

REGULAR MEETING AGENDA

January 29th, 2024 at 6:30PM
 82 Second Street, Yuba City, CA 95991

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

MISSION STATEMENT

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

1. CALL TO ORDER

2. PLEDGE OF ALLEGIANCE

3. ROLL CALL OF MEMBERS

	Present	Absent
Tony Barber, Board President	<input type="checkbox"/> ▾	<input type="checkbox"/> ▾
Marvin King, Treasurer	<input type="checkbox"/> ▾	<input type="checkbox"/> ▾
John Floe, Community Board Member	<input type="checkbox"/> ▾	<input type="checkbox"/> ▾
June McJunkin, SCSOS Representative	<input type="checkbox"/> ▾	<input type="checkbox"/> ▾
Rikki Shaffer, NCAI Representative	<input type="checkbox"/> ▾	<input type="checkbox"/> ▾
Jennifer Chaplin, Parent Representative	<input type="checkbox"/> ▾	<input type="checkbox"/> ▾

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. 12/11/23 Meeting Minutes

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

7. DISCUSSION ITEMS

7.1. DIRECTOR'S REPORT

7.1.1. WASC

7.1.2. Schedule Update

7.1.3. Enrollment/24-25 Registration

7.1.4. Lease & Facilities

7.2. STAFF REPORT

7.3. LCAP Mid-Year Update

8. ACTION ITEMS

8.1. INDEPENDENT AUDITOR'S REPORT FOR THE PERIOD ENDING JUNE 30, 2023

8.1.1. Christy White Accountants

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

8.2. 2023-2024 Declaration of Need for Fully Qualified Educators

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

8.3. School Accountability Report Card (SARC)

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

- 9. CLOSED SESSION
 - 9.1. PUBLIC EMPLOYEE PERFORMANCE EVALUATION (Gov. Code section 54957(b)(1).)
 - 9.1.1. Title: Executive Director
 - 9.2. PERSONNEL EXCEPTION (Gov. Code 54957)
 - 9.3. REPORT ACTION FROM CLOSED SESSION
- 10. BOARD COMMENTS

- 11. FUTURE BOARD ITEMS

- 12. ADJOURNMENT
 - 12.1. 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

TO: Board of Directors

AGENDA ITEM: 6

DATE: 1/29/2024

ITEM: Consent Items

SUBMITTED FOR: Action

Background and Summary Information: Items up for routine approval from the board.

A. 12/11/23 Meeting Minutes

Financial/Educational Impact: N/A

Staff Recommendation: No recommendation needed

REGULAR MEETING MINUTES

December 11th, 2023 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 6:33 PM / President Barber

2. PLEDGE OF ALLEGIANCE

3. ROLL CALL OF MEMBERS

Tony Barber, Board President

Present Absent

Marvin King, Treasurer

John Floe, Community Board Member

June McJunkin, SCSOS Representative

Rikki Shaffer, NCAI Representative/Secretary

Jennifer Chaplin, Parent Representative

4. APPROVAL OF BOARD AGENDA

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

Motion: Shaffer Second: Chaplin

Ayes: 4 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."

No members of the public present.

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.

- 10/9/23 Meeting Minutes

Motion to Approve Consent Agenda: King Second: Chaplin Ayes: 4 Noes: 0 Abstain: 0

7. DISCUSSION ITEMS

- Director's Report
 - 7.●.1. WASC / **Up for Accreditation This Year**
 - 7.●.2. LCAP
 - 7.●.3. Dashboard
 - 7.●.4. Enrollment/24-25 Registration / **Holding Around 110**
 - 7.●.5. Lease & Facilities
- Teacher's Report
- Financial Review Update

8. ACTION ITEMS

- Approve First Interim Update Report Understanding Board Will See Changes in the Second Interim Report

Motion: Shaffer Second: Barber Ayes: 4 Noes: 0 Abstain: 0

- Approve 2023 - 2024 Comprehensive School Safety Plan Update with Grammatical Changes

Motion: King Second: Chaplin Ayes: 4 Noes: 0 Abstain: 0

- Approve 23-05 Cell Phone Policy - BP

Motion: Shaffer Second: King Ayes: 4 Noes: 0 Abstain: 0

9. BOARD COMMENTS

- Chaplin: students wearing caps and having cell phones in class.
- Shaffer: Hanger Project still in progress. WAI Scholarships awards have been made.

10. FUTURE BOARD ITEMS

- LCAP Mid-Year Update
- SARC Approval
- Facilities Update
- Strategic Planning

11. ADJOURNMENT: 8:25 PM President Barber

- Motion to adjourn

Motion: King Second: Chaplin Ayes: 4 Noes: 0 Abstain: 0

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TO: Board of Directors

AGENDA ITEM: 71

DATE: 1/29/2024

ITEM: Executive Director's Report

SUBMITTED FOR: Information

Background and Summary Information: The executive director will update the board on the following items that have had movement since the previous board update.

