVER SHEET

TO: Board of Directors
AGENDA ITEM: 8.2
DATE: 1/13/25
ITEM: Consent Agenda
SUBMITTED FOR: Action

Background and Summary Information: Staff will provide an update on the implementation of the 2024-2025 Local Control Accountability Plan (LCAP).

Financial/Educational Impact: Possible compliance impact

Staff Recommendation: Staff recommends approval of the update on the implementation of the 2024-2025 Local Control Accountability Plan (LCAP).

Monitoring Goals, Actions, and Resources for the 2024-25 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2024-25 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

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

Goal 1

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

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	Student Attendance Percentage Source: Annual Attendance Report (P2) Priority 5A	ALL - 95.43% SD - 90% WH - 95% HS - 90% EL - 92% SWD - 93% P2 23/24			ALL - 92.7% SD - 92.5% WH - 93.3% HS - 90.4% EL - 92.7% SWD - 90.5% Source -	Goal: 96%+ ALL - 96% SD - 94% WH- 96% HS - 94% EL - 96% SWD - 96% P2 26/27
1.2	Chronic Absenteeism Rate Source: CA School Dashboard Priority 5B	ALL - 31.2% SD - 31.1% WH - 23.8% HS - 39.5% EL- N/A SWD - 38.9% CA Dashboard Fall 2023			ALL - 37.5% SD - 39.3% WH - 29.4% HS - 44.1% EL - Not Reportable SWD - Not Reportable Source - CA Dashboard Fall 2024	ALL - 22.2% SD - 22.1% WH - 14.8% HS - 30.5% EL - 25% SWD - 29.9% CA Dashboard Fall 2026
1.3	Pupil Suspension Rate Source: CA School Dashboard Priority 6A	ALL - 3.4% SD - 2.9% WH - 6.3% HS- 0% EL - N/A SWD - 6.9% CA Dashboard Fall 2023			ALL - 5% SD - 4.7% WH - 3.7% HS - 0% EL - 6.1% SWD - Not Reportable Source - CA Dashboard Fall 2024	ALL - 1.9% SD - 1% WH - 4% HS - 0% EL - 0% SWD - 4% CA Dashboard Fall 2026
1.4	Pupil Expulsion Rate Source: CA School Dashboard/Local Data Priority 6B	All Students - 0% SD - 0% WH - 0% HS - 0% EL - 0%			All Students - 0% SD - 0% WH - 0% HS - 0% EL - 0%	ALL - 0% SD - 0% WH - 0% HS - 0% EL - 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		SWD - 0% Local Data May 23/24			SWD - 0% Source - Local Data Dec 24/25	SWD - 0% Local Data May 26/27
1.5	High School Graduation Rate Source: CA Dashboard Priority 5E	ALL - 40% SD - 42.9% WH - N/A HS - N/A ELs - N/A SWD - N/A CA Dashboard Fall 2023			ALL - 100% (Local Source) SD - Not Reportable WH - Not Reportable HS - Not Reportable EL - Not Reportable SWD - Not Reportable Source - CA Dashboard Fall 2024	Goal: 98%+ ALL - 100% SD - 100% WH - 100% HS - 100% EL - 100% SWD - 100% CA Dashboard Fall 2026
1.6	High School Dropout Rate Source: Local Data Priority 5D	All Students - 0% SD - 0% WH - 0% HS - 0% ELs - 0% SWD - 0% Local Data May 23/24			All Students - 0% SD - 0% WH - 0% HS - 0% EL - 0% SWD - 0% Source - Local Data Dec 24/25	All Students - 0% SD - 0% WH - 0% HS - 0% ELs - 0% SWD - 0% Local Data May 26/27
1.7	Middle School Drop Out Rate Source: Local Data Priority 5C	All Students - 0% SD - 0% WH - 0% HS - 0% ELs - 0% SWD - 0%% Local Data May 23/24			All Students - 0% SD - 0% WH - 0% HS - 0% EL - 0% SWD - 0% Source - Local Data Dec 24/25	All Students - 0% SD - 0% WH - 0% HS - 0% ELs - 0% SWD - 0% Local Data May 26/27
1.8	Priority 1C - Level to which facilities are maintained and in good repair. Source: FIT Report	Exemplary FIT Report December 23/24			Exemplary FIT Report December 24/25	Exemplary FIT Report December 26/27

