BOARD OF DIRECTORS MEETING

REGULAR MEETING AGENDA

May 12, 2025 at 5:30PM
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
3.1.	President: Rikki Shaffer, NCAI Representative	☐	☐
3.2.	Vice President: Jennifer Chaplin, Community Representative	☐	☐
3.3.	Secretary: Dallan Reese, Community Representative	☐	☐
3.4.	Kash Gill, SCSOS Representative	☐	☐
3.5.	Chris Ramey, 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: _____ **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. April 7, 2025 Meeting Minutes

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

7. DISCUSSION ITEMS
   - 7.1. DIRECTOR'S REPORT
     - 7.1.1. Staffing
     - 7.1.2. New Board Member Recommendations
     - 7.1.3. Enrollment
     - 7.1.4. Marketing
     - 7.1.5. Summer Program
   - 7.2. EXECUTIVE DIRECTOR EVALUATION PROCESS
   - 7.3. BUDGET DEVELOPMENT

8. ACTION ITEMS

8.1. 23-02 Graduation Requirements - BP

Updated current board policy to meet new legislation regarding graduation policies. Additions include section 3 and section 4	
Implications: Compliance and legal implications	
Presented By: Joseph Clark	Recommendation: Approval
Motion: _____Second: _____Ayes: ___ Noes: ___ Abstain: ___	

8.2. 24-05 Preparation of Board Agenda - BP

Added standing meeting items in the board preparation policy per board request.	
Implications: Governance and board implications	
Presented By: Joseph Clark	Recommendation: Approval
Motion: _____Second: _____Ayes: ___ Noes: ___ Abstain: ___	

8.3. 25-01 Anti-Nepotism Policy - BP

An anti-nepotism policy is recommended by legal guidance to protect the school and employees in the event employees become involved in a personal relationship and to protect the hiring process.	
Implications: Compliance and legal implications	
Presented By: Joseph Clark	Recommendation: Approval
Motion: _____Second: _____Ayes: ___ Noes: ___ Abstain: ___	

8.4. 2023-24 Certification of Corrective Action

As required by the authorizer, the 2023-24 Certification of Corrective Action needs to be approved and signed by the board.	
Implications: Compliance, fiscal and legal implications	
Presented By: Joseph Clark	Recommendation: Approval
Motion: _____Second: _____Ayes: ___ Noes: ___ Abstain: ___	

9. BOARD COMMENTS

10. FUTURE BOARD ITEMS
- 10.1. LCAP Public Hearing
- 10.2. Budget Public Hearing
- 10.3. Enrollment
- 10.4. Finance
- 10.5. Staff Handbook
- 10.6. Family Handbook

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

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BOARD OF DIRECTORS MEETING

REGULAR MEETING AGENDA

April 7, 2025 at 5:30PM
82 Second Street, Yuba City, CA 95991

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3.5.	Chris Ramey, Parent Representative	☑	☐

4. APPROVAL OF BOARD AGENDA

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Motion to approve: Ramey. Second: Chaplin. Ayes: 4 Noes: 0 Abstain: 0

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6.1. March 10th 2025 Meeting Minutes
6.2. Williams Report

Motion to approve: Chaplin. Second: Ramey Ayes: 4 Noes: 0 Abstain: 0

7. DISCUSSION ITEMS
   - 7.1. DIRECTOR'S REPORT
     - 7.1.1. Finance
     - 7.1.2. Enrollment
     - 7.1.3. Staffing
     - 7.1.4. Services
     - 7.1.5. Form 700
     - 7.1.6. Facilities/Buildings
     - 7.1.7. Board Members

8. ACTION ITEMS

8.1. Job Description: Director of Student Support

Background Information: As roles and responsibilities change of current staff, we do need to build out job descriptions. This is a new job description that better encapsulates the work being done by the current school counselor.	
Implications: Staffing and financial implications	
Presented By: Joseph Clark	Recommendation: Approval Recommended
Motion to approve: Chaplin. Second: Ramey. Ayes: 4 Noes: 0 Abstain: 0	

8.2. 23/24 Audit Report

Background Information: Each year, as required by the State of California, the District undergoes an independent audit on its funds and accounting practices. It is submitted to the State Controller's Office and the State Department of Education.	
Implications: Possible compliance impact	
Presented By: Joseph Clark	Recommendation: Approval Recommended
Motion to accept: Ramey. Second: Chaplin. Ayes: 4 Noes: 0 Abstain: 0	

8.3. Executive Director Contract Renewal

Background Information: As staff contracts are being executed for the 2025 - 2026 school year, the Executive Director contract is being brought to the board.	
Implications: Potential Staffing impacts	
Presented By: Joseph Clark	Recommendation: N/A
Motion to approve: Chaplin. Second: Ramey. Ayes: 4 Noes: 0 Abstain: 0	

9. BOARD COMMENTS

10. FUTURE BOARD ITEMS
    - 10.1. Enrollment Update
    - 10.2. Finance Update
    - 10.3. Declaration of Need
    - 10.4. Budget Development
    - 10.5. LCAP Public Hearing

11. MOTION TO ADJOURN

Motion: Chaplin. Second: Ramey **Ayes: 4 Noes: 0 Abstain: 0**

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Executive Director Evaluation Process

Evaluation

The board will formally evaluate the Administrator's job performance at least once each year. The evaluation will be based on the administrative job description, any applicable standards of performance, board policy and progress in attaining any goals for the year established by the Administrator and/or the board.