- A. WASC
- B. Schedule Update
- C. Enrollment/24-25 Registration
- D. Lease & Facilities

Financial/Educational Impact: Decisions in all areas were made with consideration for the approved budget to create the best program within the budget.

Staff Recommendation: No recommendation needed

TO: Board of Directors

AGENDA ITEM: 7.2

DATE: 1/29/2024

ITEM: Staff Report

SUBMITTED FOR: Information

Background and Summary Information: A staff representative will update the board on information and feedback from staffs' perspective.

Financial/Educational Impact: N/A

Staff Recommendation: No recommendation needed

TO: Board of Directors

AGENDA ITEM: 7.3

DATE: 1/29/2024

ITEM: 2023 LCAP Mid-Year Update

SUBMITTED FOR: Information

Background and Summary Information: Staff will provide an update on the implementation of the 2023-24 Local Control Accountability Plan (LCAP).

Financial/Educational Impact: Possible compliance impact

Staff Recommendation: N/A

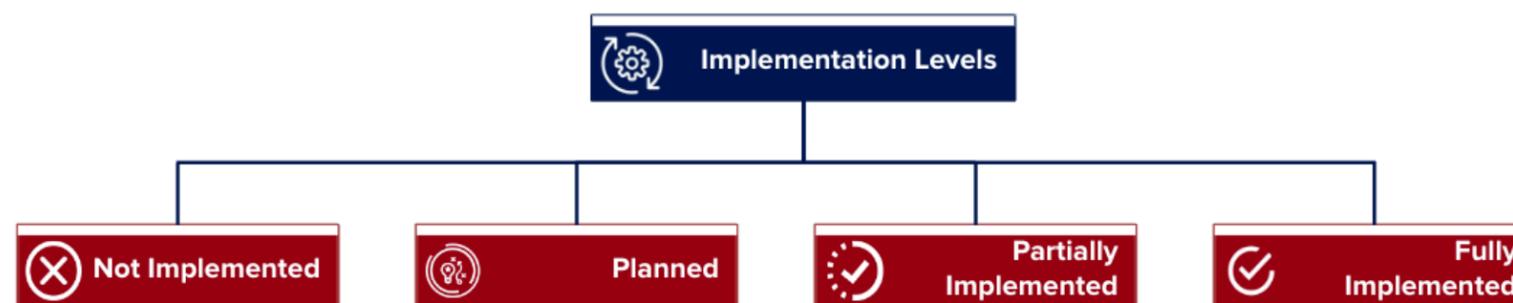
Background

The mid-year update is found in EC sections 47606.5(e) for charters, 52062(a)(6) for districts and 52068(a)(6) for COEs.

- A. (A) The superintendent of the school district shall present a report on the annual update to the [LCAP] and the [BOP] on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district.
- B. (B) The report shall include both of the following:
 - a. All available midyear outcome data related to metrics identified in the current year’s [LCAP].
 - b. All available midyear expenditure and implementation data on all actions identified in the current year’s [LCAP].

Metric, Expenditures & Implementation Levels

At this point in the school year, some LCAP items are at various implementation levels. An update of LCAP actions will be shared with expenditures through the date of this update.



LCAP Goal 1

Ensure all students are prepared for college and/or Career Technical Education opportunities.

- 21/22 ELA CAASPP
 - ◆ 35.11% students scored Standard Met/Exceeded
 - ◆ 26.31% of students in the Hispanic student group
 - ◆ 41.46% of students in the White student group
 - ◆ 10.53% of Students with Disabilities
- 21/22 Math CAASPP Mathematics
 - ◆ 22.83% students scored Standard Met/Exceeded
 - ◆ 5.4% of students in the Hispanic student group
 - ◆ 40% of students in the White student group
 - ◆ 5.26% of Students with Disabilities
- State Priorities: 1, 2, 4, 7, 8

LCAP Goal 2

- Ensure a strong, rigorous learning community
 - ◆ The goal is to surround students with a professional community in order to expose students to whole-health, mature behaviors and thinking.
 - ◆ Parents desire more communication and frequent updates on their child’s achievement.
 - ◆ Chronic absenteeism increased from 5.7% in 2021 to 7.7% in 2022 on the Dashboard.
 - ◆ Suspension rates increased from 0% on the 2021 CA School Dashboard to 6.1% on the 2022 Dashboard.
 - ◆ AeroSTEM Academy is undergoing a change in leadership & there have been numerous needs identified in the area of:
 - School Climate
 - Parent Engagement
 - Building Partnerships for Student Achievement.
 - Parents do not feel that the school encourages them to be partners
 - Need for timely communication.
- State Priorities: 5 & 6