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	**Maintain Positive Behavior Interventions and Supports (PBIS) system.** AeroSTEM will continue implementing Positive Behavior Interventions and Supports (PBIS). Staff will meet regularly to analyze behavioral data. Clear structures, routines, visuals, and time to practice correct behaviors are essential for Economically Disadvantaged, English Language Learner and Foster Youth students that thrive in positive environments. PBIS schools provide positive environments and supports and are proactive in providing social-emotional support to Economically Disadvantaged, English Language Learner and Foster Youth students. Funds will support software and materials needs for PBIS system.	Yes				$750.00	
1.2	**Provide school ERMS Counselor** An ERMS counselor on campus will provide social emotional support and follow up to student obstacles in attendance and competing coursework	Yes				$30,907.00	$62,732.39

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.3	**Chronic absentee interventions and attendance monitoring, communication, and supports** Attendance will be monitored and communicated coherently at AeroSTEM by a part time attendance clerk position. AeroSTEM will continue to implement a progression of interventions for students who are on track to be or who are chronically absent. Particular attention will be placed on Economically Disadvantaged, Hispanic, and White student subgroups as they are in the red indicator on the CA Dasboard.	Yes				$22,941.00	$15,530.66
1.4	**Continue maintenance of quality school facilities** AeroSTEM will continue to conduct the Facility Inspection Tool (FIT) every winter. Funds to support a part time custodian to conduct/coordinate all necessary maintenance and repairs at all school site facilities.	No				$27,969.00	$18,750.67
1.5	**Maintain a .5 FTE health assistant** A .5 FTE will be funded in order to provide health support for students while on campus. Position will also	Yes				$22,942.00	$15,530.66

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	support student health plans and students with disabilities as needed.						