The board's discussion and conferences with and about the Administrator and their performance will be conducted in an executive session, unless the superintendent requests a session open to the public. Such an executive session will not include a general evaluation of any district goal, objective or operation. Results of the evaluation will be written and placed in the Administrator's personnel file.

At the board's discretion, it may notify the Administrator in writing of specific areas to be remedied, and the Administrator may be given an opportunity to correct the problem(s). Where the board provided written notice pursuant to the prior sentence, if the board determines the Administrator's performance remains unsatisfactory, the board may dismiss or non-renew the Administrator pursuant to board policy, the Administrator''s employment contract and state law and rules.

A HIGH-QUALITY SUPERINTENDENT EVALUATION:

1. develops good board/Administrator relationships
2. clarifies roles
3. identifies Administrator professional development opportunities
4. provides a mechanism for public accountability
5. provides input and feedback to the Administrator to guide continuous improvement

PERFORMANCE EVALUATIONS ARE MOST EFFECTIVE WHEN THEY ARE DESIGNED FOR:

1. strengthening the board/Administrator relationship
2. reviewing past performance
3. communicating future expectations and goals
4. determining future professional development for the Administrator
5. making ongoing employment decisions (contract extension and compensation)

PERFORMANCE RATINGS

Board members should not rate descriptors but, rather, consider them as a whole in determining the overall rating for that performance standard.

The scoring guide for each standard uses the following four categories:
4 = ACCOMPLISHED | 3 = EFFECTIVE | 2 = DEVELOPING | 1 = INEFFECTIVE
Read each standard's descriptions carefully while considering your rating and select the score that most closely matches your judgment and the evidence provided of the superintendent's work in this area.

The Administrator's goals should be rated with the same scale. It is highly recommended that the Administrator provides a self-evaluation on their performance in the standards, goals and any other criteria determined for the evaluation cycle.

WRITTEN COMMENTS

Written comments from individual members of the board help clarify ratings on standards and goals; however, they are not intended as direct feedback to the Administrator. They may contribute to the board's one-voice message to the Administrator that can help clarify the evaluation feedback.

The written comments may be prepared by a board member or consultant working on behalf of the board. This provides the board with the opportunity to deliver specific constructive criticism and/or accolades and provides the Administrator with useful information for continuous performance improvement. Again, the board should speak with one voice in making written comments on the final evaluation report and summary to the Administrator and the community.

Executive Director Evaluation Process

TIMELINE AT A GLANCE

1. **MARCH THROUGH AUGUST | PRE-EVALUATION**
    a. In collaboration with the Administrator, adopt all standards, goals and evaluation procedures.
2. **AUGUST THROUGH MARCH | CHECK-IN MEETINGS**
    a. Check-in meetings occur at least quarterly. These check-ins give the Administrator the opportunity to provide information related to goals and standards, and for the board to ask questions about progress and provide additional guidance and support. This also includes a final check-in in which the Administrator can present their self-evaluation. These meetings are generally conducted in executive session.
3. **JANUARY THROUGH MARCH* | GATHER INFORMATION**
    a. The Administrator's self-evaluation is presented to the board. Board members rate the Administrator individually, and then compile ratings and comments into a summary document. If a targeted feedback survey is used, the survey would be conducted in this phase.
4. **MARCH | EVALUATION RESULTS**
    a. By March 15th, or at a date specified in the Administrator's contract, the board meets with the Administrator to review the evaluation results. This meeting is conducted in executive session unless the Administrator requests the meeting be conducted in public. Generally, the board crafts a short narrative statement about the evaluation to be shared at a regular board meeting.
5. **MARCH | EVALUATION CONCLUSION**
    a. The board adopts the short narrative summary in open session.

LCAP Goals

1.1. Cultivate a safe and positive learning environment where all educational partners feel connected, respected, and included. (LCAP Priority 1, 5)
1.2. Increase student success in ELA and Math as evidenced by multiple measures. (LCAP Priority 2, 4, 7, 8)
1.3. Prepare students to be Career and College ready. (LCAP Priority 1, 4, 5)
1.4. Engage all educational partners to support student success. (LCAP Priority 3, 6)
1.5. Recruit and retain high capacity staff who are committed to the mission and vision of the school. (LCAP Priority 1, 6, 8)

1. ETHICAL LEADERSHIP

1.1. Descriptors

1.1.1. Leads a collaborative process with all educational partners to design (or reaffirm) the mission and vision that reflects a core set of values and priorities.