Update

Metric	Action	Description	Implementation Level	22/23 Baseline Data	23/24 Desired Data	23/24 Mid-Year Update	Total Funds Budgeted	Mid-Year Expenditures	Other Evidence Notes
Priority 1a	X	Percentage of teachers appropriately assigned and fully credentialed. Source: Local Data	Fully Implemented	50% (3/6) Fall 22/23	75% of teachers fully credentialed and properly assigned	100% Fall 23/24	X	X	This does include intern staff who are in appropriate intern programs. Staff who qualify for mentor programs are enrolled as well in those programs.
Priority 1b	X	Percentage of students with sufficient access to standards-aligned instructional materials Source: SARC	Fully Implemented	100% 2/2023	100%	100% 11/2023	X	X	Adopted curriculum has not changed from previous years.
Priority 1c	X	Level to which facilities are maintained and in good repair. Source: FIT Report	Fully Implemented	Good 5/2023	Good or Exemplary	Exemplary 12/2023	X	X	
Priority 2a	X	Progress (1-5) in implementing academic standards for all students including English learners. Source: Local Survey/CA Dashboard	Partially Implemented Needs Updated	CTE: 4 Health Ed: 4 PE: 2 VAPA: 3 World Language: 4 12/2022	CTE: 5 Health Ed: 5 PE: 4 VAPA: 4 World Language: 5	CTE: 5 Health Ed: N/A PE: VAPA: 5 World Language: 5	X	X	This needs to be updated moving forward as it is vague and unknown at this time. PE, VAPA and World Language is provided through subject.com and is fully developed.
Priority 2b	X	Percentage of English learners scoring Standard Met in ELA on local assessment. Source: Local Assessment	Partially Implemented	16% (1/6) Spring 22/23	25% Spring 23/24	33% (1/3) on NWEA Language Usage Fall 23/24	X	X	Not sure what assessments were utilized for this metric in past years. Should reference NWEA data moving forward.
Priority 4a	X	Distance from Standard Met on CAASPP Source: CA School Dashboard	Not Implemented	ELA All - 38.7 below Low SES - 28.4 below EL - 52.1 below SpEd - 110.1 below Math All - 88.4 Low-SES - 87.6 below EL - 108.5 below SpEd - 176 below Spring 21/22	ELA All - 30 below Low SES - 22 EL - 45 below SpEd - 100 below Math All - 80 below Low-SES - 80 below EL - 100 below SpEd - 150 below Spring 22/23	ELA All - 44.8 below Low SES - 58.4 below EL - Not Reported SpEd - 71 below Math All - 74.7 Low-SES - 85 below EL - Not Reported SpEd - 103 below Spring 22/23	X	X	Information on the CA Dashboard not updated yet.

Metric	Action	Description	Implementation Level	22/23 Baseline Data	23/24 Desired Data	23/24 Mid-Year Update	Total Funds Budgeted	Mid-Year Expenditures	Other Evidence Notes
Priority 4a	X	Percentage of students meeting and exceeding on CAASPP Summative Assessment Source: CAASPP Data	Fully Implemented	ELA 35.11% All 38.71% Low-SES 10.53% SpEd Math 22.83% All 25.81% SES 5.26% SpEd Spring 21/22	ELA 40% All 43% Low-SES 13% SpEd Math 25% All 28% Low-SES 10% SpEd Spring 22/23	ELA 40.5% All 37.3% Low-SES 20% SpEd Math 26.6% All 23.5% Low-SES 13.3% SpEd Spring 22/23	X	X	Results from the 22/23 CAASPP testing sessions.
Priority 4c	X	Percentage of seniors that have successfully completed A-G requirements or CTE Pathways Source: Local Data	Fully Implemented	100% May 22/23	100% May 23/24	100% May 22/23	X	X	Students on track at this point (2)
Priority 4d	X	Percentage of English learners making progress toward English Proficiency as measure by the ELPAC Source: Dashboard/Local Data	Not Implemented	Winter 22/23	Winter 23/24	N/A Winter 23/24	X	X	ELPAC assessment has not occurred yet. Will occur in the spring.
Priority 4e	X	EL Reclassification Rate Source: Local data	Not Implemented	0% Winter 22/23	10% Winter 23/24	N/A Winter 23/24	X	X	ELPAC assessment has not occurred yet. Will occur in the spring.
Priority 4f	X	Percentage of students who pass AP exam with score of 3 or higher Source: Local Data	Fully Implemented	N/A Fall 22/23	N/A Fall 23/24	N/A Fall 23/24	X	X	AP programs and exams are not part of the educational program. Should be pulled from future LCAP.
Priority 4g	X	Percentage of pupils who participate in and demonstrate college preparedness by the EAP Source: CAASPP Data	Not Implemented	NA Fall 22/23	NA Fall 23/24	N/A Fall 23/24	X	X	