Goal 2

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

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Percentage of English Learners scoring on grade level or above in ELA on the winter diagnostic assessment. Source: Local Assessment: IXL Priority 2B	EL - 0% Winter 23/24			EL - 0% Winter 24/25	EL - 50% Winter 26/27
2.2	Percentage of English Learner students designated as reclassified Source: Local data Priority 4F	EL - 0% May 23/24			Not Reportable	EL - 33% May 26/27
2.3	Percentage of students who are meeting or exceeding standards as measured by the State Smarter Balanced Summative Assessment in Math, ELA and Science. Source: CAASPP Dashboard Priority 4A	MATH ALL - 26.58% SD - 23.53% WH - 38.89% HS - 6.25% EL - N/A SWD - 13.34% ELA ALL - 40.51% SD - 37.25% WH - 41.67% HS - 34.38% EL - N/A SWD - 20% Science ALL - 37.84% SD - 36.36% WH - 50.00% HS - 7.69% EL - N/A SWD - N/A			MATH ALL - 25% SD - 16.67% WH - 30.30% HS - 20% EL - Not Reportable SWD - Not Reportable ELA ALL - 38.16% SD - 29.63% WH - 36.36% HS - 40% EL - Not Reportable SWD - Not Reportable Science ALL - 30.70% SD - 20.73% WH - 44.89% HS - 19.58% EL - 2.36% SWD - 9%	MATH ALL - 40% SD - 35% WH - 58% HS - 15% EL - 15% SWD - 20% ELA ALL - 61% SD - 56% WH - 63% HS - 52% EL - 53% SWD - 30% Science ALL - 50% SD - 48% WH - 65% HS - 20% EL - 40% SWD - 30%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		CAASPP Dashboard 22/23			CAASPP Dashboard 23/24	CAASPP Dashboard 25/26
2.4	Points below/above standard (DFS) in Math and ELA State Smarter Balanced Summative Assessment. Source: California Dashboard Priority 4A	MATH ALL - 74.7 below DFS SD - 85 below DFS WH - 53.1 below DFS HS - 105.6 below DFS EL - N/A SWD - 103 below DFS ELA ALL - 44.8 below DFS SD - 58.4 below DFS WH - 43.3 below DFS HS - 59.1 below DFS EL - N/A SWD - 71 below DFS CA Dashboard Fall 2023			MATH ALL - 55.7 below DFS SD - 88.3 below DFS WH - 32.7 below DFS HS - 72.9 below DFS EL - Not Reportable SWD - Not Reportable ELA ALL - 19.9 below DFS SD - 32.9 below DFS WH - 10.5 below DFS HS - 17.4 below DFS EL - Not Reportable SWD - Not Reportable CA Dashboard Fall 2023	MATH ALL - 49 below DFS SD - 80 below DFS WH - 11 below DFS HS - 80 below DFS EL - 90 below DFS SWD - 80 below DFS ELA ALL - 14 below DFS SD - 40 below DFS WH - 20 below DFS HS - 40 below DFS EL - 68 below DFS SWD- 50 below DFS CA Dashboard Fall 2026
2.5	Percentage of students scoring on grade level or above in Math and ELA on the winter diagnostic assessment. Source: Local Assessment: IXL Priority 2A	MATH ALL - 9% SD - 3% WH - 9% HS - 3% EL - 0% SWD - 0% ELA ALL - 10% SD - 6% WH - 20.6% HS - 6% EL - 0% SWD - 6% Winter 23/24			MATH ALL - 14% SD - 11% WH - 12% HS - 9% EL - 0% SWD - 7% ELA ALL - 25% SD - 24% WH - 28% HS - 21% EL - 0% SWD - 21% Winter 24/25	MATH ALLs - 40% SD - 15% WH - 40% HS - 15% EL - 10% SWD - 10% ELA ALL - 45% SD - 25% WH - 50% HS - 20% EL - 15% SWD - 20% Winter 26/27
2.6	Percentage of Economically Disadvantaged, English Language Learner and students with exceptional needs scoring below	MATH SD - 100% EL - 100% SWD - 100%			MATH SD - 100% EL - 100% SWD - 100%	MATH SD - 100% EL - 100% SWD - 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	grade level in Math and ELA on the winter diagnostic assessment receiving intervention. Source: Local Assessment: IXL Priority 7B/C	ELA SD - 100% EL - 100% SWD - 100% Winter 23/24			ELA SD - 100% EL - 100% SWD - 100% Winter 24/25	ELA SD - 100% EL - 100% SWD - 100% Winter 26/27

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	**Maintain Director of Special Education position** Maintain Director of Special Education position	No				$146,490.00	$96,336.83
2.2	**Maintain English Learner (EL) Supports** EL Site Coordinator Position - The EL Site Coordinator Position support and lead the EL practices and effective strategies for teaching EL students as well as oversees ELPAC Assessments.	Yes				$1,500.00	$750
2.3	**Maintain Para-educator positions to support behavior and academics**	Yes				$127,530.00	$54,511.33

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Three para-educators will be maintained to provide additional academic and behavioral support for students with an IEP or who are considered high risk.						
2.4	**Maintain IXL Diagnostics for progress monitoring and supplemental instruction** Continue implementing IXL ELA and Mathematics diagnostic, as a local summative assessment tool three times a year. AeroSTEM will continue to utilize IXL as an intervention and enrichment tool in ELA and Mathematics during school, and extended learning. IXL is a student tool to utilize at school, at home, and after school care, to target instructional needs and allow extended learning time.	Yes				$1,913.00	
2.5	**Maintain Class Size Reduction** Teacher and parent feedback indicates that ongoing class size reduction for all grades would provide more small-group and individualized instructional opportunities for all students, but specifically for Economically Disadvantaged, English Language Learner and Foster Youth students.	Yes				$594,444.00	$302890