1.1.2. Ensures ethical decisions and cultivates professional norms and culture including equity, fairness, integrity, transparency, trust, collaboration and perseverance.

1.1.3. Models ethical behavior in their own conduct and cultivates ethical behavior in others.

1.2. Possible Evidence

1.2.1. Evidence of how you have constructed and enacted an equity vision and mission across the district and community:

1.2.1.1. Newspaper, school banners, website, photo, or other media

1.2.1.2. Actions communicating clear and coherent vision: newsletter, professional development, etc.

1.2.1.3. Meetings or presentations to collaborate and implement vision, mission, goals and plans

1.2.2. Models learning through attending professional development opportunities and applying knowledge (transparency)

1.2.3. Resources are clearly aligned with the vision and strategic initiatives:

1.2.3.1. Budget examples of how funds support the vision/strategic initiatives

1.2.3.2. Staffing patterns that reflect where there is an identified need

1.2.3.3. Data support goals that are aligned to student learning and growth

1.2.4. Evidence of ability to confront conflict and build consensus

1.2.5. Record of solicitation of feedback (collaboration and transparency) and evidence of reflective practice and adaptation

1.2.6. Reflective journals and evidence of adaptive behavior

1.2.7. Agendas and/or minutes from meetings that demonstrate collaboration with external partners

2. CULTURE & CLIMATE

2.1. Descriptors

2.1.1. Develops and maintains a supportive, equitable, culturally responsive and inclusive culture.

2.1.2. Evaluates, cultivates and advocates for equitable access to a safe and nurturing environment, and the opportunities and resources necessary to support the success and well-being of each student.

2.1.3. Ensures equitable, inclusive and culturally responsive instructional and behavioral support practices among teachers, administrators and staff.

2.2. Possible Evidence

2.2.1. Discipline trends (# of expulsions, days of suspension, disaggregated data by sub-groups and groups of interest, # of restraints/seclusions, etc.)

2.2.2. Sections in employee handbooks that demonstrate an inclusive district culture

2.2.3. External reviews and audits (e.g., budget, nutrition, transportation, safety, etc.)

2.2.4. Evidence that all student needs are addressed equitably

2.2.5. Response to staff or public concerns/issues (documentation)

2.2.6. State plans and reports (ELL, SPED, LCAP, Title, etc.)

2.2.7. Uses data from a variety of sources to inform planning, management of resources, impact instruction and close achievement gaps (including disaggregated by sub-groups and groups of interest)

3. INSTRUCTIONAL LEADERSHIP

3.1. Descriptors

3.1.1. Evaluates, designs, fosters and implements coherent systems of curriculum instruction, supports, assessment and instructional leadership.

3.1.2. Implements coordinated systems of support, including coaching and professional development for staff.

3.1.3. Manages an appropriate system of assessments, data collection and analysis that supports instructional improvements, equity, student learning and well-being, and instructional leadership.

3.2. Possible Evidence

3.2.1. Agendas and/or minutes (e.g., community planning, key communicators/advisory meetings, administrative team, curriculum team, District Leadership Team, etc.)

3.2.2. Common teacher instructional planning time (agendas, outcome date, etc.)

3.2.3. Curriculum and/or instructional audit

3.2.4. Documentation of coaching and evaluation of staff in instructional practices

3.2.5. Instruction related professional development/growth plans

3.2.6. Models learning through attendance and application of knowledge from professional development opportunities

3.2.7. Evidence of annual review of district's mission statement and alignment to practice

3.2.8. Evidence of teachers examining and using student achievement data to improve teaching/learning

3.2.9. Program evaluations that address areas of interest or concern (e.g., outreach, equity, behavioral supports, bullying/harassment, character education, etc.)

3.2.10. Uses data from a variety of sources to inform planning, management of resources, impact instruction and close achievement gaps (including disaggregated by sub-groups and groups of interest)

4. COMMUNICATION AND COMMUNITY RELATIONS

4.1. Descriptors

4.1.1. Develops and implements effective and collaborative systems that engage all educational partners.

4.1.2. Engages and effectively communicates with diverse families, community partners and other constituencies to strengthen student learning.

4.1.3. Cultivates relationships and partnerships with members of the business, civic and local government in support of their advocacy for school needs.

4.2. Possible Evidence

4.2.1. Evidence of participation in community/school events

4.2.2. Accounts of school and district accomplishments and communications in various forms of public media (including website, newsletters, podcasts, public engagement documents, etc.)