Metric	Action	Description	Implementation Level	22/23 Baseline Data	23/24 Desired Data	23/24 Mid-Year Update	Total Funds Budgeted	Mid-Year Expenditures	Other Evidence Notes
Priority 7a	X	Percentage of high school students who take Foreign Language Source: Local Data	Fully Implemented	73% (29/40) Fall 22/23	80% Fall 23/24	88% (30/34) Fall 23/24	X	X	All HS students will be enrolled in 2 years of World Language during their 4 years to meet A-G requirements.
Priority 7b/c	X	Percentage of unduplicated & students with exceptional needs scoring Standard Not Met on the fall local assessment receiving intervention Source: Local data	Fully Implemented	Reading – 0% Math – 0% Fall 22/23	Reading – 50% Math – 50% Fall 23/24	Reading – 100% Math – 100% Fall 23/24	X	X	All unduplicated & students with exceptional needs are receiving intervention (In-class RTI, supplemental programs, afterschool homework help, paraeducator support, small group instruction)
Priority 8	X	Percentage of students scoring Standard Met on the local assessment Source: NWEA data	Partially Implemented	Reading – 40% Language - 40% Math – 29% Science - 43% Spring 22/23	Reading – 45% Math – 35% Spring 23/24	Reading – 31% Language - 39% Math – 37% Science - 41% Winter 23/24	X	X	This is an end of year goal. Need to re-state description moving forward as NWEA is a quintile percent scale, not stand met/not met scale.
X	1.1	Professional Development Enhance instruction for all students by providing targeted professional development and coaching to staff. A needs assessment and plan are currently being completed.	Partially Implemented	X	X	X	\$10,000	\$5072.82	→ Training plan not created yet as new staff and new systems have taken priority → Some funds have been utilized to send staff to conferences
X	1.2	Field Trips Schedule 3 field trips per grade level in alignment with college and/or CTE exposure and grade level academic standards.	Partially Implemented	X	X	X	\$5,000	\$4081.61	→ Many field trips have occurred with costs higher than the budget. Have found private donors for most of the cost → Cost is typically transportation

Metric	Action	Description	Implementation Level	22/23 Baseline Data	23/24 Desired Data	23/24 Mid-Year Update	Total Funds Budgeted	Mid-Year Expenditures	Other Evidence Notes
X	1.3	Academic and Career Counseling Provide academic, college, and CTE counseling to support students. Provide targeted assistance to low income, English learners, foster youth and students with disabilities in college and career readiness activities and guidance. Offer College Success and Career Planning and Development dual enrollment classes.	Not Implemented - Need to update	X	X	X	\$45,552	0	→ These actions are occurring via the school counselor
X	1.4	Pupil Achievement Continue to use an academic universal screener to regularly monitor and support standards-based proficiency principally directed to our English learners, low-income, and foster youth students in ELA and Math. Staff will review student data, share best practices, and plan instructional strategies to address student needs based on the results from the screener and other assessments. Purchase and implement a learning management & data system → Purchase supplemental math and science programs → Fund 2 FTE paraprofessionals to provide academic support in coordination with classroom teachers to all students, but principally directed to students qualifying as low-income, English learners, and foster youth.	Partially Implemented -	X	X	X	\$55,073	\$25,089.02	→ NWEA is the universal screener → IXL is the supplemental program → Most of the funds will be used for the 2 FTE positions

Metric	Action	Description	Implementation Level	22/23 Baseline Data	23/24 Desired Data	23/24 Mid-Year Update	Total Funds Budgeted	Mid-Year Expenditures	Other Evidence Notes
X	1.5	Support to Students with Disabilities Hire Director of Special Education Hire paraprofessionals to support special education students	Fully Implemented	X	X	X	\$207,047	\$80,279.60	→ Funds being utilized for the staffing listed.
X	1.6	College and CTE Pathways Increase middle school career awareness activities and programs aligned to CTE Programs and industry needs. Increase high school participation in CTE Pathways & Dual Enrollment. Employ (1) FTE CTE credentialed teacher for CTE/STEM classes for middle school/high school.	Fully Implemented	X	X	X	\$91,536	\$36,492.82	→ Funds being utilized for the staffing listed.
X	1.7	Additional Certificated Staff for Smaller Class Sizes Fund additional certificated staff to reduce class sizes to better serve low-income students, English learners and foster youth.	Fully Implemented	X	X	X	\$85,456	\$86,605.10	→ Funds being utilized for the staffing listed.
Metric	Action	Description	Implementation Level	22/23 Baseline Data	23/24 Desired Data	23/24 Mid-Year Update	Total Funds Budgeted	Mid-Year Expenditures	Other Evidence Notes
Priority 5a	X	P2 Attendance Rate Source: Annual Attendance Report	Not Implemented	91.37 P2 22/23	95% P2 23/24	99% P1 23/24	X	X	
Priority 5b	X	Chronic Absenteeism Rate Source: CA School Dashboard and/or DataQuest	Not Implemented	All - 7.7% Low SES - 9.4% SpEd - 5.6% Fall 22/23	All - 5% Low SES - 7% SpEd - 3.5% Fall 23/24	All - 31.2% Low SES - 31.1% SpEd - 38.9% Fall 23/24	X	X	Remember the Dashboard data for fall 23/24 is from the 22/23 school year. For 23/24 1st Semester we are around 8% for Chronic Absenteeism.
Priority 5c/d	X	Middle school and high school dropout rate Source: Local Data	Fully Implemented	0% Middle School 14% (1/7) High School 22/23	0% Middle School 0% High School 23/24	0% Middle School 0% High School 23/24	X	X	