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	AeroSTEM believes that lowering class size, as practicable, will give the students more daily small-group learning opportunities for accelerating their progress in meeting or exceeding proficiency in all subjects.						
2.6	**Provide after school intervention and academic support** AeroSTEM will maintain after school academic support. Teachers will implement a coordinated system of highly effective academic interventions for students most specifically, Economically Disadvantaged, English Language Learner and Foster Youth subgroups.	Yes				$6,000.00	$3000

Goal 3

Goal Description
Prepare students to be Career and College ready.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Percentage of seniors that have successfully completed A-G requirements or CTE Pathways. Source: Local Data Priority 4C/B/D	A-G - 100% CTE - 100% A-G & CTE - 100% May 23/24			A-G - Not Reportable CTE - Not Reportable A-G & CTE - Not Reportable Dec 24/25	A-G - 100% CTE - 100% A-G & CTE - 100% May 26/27
3.2	Percentage of students will have standards-aligned curriculum, that includes integrated ELD standards as applicable, aligned with the Williams Act process Source: SARC Priority 1B	100% May 23/24			100% Dec 24/25	100% May 26/27
3.3	Percentage of pupils who participate in and demonstrate college preparedness by the EAP or other assessment of college preparedness. Source: CA Dashboard Priority 4H	0% CA Dashboard Fall 2023			Not Reportable CA Dashboard Fall 2024	50% CA Dashboard Fall 2026
3.4	Percentage of English Learner students making progress as measured by the English Learner Progress Indicator on the CA School Dashboard Source: CA Dashboard/Local Data Priority 4E	Data not available due to size of student group. CA Dashboard Fall 2023			Not Reportable CA Dashboard Fall 2024	Will report if the number of the students result in data being displayed on the CA Dashboard. CA Dashboard Fall 2026
3.5	Percentage of students who pass AP exam with score of 3 or higher Source: Local Data Priority 4G	0% May 23/24			0% Dec 24/25	25% May 26/27

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	**Field Trips** Schedule 3 field trips per grade level in alignment with college and/or CTE exposure and grade level academic standards.	No				$14,000.00	$5062.50
3.2	**Academic and Career Counseling** Provide academic, college, and CTE counseling to support students. Provide targeted assistance to Economically Disadvantaged, English Language Learner and Foster Youth students in college and career readiness activities and guidance. Offer College Success and Career Planning and Development dual enrollment classes.	Yes				$31,843.00	$15,899.39
3.3	**Career Technical Education (CTE) Pathways** Increase middle school career awareness activities and programs aligned to CTE Programs and industry needs.	No				$87,856.00	$52867.33

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Increase high school participation in CTE Pathways & Dual Enrollment. Employ (1) FTE CTE credentialed teacher for CTE/STEM classes for middle school/high school.						
3.4	**College Access Supports** AeroSTEM will continue the college and career supports to help increase graduation rates, UC/CSU A-G rates, student access to career pathways, and lower drop-out rates with a specific focus on Economically Disadvantaged, English Language Learner and Foster Youth subgroups.	Yes				$30,907.00	$40018.99