4.2.3. Administrative “calendar” – critical dates calendar (due dates, etc.) and board presentation cycle/annual reports

4.2.4. Agendas and/or minutes of meetings

4.2.5. Formal or informal community partnership agreements and plans to support collaborative efforts to achieve district goals/priorities

4.2.6. Memberships and participation with community organizations

4.2.7. Participation in state, regional and national initiatives

4.2.8. Presentations to educational partners

4.2.9. An internal or external communication plan

4.2.10. Schedules of staff meetings, administrative council meetings, etc.

5. EFFECTIVE ORGANIZATIONAL MANAGEMENT

5.1. Descriptors

5.1.1. Implements equitable strategies, processes and systems to recruit, hire, develop and retain high performing personnel who demonstrate a shared commitment to student success.

5.1.2. Creates and maintains organizational structures that maximizes capacity to positively impact student learning.

5.1.3. Implements, maintains and communicates district, state and national policy, laws, rules and regulations to staff, board and other educational partners.

5.2. Possible Evidence

5.2.1. Staff recruitment and retention plan (including demographics to match student and community population)

5.2.2. Uses data from a variety of sources to inform labor trends, negotiations and bargaining

5.2.3. Hiring process (guidelines, procedures, schedules, plan for retention and recruitment, mentoring, focus on diversity, etc.)

5.2.4. Staff attendance and retention rates

5.2.5. Development plans for improving the capacity of leadership at all levels

5.2.6. Documentation of coaching for instruction, curriculum, assessment and inclusion

5.2.7. Staff evaluations are complete and include evidence of coaching and evaluation

6. EFFECTIVE FINANCIAL MANAGEMENT

6.1. Descriptors

6.2. Develops a proposed budget in accordance with board priorities and direction.

6.3. Manages the equitable implementation of resources aligned with the budget adopted by the board.

6.4. Communicates the budget priorities and ensures regular updates on implementation of the budget.

6.5. Possible Evidence

6.5.1. District budget reflects priorities and expectations

6.5.2. Economic vision that includes participation with educational partners

6.5.3. Enrollment trend forecasts

6.5.4. External reviews and audits (e.g., budget, child nutrition, transportation, safety)

6.5.5. Financial plan: end-of-year budget status report, three- to five-year plan, long-range plan, etc.

6.5.6. Grants received/applied for that are aligned with goals of the district, plans for sustainability

6.5.7. Program evaluations that address areas of interest or concern (e.g., outreach, equity, behavioral supports, bullying/harassment, character education, etc.)

6.5.8. Construction project(s) management, including timelines, budgets and implementation techniques

6.5.9. Policies/procedures for management of funds and other resources to make progress or achieve district goals

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AeroSTEM Academy

DREAM ★ DISCOVER ★ DESIGN

Budget Discussion

5/12/25

Projected Budget

Enr: 130; ADA 115.70 (ADA to Enr 89%)			Enr: 140; ADA 124.60 (ADA to Enr 89%)		
Projected FY 25/26			Project FY 26/27		
Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
168,460.77	151,155.94	319,616.71	497,086.98	61,918.16	559,005.14
Staffing for 25/26 is static to end of 24/25			Staffing for 26/27 includes one added Para-Educator Position		

Overhead – $132,200/month

- Payroll - $64,000/month
- Alma - $7,739/year
- Otus - $5000/year
- Subject - $1,100/student
- Savaas (ELA) $25 - $30/student
- Go Math (Math) $25 - $30/student
- IXL - $2850/year
- Go Guardian - $2,478/year
- ParentSquare - $1680/year
- Meal Manage - $1,000/year
- EdJoin - $1,200/year
- TechaBee - $1,375/month
- Q-Pearson - $600/year
- Speech Services - $1,200/month
- Psychology Services - $11,000/year
- Modulars - $121,000/year
- TCSIG - $12,500/month
- Nutrition - $12,000/month
- Ryland - $9,000/month
- Insurance - $3,000/month + Yearly
- PG&E - $2,300/month
- Rain for Rent - $1,800/month
- Thrifty Rooter - $1,500/month
- Auditor - $15,000/year
- UBM Cleaning Services - $1290/month
- Comcast - $1,240/month
- Copier - $450/month
- Recology - $380/month
- Phones - $350/month
- Pest - $135/month
- SBRAA - $1/month thru 12/31/25
- SBRAA - $1,000/month 1/1/26 on

**Not all overhead - estimate of most costs

Potential New Costs

- Electric for New Portable
  - Electric Install = $17,800
  - Access Points = $1,800
  - Fire System = $2,000
- Frontline (owns Escape)
  - One Time Cost = $7,750
  - Annual = $15,700
- Beyond SST
  - One Time Cost = $2,250
  - Annual = $2,250
- Set of Chromebook (30)
  - $21,800
- Campus Beatification
  - $?
- Add 3rd Para-Educator
  - Salary/Benefits = $34,500
- Add Teacher
  - Salary/Benefits = $70,000
- Security Cameras/EMS
  - Coram.ai
  - $9,976 for 5 years
  - $15,000 for 10 years
  - Install costs = ?
- Maintenance Equipment
  - $2,000
- PLTW Refresh
  - Annual Fee = $950
  - PD = $1200 per teacher
  - Equipment = $2,000 to $5,000/year