Metric	Action	Description	Implementation Level	22/23 Baseline Data	23/24 Desired Data	23/24 Mid-Year Update	Total Funds Budgeted	Mid-Year Expenditures	Other Evidence Notes
Priority 5e	X	High school graduation rate Source: Local Data	Partially Implemented	100%	100% May 2023	100% May 2023	X	X	2 Seniors projected to graduate
Priority 6a/b	X	Suspension & expulsion rates Source: CA School Dashboard and/or CALPADS	Partially Implemented	Suspension All - 6.1% Low SES - 5.2% SpEd - 17.1% Expulsion All - 0% Fall 22/23	Suspension All - 4.1% Low SES - 3.2% SpEd - 10% Expulsion All - 0% Fall 23/24	Suspension All - 3.4% Low SES - 2.9% SpEd - 6.9% Expulsion All - 0% Fall 23/24	X	X	Reminder Fall 23/24 data is from the 22/23 school year.
Priority 6c	X	Percent of parents, students, and staff who feel the school is safe. Source: Stakeholder Surveys	Not Implemented	Students 60.4% Usually Parents 68.75% Agree Staff 80% Agree Winter 2023	80% Students 80% Parents 85% Staff Winter 2024	Students 73% Parents 96% Staff 100% 12/2024	X	X	
Priority 6c	X	Percent of parents, students, and staff who feel a sense of connectedness to the school. Source: Stakeholder Surveys	Not Implemented	Students 36.8% Usually 44.3% Sometimes Parents 68.75% Agree Winter 2023	Students Usually: 60%, Sometimes: 40% Parents 75% Agree Winter 2024	Students 66% Parents 96% Staff 100% 12/2024	X	X	→ Students report that it is not anything wrong, but the change in adults that has been the hardest transition.

Metric	Action	Description	Implementation Level	22/23 Baseline Data	23/24 Desired Data	23/24 Mid-Year Update	Total Funds Budgeted	Mid-Year Expenditures	Other Evidence Notes
X	2.1	<p>Attendance</p> <p>Increase student attendance by following a tiered intervention system. Components include:</p> <ul style="list-style-type: none"> → The Leadership Team will complete a needs assessment then develop a tiered intervention system for attendance. → Create a School Attendance Review Team to implement the tiered intervention system for attendance. → Employ a classified staff person (60% FTE) to verify absences, generate attendance letters based on the school's tiered system, set up attendance meetings between the school and parents, and support families with resources when needed. → Student Information System 	<p>Not Implemented</p> <p>Need to update</p>	X	X	X	\$46,161	\$24,663.26	<ul style="list-style-type: none"> → With change in staff, baseline procedures are being implemented. → Funding staff → Working with SIS to create better reports → Built attendance dashboard

Metric	Action	Description	Implementation Level	22/23 Baseline Data	23/24 Desired Data	23/24 Mid-Year Update	Total Funds Budgeted	Mid-Year Expenditures	Other Evidence Notes
X	2.2	<p>Community & Parent Engagement Increase parent engagement through regular communication and frequent opportunities for parents to participate in school events.</p> <ul style="list-style-type: none"> → Parent Square → Monthly communication → Back to School/Open House → Family nights → Educational Partner surveys → Seeking parents to be members of Advisory Groups → Translations as needed → We Video → Communication tools chat system → Office staff member for parent coordination and outreach.(1 FTE) 	Fully Implemented	X	X	X	\$65,654	\$64,758.52	<ul style="list-style-type: none"> → The focus has been on overcommunication. The main tools have been: <ul style="list-style-type: none"> ◆ Parent Square ◆ Facebook ◆ Blog → Office staff plans events and coordinates field trips
X	2.3	<p>Student Well-being Improve school climate, increase positive student behavior, and decrease suspensions by implementing social skills, character and wellness curriculum. An ERMS counselor on campus will provide social emotional support and follow up to student obstacles in attendance and competing coursework. Purchase and implement a PBIS Behavior Management System</p>	Partially Implemented	X	X	X	\$46,552	\$32,490.13	<ul style="list-style-type: none"> → Fund staffing (partially) → Implemented new PBIS system
X	2.4	<p>Facilities Maintain and improve facilities so students are educated in a safe and clean environment.</p> <ul style="list-style-type: none"> → Add two additional classrooms to the campus → Fund (1 FTE) custodial staff 	Partially Implemented	X	X	X	\$56,196	\$18,313.62	<ul style="list-style-type: none"> → We do not have new portable as of yet → Custodial staff is part time

TO: Board of Directors

AGENDA ITEM: 8.1

DATE: 1/29/2024

ITEM: Independent Auditor's Report

SUBMITTED FOR: Action

Background and Summary 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.