Goal 4

Goal Description
Engage all educational partners to support student success.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	Opt-In usage rate of educational partner usage of communication tool Parent Square Source: Local Data Priority 3A	Email - 97% Text - 10% App - 66% Winter 23/24			Email - 98% Text - 6% App - 43% Winter 24/25	Email - 97% Text - 40% App - 75% Winter 26/27
4.2	Percent of parents and students who feel the school is safe. Source: Educational Partner Surveys Priority 6C	Parents - 73% Students - 96% Winter 23/24			Parents - 100% Students - 90% Winter 24/25	Parents - 95% Students - 98% Spring 26/27
4.3	Percent of parents and students who feel a sense of connectedness to the school. Source: Educational Partner Surveys Priority 6C	Parents - 96% Students - 66% Winter 23/24			Parents - 100% Students - 67% Winter 24/25	Parents - 96% Students - 98% Spring 26/27
4.4	Attendance of educational partners at Charter Council meetings Source: Local Data Priority 3B/C	Average Attendance ALL - 5 SD - 1 EL - 1 SWD - 1 Winter 23/24			Average Attendance ALL - 1 SD - 1 EL - 0 SWD - 0 Winter 24/25	Average Attendance Goal ALL - 15 SD - 3 EL - 3 SWDs - 3 Winter 26/27

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	**Maintain and utilize Parent Square application, website, and social media communications** AeroSTEM will improve two-way communication by utilizing multiple communication methods and engage with all educational partners to enhance existing protocols, identify expansion opportunities, and facilitate two-way communication, cultural awareness, and collaborative planning.	No				$846.00	
4.2	**Maintain staff member for partner coordination and outreach** Provide office staff member (.5) who connect the school and educational partners to support students' success in school.	Yes				$35,980.00	$24,384
4.3	**Provide Educational Partner Engagement Opportunities through surveys and the Charter Council** AeroSTEM will develop and implement a systemic process to engage and obtain student voices from diverse students, including different grade levels (age appropriate) and groups that have been traditionally underrepresented and underserved, and untapped in public education.	No				$500.00	

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.4	**Provide multiple events designed for educational partners** Provide targeted opportunities for partner engagement at the school site through various events and meetings.	No				$550.00	$550
4.5	**Maintain and utilize LMS and data warehouse** AeroSTEM will continue to implement a LMS system with an emphasis on increasing parent usage to communicate with students and their parents/guardians/caregivers.	No				$3,500.00	$6200

Goal 5

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

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
5.1	Percentage of teachers appropriately assigned and fully credentialed (Preliminary, clear, or Intern Credential). Source: School Accountability Report Card (SARC) Priority 1A	85% SARC 22/23			85% SARC 23/24	100% SARC 25/26
5.2	Percent of staff who feel the school is safe. Source: Educational Partner Surveys Priority 6C	Staff - 100% Winter 23/24			Staff - 100% Winter 24/25	Staff - 100% Winter 26/27
5.3	Percent of staff who feel a sense of connectedness to the school. Source: Educational Partner Surveys Priority 6C	Staff - 100% Winter 23/24			Staff - 100% Winter 24/25	Staff - 100% Winter 26/27
5.4	Percentage of teachers that received professional development on State Standards and effective instructional practices Source: Local Data Priority 8	Staff - 100% May 23/24			Staff - 100% Winter 24/25	Staff - 100% May 26/27

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
5.1	**Participate in the Tri-County Induction Program**	No				$8,000.00	$3000

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	The Tri-County Induction Program (TCIP) is an approved and accredited educator program by the California Commission on Teacher Credentialing. The Induction Program partners with the candidates' school site, district office and county office leadership to provide a contextualized growth experience and prepare educators and educational leaders to create a diverse, equitable, inclusive and collaborative learning environment where all students achieve social and academic success.						
5.2	**Human Resource Systems** AeroSTEM will continue to monitor and implement Human Resources protocols to ensure staff are appropriately assigned based on credential, and staff evaluations are can be documented.	No				$54,120.00	$47,034.67
5.3	**Continuing Education** Support staff through continuing education reimbursement.	No				$4,623.00	$0.00
5.4	**Systemic Professional Development**	No				$40,109.00	

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Enhance instruction for all students by providing targeted professional development and coaching to staff via a professional development plan based on disaggregated student data and the staff needs. Professional development includes 5 staff days before the school year, 2 staff days during the year, and 5 staff days after the school year.						

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	$1,723,037	$1,514,775.00
LCFF Supplemental/Concentration Grants	$310,364	$312,603.00