Grant Summary

➔ CA Comm. School Partnerships 6331	$53,269
➔ College & Career Pathway 7339	$65,069
➔ Middle School Foundation 6385	$51,055

*Projected Year End Balance

➔ CTEIG 6387 (23/24)	$4,295
➔ CTEIG (24/25)	$164,593
➔ ELP Operating	$17,491
➔ ELP Carry Over	$41,412

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Graduation Requirements

600: Educational Programs **Board Policy 23-02**

Because graduation from high school provides students with opportunities for postsecondary education and or employment, the Board of Directors of AeroSTEM Academy ("AeroSTEM") desires to prepare each student to obtain a diploma of high school graduation.

1. Course Requirements
   To obtain a diploma of graduation from high school, students shall complete at least 220 credits including the following course credits in grades 9 through 12, with each course being ten credits per year unless otherwise specified:

High School Subject	Minimum Graduation Requirement
English/Language Arts	40 credits – 4 years
World History	10 credits – 1 year
U.S. History	10 credits – 1 year
Government	5 credits – 1 semester
Economics	5 credits – 1 semester
Mathematics (IM 1/Algebra 1)	30 credits – 3 years
Life Science or Integrated I	10 credits – 1 year
Physical Science or Integrated II	10 credits – 1 year
Other Science or Integrated III	10 credits – 1 years
Foreign Language/Visual and Performing Arts*	20 credits – 2 years
Physical Education	20 credits – 2 years
CTE/STEM Electives	20 credits – 2 years
Electives	30 credits
Total High School Units	220 credits

*UC/CSU recommends 2 years Foreign Language and 1 year Visual & Performing Arts

Adopted/Ratified: 9/11/23
Revision: 5/12/25

2. Exemptions and Waivers
   2.1. Because the prescribed course of study may not accommodate the needs of some students, the Board shall provide alternative means for the completion of prescribed courses in accordance with law.
   2.2. A foster youth, homeless student, former juvenile court school student, or child of a military family who transfers into the district any time after completing his/her second year of high school, or a newly arrived immigrant student who is in the third or fourth year of high school and is participating in a newcomer program, shall be required to complete all graduation requirements specified in Education Code 51225.3 but shall be exempt from any additional district-adopted graduation requirements, unless Administration or designee makes a finding that the student is reasonably able to complete the requirements in time to graduate by the end of the fourth year of high school. Within 30 days of the transfer, any such student shall be notified of the availability of the exemption and whether the student qualifies for it. (Education Code 51225.1)

3. Alternative Credits Toward Graduation
   In order to meet individual student needs and encourage all students to complete their high school education, the Board desires to provide flexibility in the completion of prescribed courses in accordance with law. With the active involvement of parents/guardians, administrators, teachers and students the Board shall adopt alternative means for students to complete the prescribed course of study required for high school graduation. These alternative means shall be made available to students, parents/guardians, and the public. (Education Code 51225.3)

   Students may fulfill any course requirements for graduation through the following:
   3.1. Supervised work experience or other outside school experience in accordance with Education Code 51760.3 and 5 CCR 1635 (Education Code 51225.3)
   3.2. Career technical education classes offered in high schools (Education Code 51225.3)
   3.3. Courses offered by regional occupational centers or programs (Education Code 51225.3)
   3.4. Interdisciplinary study (Education Code 51225.3)
   3.5. Independent study (Education Code 51225.3)
   3.6. Credit earned at postsecondary institution (Education Code 51225.3)
   3.7. Private instruction in accordance with 5 CCR 1631
   3.8. Correspondence instruction from a California university or college accredited for teacher training in accordance with 5 CCR 1633 (Education Code 51740-51741)

3.9. For credit toward the district's foreign language requirements, foreign language studies successfully completed in a private school in accordance with 5 CCR 1632 (Education Code 51243)

Upon receiving advance, written application by the student or his/her parent/guardian the Administration or designee shall determine whether completion of the proposed alternative means would satisfy course requirements for graduation and what documentation shall be required, if any, to verify the student's successful completion. The Administration or designee shall make the final determination as to whether the student's completion of an alternative means is sufficient to satisfy the district's graduation requirements.

4. Alternative Pathway to Graduation

The Board recognizes that students with disabilities are entitled to a course of study that provides them with a free appropriate public education (FAPE) and that modifications to the district's regular course may be needed on an individualized basis to provide FAPE. In accordance with law, each student's individualized education program (IEP) team shall determine the appropriate goals, as well as any appropriate individual accommodations necessary for measuring the academic achievement and functional performance of the student on state and district wide assessments.