Financial/Educational Impact: Possible compliance impact

Staff Recommendation: Staff recommends approval of the Independent Auditor's Report for the Period Ending June 30, 2023



Certified Public Accountants serving
K-12 School Districts and Charter
Schools throughout California

January 16, 2024

To the Board of Directors of
AeroSTEM Academy Inc.
Yuba City, California

We have audited the financial statements of AeroSTEM Academy Inc. for the year ended June 30, 2023, and we will issue our report thereon dated January 16, 2024. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards and *Government Auditing Standards*, as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our engagement letter to you dated May 3, 2022. Professional standards also require that we communicate to you the following information related to our audit.

Significant Audit Matters

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by AeroSTEM Academy Inc. are described in Note 1 to the financial statements. No new accounting policies were adopted and the application of existing policies was not changed during the 2022-23 fiscal year. However, as described in section O of Note 1, the Organization should consider changing accounting policies related to leases by adopting FASB Accounting Standards Update (ASU) No. 2016-02, *Leases (Topic 842)*, effective beginning in the 2022-23 fiscal year. We noted no transactions entered into by the Organization during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period, except as noted within our Basis for Qualified Opinion.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimates affecting the financial statements was management's estimate of the depreciation expense and its impact on accumulated depreciation is based on estimated useful lives of the fixed assets previously purchased. We evaluated the key factors and assumptions used to develop the estimate in determining that it is reasonable in relation to the financial statements taken as a whole.

Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. The most sensitive disclosure(s) affecting the financial statements was (were):

The disclosure on related party transactions in Note 13 to the financial statements. There were transactions and balances involving other entities deemed to be related parties that are required to be disclosed.

The disclosure on subsequent events in Note 14 to the financial statements. State legislation passed in July 2023 allowed for an additional one-year extension of the charter petition term.

The financial statement disclosures are neutral, consistent, and clear, except as noted with our Basis for Qualified Opinion.

348 Olive Street
San Diego, CA
92103

O: 619-270-8222
F: 619-260-9085
christywhite.com

Significant Audit Matters (continued)

Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit; however, as noted below, there were numerous audit adjustments that created a delay in report issuance.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. Management will correct all such misstatements. The attached trial balance schedule summarizes material misstatements of the financial statements detected as a result of audit procedures.

Disagreements with Management

For purposes of this letter, a disagreement with management is a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

We have requested certain representations from management that are included in the management representation letter dated January 16, 2024.

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the Organization's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the Organization's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

As noted within the audit report, we had a qualified opinion over the financial statements and reported an audit finding related to a material weakness in internal controls over the financial reporting.

Other Matters

With respect to the supplementary information accompanying the financial statements, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with U.S. generally accepted accounting principles, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

This information is intended solely for the use of the Board of Directors and management of AeroSTEM Academy Inc. and is not intended to be, and should not be, used by anyone other than these specified parties.

Sincerely,

A handwritten signature in blue ink that reads "Christy White, Inc." in a cursive script.

Christy White, Inc.
San Diego, California

Enclosure: Trial Balance Schedule

Client: **ASA - AeroSTEM Academy Inc.**
Engagement: **2022-23 - AeroSTEM Academy Inc.**
Period Ending: **6/30/2023**
Trial Balance: **8091 - Annual Trial Balance - 2 Year**

Major Object Account	Description	UNADJ 6/30/2023	AJE	ADJ 6/30/2023	RJE	FINAL 6/30/2023
1000	Certificated Salaries	618,755.00		618,755.00		618,755.00
2000	Classified Salaries	243,904.00		243,904.00		243,904.00
3000	Employee Benefits	270,677.00	101,146.00	371,823.00		371,823.00
4000	Books and Supplies	169,348.00		169,348.00		169,348.00
5000	Services and Other Expenses	621,445.00	31,852.00	653,297.00		653,297.00
7000	Expense Abatement	0.00	115,855.00	115,855.00		115,855.00
6000	Capital Outlay	121,070.00	(1.00)	121,069.00		121,069.00
8000	Other Revenues	0.00		0.00		0.00
8010	LCFF, State Aid	(1,062,170.00)		(1,062,170.00)		(1,062,170.00)
8096	In lieu of Property Tax	(315,968.00)		(315,968.00)		(315,968.00)
8100	Federal Revenue	(187,509.00)	(26,473.00)	(213,982.00)	2,145.00	(211,837.00)
8300	Other State Revenue	(720,264.00)	199,132.00	(521,132.00)	(2,145.00)	(523,277.00)
8500	Grants and donations	0.00		0.00		0.00
8600	Other Local Revenues	(115,393.00)		(115,393.00)		(115,393.00)
8800	Investment income	(5,363.00)	36,324.00	30,961.00		30,961.00
9110	Cash and Cash Equivalents	1,939,175.00	(1,235,756.00)	703,419.00		703,419.00
9150	Investments	0.00		0.00		0.00
9200	Receivables	(204,270.00)	341,582.00	137,312.00	42,624.00	179,936.00
9340	Other Current Assets	5,000.00	(2,500.00)	2,500.00		2,500.00
9330	Prepaid Expenses	0.00		0.00		0.00
9400	Property and Equipment	515,175.00	121,069.00	636,244.00		636,244.00
9405	Accumulated Depreciation	(364,583.00)	(121,069.00)	(485,652.00)		(485,652.00)
9500	Accounts Payable	(259,106.00)	145,582.00	(113,524.00)		(113,524.00)
9600	Accrued PR Liabilities	0.00		0.00		0.00
9650	Deferred Revenue	(126,912.00)	(129,018.00)	(255,930.00)	(42,624.00)	(298,554.00)
9590	Debt	(1,088,130.00)	538,130.00	(550,000.00)		(550,000.00)
9700	Fund Balance/Net Assets	(170,736.00)		(170,736.00)		(170,736.00)
Total		(115,855.00)	115,855.00	0.00	0.00	0.00
	Net (Income) Loss	(245,613.00)	341,980.00	96,367.00	0.00	96,367.00