4.1. Exemption from District-Established Graduation Requirements

4.1.1. District students shall complete all course requirements for high school graduation as specified in Board Policy 23-02 Graduation Requirements. However, a student with a disability that entered the ninth grade in the 2022-23 school year and later may be exempted from all coursework and other requirements adopted by the Board that are in addition to the statewide course requirements for high school graduation if the student's IEP provides for both of the following requirements: (Education Code 51225.31).

4.1.1.1. That the student is eligible to take the alternate assessment as described in Education Code 60640

4.1.1.2. That the student complete state standards aligned coursework to meet the statewide coursework specified in Education Code 51225.3

4.1.2. Any such exempted student shall receive a diploma and be eligible to participate in any graduation ceremony and school activity related to graduation in which a student of similar age without a disability would be eligible to participate. (Education Code 51225.31)

4.1.3. The district's responsibility to provide FAPE shall not terminate when a student with a disability who is exempted from district-adopted graduation requirements participates in graduation activities unless the student's IEP team, which includes

the parent/guardian and student, has determined that the student has completed the high school experience. (Education code 51225.31)

4.2. Certificate of Educational Achievement or Completion

4.2.1. Instead of a high school diploma, a student with a disability may be awarded a certificate or document of educational achievement or completion if the student has met one of the following requirements: (Education Code 56390)

4.2.1.1. Satisfactorily completed a prescribed alternative course of study approved by the board of the district in which the student attended school or the district with jurisdiction over the student as identified in the student's IEP

4.2.1.2. Satisfactorily met the student's IEP goals and objectives during high school as determined by the IEP team

4.2.1.3. Satisfactorily attended high school, participated in the instruction as prescribed in the student's IEP, and met the objectives of the statement of transition services

4.3. A student with a disability who meets any of the criteria specified above shall be eligible to participate in any graduation ceremony and any school activity related to graduation in which a graduating student of similar age without disabilities would be eligible to participate. (Education Code 56391)

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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: 11/4/2024
Revision: 5/12/25

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 AGENDA STANDING REPORTS

The Executive Director or Designee shall be responsible for including the following agenda items (as standing reports) on every agenda for all Regular Meetings of the Board.

1. Director's Update
2. Financial Update
3. Enrollment Update

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.

Anti-Nepotism Policy

Section 400: Personnel **Board Policy 25-01**

Consistent with the principle that employees and prospective employees of AeroSTEM Academy ("AeroSTEM" or "School") shall be hired, evaluated, and advanced on the basis of individual merit, without reference to considerations of race, sex, religion, sexual orientation, or national origin, or any other factors not involving professional qualifications and performance.

The following restrictions, designed to avoid the possibility of favoritism based on family or personal relationship, shall be observed with respect to personnel:

1. No one with supervisory responsibility shall hire or recommend for hire any related person.
2. Related persons currently employed by the School shall immediately disclose all family and personal relationships with other School employees.
3. All persons wishing to be considered for employment with the School shall disclose any family and/or personal relationships with current school employees and/or students.
4. With respect to proposed employment decisions which would result in the concurrent service of related persons within the same department, a person related to an incumbent employee may not be employed if the professional qualifications of other candidates for the available position are demonstrably superior to those of the related person.
5. With respect to the concurrent service of related persons within the same department, neither related person shall be permitted, either individually or as a member of the faculty or as a member of a committee, to participate in the evaluation, advancement, or salary decisions of the other related person.
6. Consistent with applicable conflict of interest laws as affirmed in the AeroSTEM Charter and MOU with the Charter Authorizer, no member of the Board, School administration or faculty member shall engage in recommendations, discussions, or otherwise participate in any decision or recommendation relating to the appointment, promotion, retention, tenure, or employment of a related person.
7. In the event of a lack of candidates, a need for specialized skills, or other unique circumstances as determined on a case by case basis, the restriction against hiring related persons may be waived in the best interest of the School upon recommendation of a review committee comprised of the Executive Director and/or appropriate administrator(s), and upon the approval of the AeroSTEM Board of Directors, subject to compliance with other applicable conflict of interest laws.
8. When other qualified candidates have not applied, assignments of short duration (generally less than sixty [60] working days), may be exempt from these guidelines, subject to compliance with other applicable conflict of interest laws.
9. This policy shall not supplant the application of applicable conflicts of interest laws to the School.