AEROSTEM ACADEMY INC.

AUDIT REPORT

**FOR THE YEAR ENDED
JUNE 30, 2023**

**A NONPROFIT PUBLIC BENEFIT CORPORATION
OPERATING THE FOLLOWING CALIFORNIA CHARTER SCHOOL**

AeroSTEM Academy (Charter No. 2000)

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FINANCIAL SECTION

INDEPENDENT AUDITORS' REPORT

To the Board of Directors of
AeroSTEM Academy Inc.
Yuba City, California

Report on the Financial Statements**Qualified Opinion**

We have audited the accompanying financial statements of AeroSTEM Academy Inc. which comprise the statement of financial position as of June 30, 2023, and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements.

In our opinion, except for the effects of the new accounting standard on leases, ASU No. 2016-02, *Leases (Topic 842)*, not recorded in the financial statements described in the Basis for Qualified Opinion section of our report, the financial statements referred to above present fairly, in all material respects, the financial position of AeroSTEM Academy Inc. as of June 30, 2023, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Qualified Opinion

As more fully described in section O of Note 1 to the financial statements, AeroSTEM Academy Inc. has not recorded entries related to the new accounting standard, ASU No. 2016-02, *Leases (Topic 842)*, in the financial statements. In our opinion, accounting principles generally accepted in the United States of America require that a right-of-use asset and a related lease liability be recorded on the statement of financial position (balance sheet) for proper recognition of any long-term lease. The effects on the accompanying financial statements of the failure to record a right-of-use asset and related lease liability have not been determined. Additionally, we were not able to obtain sufficient appropriate audit evidence about the amount recognized as an expense abatement because there was a lack of accounting controls over financial reporting.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of AeroSTEM Academy Inc. and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our qualified audit opinion.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this 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, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about AeroSTEM Academy Inc.'s ability to continue as a going concern within one year after the date that the financial statements are available to be issued.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of AeroSTEM Academy Inc.'s internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about AeroSTEM Academy Inc.'s ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The supplementary information listed in the table of contents is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated January 16, 2024, on our consideration of AeroSTEM Academy Inc.'s internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of AeroSTEM Academy Inc.'s internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering of AeroSTEM Academy Inc.'s internal control over financial reporting and compliance.

Christy White, Inc.

San Diego, California
January 16, 2024

AEROSTEM ACADEMY INC.
STATEMENT OF FINANCIAL POSITION
JUNE 30, 2023

ASSETS

Current assets	
Cash and cash equivalents	\$ 703,419
Accounts receivable	179,936
Total current assets	<u>883,355</u>
Noncurrent assets	
Deposits	2,500
Capital assets, net	150,592
Total noncurrent assets	<u>153,092</u>
Total Assets	<u>\$ 1,036,447</u>

LIABILITIES AND NET ASSETS

Liabilities	
Accounts payable	\$ 113,524
Deferred revenue	298,554
Loans payable	550,000
Total liabilities	<u>962,078</u>
Net assets	
Without donor restrictions	74,369
Total net assets	<u>74,369</u>
Total Liabilities and Net Assets	<u>\$ 1,036,447</u>

The notes to the financial statements are an integral part of this statement.