Adopted/Ratified: 5/12/25
Revision:

Definition of "Related Persons"

The following relationships create related persons:

1. Parent and child
2. Siblings
3. Grandparent and grandchild
4. Aunt and/or uncle and niece and/or nephew
5. First cousins
6. Spouses and registered domestic partners
7. Guardian and ward
8. Any corresponding inlaw, step, or adoptive relative, or anyone residing in a permanent basis in the home of a current School employee or student.
9. Persons engaged in amorous relationships; an amorous relationship exists when two persons voluntarily have a physical relationship or are engaged in a romantic courtship (e.g. dating or engaged) that may or may not have been consummated.

Policy Statement on Consensual Relationships

Consensual romantic or sexual relationships between supervisors and employees must be avoided.

Consensual romantic or sexual relationships between faculty/staff are potentially exploitative and must be entered into with careful consideration . They raise serious concerns about the validity of the consent, conflicts of interest, and unfair treatment of others.

In addition, a supervisor will be prohibited from evaluating an employee's job performance if he/she is romantically/sexually involved with that employee.

The School's anti-nepotism policy precludes individuals from evaluating the work performance of others with whom they have intimate familial or personal relationships, or from making hiring, salary, or similar financial decisions concerning such persons. The same principles apply to supervisor employee relationships in the context of work or academic evaluation.

Violations of this Policy Statement on Consensual Relationships, if proven, will result in the imposition of corrective actions and/or disciplinary sanctions, up to and including dismissal from employment.

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PART II – FINANCIAL STATEMENT FINDINGS

FINDING 2024-001: FINANCIAL STATEMENT REPORTING (30000) – Material Weaknesses

Criteria: Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted accounting principles, which includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement.

Condition: The Charter did not have adequate accounting controls in place. The financial statements required numerous audit adjustments, which entailed timely reconciliation of all balance sheet accounts. Material adjustments included:

- Reconciliation of cash balances for cash in county treasury and cash in banks. The original cash balance was overstated by $764,689.
- Reconciliation of accounts receivables, deferred revenue, and revenues. The original receivables balance was overstated by $181,034. The original deferred revenue balance was understated by $305,479.
- Recording of fixed asset additions and disposals were incorrect with additions recorded as an expense and fixed assets not removed for disposal of equipment. The original net capital assets balance was understated by $103,709.
- Reconciliation of accounts payable and other liabilities. The original accounts payable balance was overstated by $98,694. The principal payments on the loan were incorrectly reported as an expense of $22,500.
- Recording of the lease standard (FASB ASC 842) was not included in the financial statements. An audit adjustment to include a right-of-use asset and lease liability of $54,900 for the remaining payments on the material modular lease were recorded. Other immaterial leases for facilities and copier equipment were not recorded.

Additionally, there was an unexplained variance on the unaudited actuals with reported ending fund balance/net position. Ending net assets on the balance sheet portion of the unaudited actuals (line K) was $962,475 yet the income statement portion (line F2) reported ending net assets of $326,917. Net adjustments impacting ending net assets as compared to the unaudited actuals line K totaled negative $1,026,300 and negative $390,742 when compared to line F2.

Cause: Inadequate controls over financial reporting. Double-entry bookkeeping was not properly applied for reporting of unaudited actuals.

Effect: Inaccurate financial reporting. Numerous audit adjustments to the financial statements were necessary.

Repeat Finding: This is a repeat finding. Refer to Finding 2023-001 in the summary of prior audit findings section.

Recommendation: We recommend that management employ or contract with accounting personnel experienced in charter school accounting to ensure that the financial records are properly reconciled on a timely basis. Additionally, management should obtain and review all lease agreements and either work with a consultant or software specific to proper implementation of the lease standard.

Corrective Action Plan: AeroSTEM has contracted with a fiscal team to ensure financials are reported correctly going forward.

PART III – STATE AWARD FINDINGS AND QUESTIONED COSTS

There were no audit findings and questioned costs related to state awards for the year ended June 30, 2024.

PART IV – SUMMARY OF PRIOR AUDIT FINDINGS

FINDING 2023-001: FINANCIAL STATEMENT REPORTING (30000) – Material Weaknesses

Summary: Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted accounting principles, which includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement.

In February 2016, FASB issued ASU No. 2016-02, *Leases (Topic 842)*. The new lease standard is effective for private nonprofits with fiscal years beginning after December 15, 2021. Under FASB ASC 842, a right-of-use asset and a related lease liability must be recorded on the statement of financial position (balance sheet) for proper recognition of any operating or finance lease. A right-of-use asset is an intangible asset that pertains to the lessee's right to occupy, operate, and hold a leased asset during the agreed rental period. A lease liability is the financial obligation for the payments required by the lease, discounted to present value.

The Charter did not have adequate accounting controls in place. The financial statements required numerous audit adjustments, which entailed timely reconciliation of all balance sheet accounts. Material adjustments included:

- Reconciliation of cash balances for cash in county treasury and cash in banks. The original cash balance was overstated by over $1.2 million.
- Reconciliation of accounts receivables, deferred revenue, and revenues. The original receivables balance was understated by more than $341,000. The original deferred revenue balance was understated by more than $171,000.
- Reconciliation of accounts payable and other liabilities. The original accounts payable balance was overstated by over $145,000. The interest only payments on the loan were incorrectly reported as principal payments.
- The trial balance provided for audit included an unreconciled difference of $115,855 that could not be explained or supported by management. This amount is reported as an expense abatement.

Additionally, Charter management had not determined the impact and did not reflect the significant change from this new accounting principle (FASB ASC 842) within its financial statements for the 2022-23 fiscal year.

Current Status: Not implemented. Refer to Finding 2024-001.

SUTTER COUNTY Superintendent of Schools
Tom Reusser, Superintendent

970 Klamath Lane
Yuba City, CA 95993
Phone (530) 822-2900
Fax (530) 671-3422

2023-24 AUDIT FINDING CORRECTIVE ACTION

CHARTER AeroSTEM Academy Inc.

FINDING CATEGORY:
Financial Statement Reporting - 30000

FINDING # 2024-001 PAGE # 28

Describe below specific corrective action used in resolving the audit finding. Be certain that your response is clear, concise, and quantitative. The statement "District has implemented auditor's recommendation" will not be adequate. Additionally, if applicable, please state where your corrective action is documented for future reference (e.g. district procedure, board policy, district handbook, etc.)

See Attached Document

Please attach all documentation, which supports the specific action taken toward resolving the finding: i.e. copies of amended reports, district procedures, board policies, corrective action plans, new forms, in-service dates, etc.

Attach all pertinent documentation. No. of attachments for this finding: 1

Submit the original Corrective Action by **May 15, 2025** to:

Sutter County Superintendent of Schools
Nic Hoogeveen, Director of Business Services
970 Klamath Lane
Yuba City, CA 95993

2023-24 AUDIT FINDING CORRECTIVE ACTION

I. Reconciliation of cash balances for cash in county treasury and cash in banks. The original cash balance was overstated by $764,689.
   A. The cash balance reported in the General Ledger needed to be adjusted for prior period amounts. This adjustment was booked into the General Ledger during the 2024-25 fiscal year, but had not been adjusted prior to sending the trial balance to the auditor.

II. Reconciliation of accounts receivables, deferred revenue, and revenues. The original receivables balance was overstated by $181,034. The original deferred revenue balance was understated by $305,479.
   A. All balances related to individual program receivables, deferred revenue and revenues have been adjusted during the 2024-25 fiscal year. Please note that the charter books are prepared on a modified accrual basis consistent with governmental accounting standards. Going forward the charter will provide the auditors with adjustments to book for the audit to use for the preparation of the Not-for-Profit (NFP) reporting model.

III. Recording of fixed asset additions and disposals were incorrect with additions recorded as an expense and fixed assets not removed for disposal of equipment. The original net capital assets balance was understated by $103,709.
   A. The difference was because the charter books are prepared on a modified accrual basis consistent with governmental accounting standards. Going forward the charter will provide the auditors with adjustments to book for the audit to use for the preparation of the NFP reporting model.

IV. Reconciliation of accounts payable and other liabilities. The original accounts payable balance was overstated by $98,694. The principal payments on the loan were incorrectly reported as an expense of $22,500.
   A. The difference was because the charter books are prepared on a modified accrual basis consistent with governmental accounting standards. Going forward the charter will provide the auditors with adjustments to book for the audit to use for the preparation of the NFP reporting model.

V. Recording of the lease standard (FASB ASC 842) was not included in the financial statements. An audit adjustment to include a right-of-use asset and lease liability of $54,900 for the remaining payments on the material modular lease were recorded. Other immaterial leases for facilities and copier equipment were not recorded.
   A. The charter will track the right-of-use assets and lease liability and provide adjustments to the auditors to use for the preparation of the NFP financial statements.

2023-24 AUDIT FINDING CORRECTIVE ACTION

VI. Additionally, there was an unexplained variance on the unaudited actuals with reported ending fund balance/net position. Ending net assets on the balance sheet portion of the unaudited actuals (line K) was $962,475 yet the income statement portion (line F2) reported ending net assets of $326,917. Net adjustments impacting ending net assets as compared to the unaudited actuals line K totaled negative $1,026,300 and negative $390,742 when compared to line F2.

A. The charter has identified the differences noted in the prior year and will ensure that all fund balance amounts are reported correctly on the unaudited actuals and reconcile to the net assets in the audit report.

VII. General Information focused on mitigating future findings

A. Management now reviews all contracts and leases
B. Management works directly with the fiscal consultant's management team to routinely (weekly) to review the budgeted and actual revenues and expenditures
C. Management works directly with the fiscal consultant's management team to routinely to ensure proper coding of resources
D. Desk Manuals have been created to ensure consistency of processes