**AEROSTEM ACADEMY INC.
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2023**

	<u>Without Donor Restrictions</u>
SUPPORT AND REVENUES	
Federal and state support and revenues	
Local control funding formula, state aid	\$ 1,062,170
Federal revenues	211,837
Other state revenues	<u>523,277</u>
Total federal and state support and revenues	<u>1,797,284</u>
Local support and revenues	
Payments in lieu of property taxes	315,968
Investment income, net	(30,961)
Other local revenues	<u>115,393</u>
Total local support and revenues	<u>400,400</u>
Total Support and Revenues	<u>2,197,684</u>
 EXPENSES	
Program services	1,546,975
Management and general	<u>747,076</u>
Total Expenses	<u>2,294,051</u>
 CHANGE IN NET ASSETS	 (96,367)
 Net Assets - Beginning	 <u>170,736</u>
 Net Assets - Ending	 <u>\$ 74,369</u>

The notes to the financial statements are an integral part of this statement.

AEROSTEM ACADEMY INC.
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2023

	Program Services	Management and General	Total
EXPENSES			
Personnel expenses			
Certificated salaries	\$ 440,177	\$ 178,578	\$ 618,755
Non-certificated salaries	91,078	152,826	243,904
Pension plan contributions	180,351	53,784	234,135
Payroll taxes	12,442	17,474	29,916
Other employee benefits	76,601	31,171	107,772
Total personnel expenses	<u>800,649</u>	<u>433,833</u>	<u>1,234,482</u>
Non-personnel expenses			
Books and supplies	138,423	30,925	169,348
Insurance	-	36,165	36,165
Facilities	317,928	6,705	324,633
Professional services	111,474	122,055	233,529
Interest expense	-	28,500	28,500
Depreciation	46,006	75,063	121,069
Expense abatement	-	115,815	115,815
Other operating expenses	16,680	13,830	30,510
Total non-personnel expenses	<u>630,511</u>	<u>429,058</u>	<u>1,059,569</u>
Total Expenses	<u>\$ 1,431,160</u>	<u>\$ 862,891</u>	<u>\$ 2,294,051</u>

The notes to the financial statements are an integral part of this statement.

AEROSTEM ACADEMY INC.
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2023

CASH FLOWS FROM OPERATING ACTIVITIES	
Change in net assets	\$ (96,367)
Adjustments to reconcile change in net assets to net cash provided by (used in) operating activities	
Depreciation	121,069
(Increase) decrease in operating assets	
Accounts receivable	262,319
Prepaid expenses	15,976
Increase (decrease) in operating liabilities	
Accounts payable	(43,704)
Deferred revenue	290,000
Net cash provided by (used in) operating activities	<u>549,293</u>
CASH FLOWS FROM FINANCING ACTIVITIES	
Principal payments on loans payable	<u>(31,312)</u>
Net cash provided by (used in) financing activities	<u>(31,312)</u>
NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	517,981
Cash and cash equivalents - Beginning	<u>185,438</u>
Cash and cash equivalents - Ending	<u>\$ 703,419</u>
SUPPLEMENTAL DISCLOSURE	
Cash paid for interest	<u>\$ 28,500</u>

The notes to the financial statements are an integral part of this statement.

AEROSTEM ACADEMY INC.
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2023

NOTE 1 – SIGNIFICANT ACCOUNTING POLICIES

A. Reporting Entity

AeroSTEM Academy Inc. (the “Charter”) was formed as a nonprofit public benefit corporation on July 27, 2017 for the purpose of operating as a California public school located in Sutter County. The Charter was numbered by the State Board of Education in August 2018 as California Charter No. 2000. AeroSTEM Academy prepares students of today for the growing college and career opportunities of tomorrow. During the year ended June 30, 2023, AeroSTEM Academy Inc. served grades 5 to 12.

AeroSTEM Academy Inc. is authorized to operate as a charter school through Sutter County Superintendent of Schools (the “authorizing agency”). In March 2021, the Sutter County Board of Education approved a charter renewal petition for the period of July 1, 2021 to June 30, 2026. As a result of SB 114, the charter petition end date is extended to June 30, 2027. Funding sources primarily consist of state apportionments, in lieu of property tax revenues, and grants and donations from the public.

B. Basis of Accounting

The Charter’s policy is to prepare its financial statements on the accrual basis of accounting; consequently, revenues are recognized when earned rather than when cash is received and certain expenses and purchases of assets are recognized when the obligation is incurred rather than when cash is disbursed.

C. Financial Statement Presentation

The financial statements are presented in accordance with Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) 958 dated August 2016, and the provisions of the American Institute of Certified Public Accountants (AICPA) “Audit and Accounting Guide for Not-for-Profit Organizations” (the “Guide”). ASC 958-205 was effective July 1, 2018. Under the Guide, AeroSTEM Academy Inc. is required to report information regarding its financial position and activities according to two classes of net assets:

Net assets without donor restrictions – These net assets generally result from revenues generated by receiving contributions that have no donor restrictions, providing services, and receiving interest from operating investments, less expenses incurred in providing program-related services, raising contributions, and performing administrative functions.

Net assets with donor restrictions – These assets result from gifts of cash and other assets that are received with donor stipulations that limit the use of the donated assets, either temporarily or permanently, until the donor restriction expires (that is until the stipulated time restriction ends or the purpose of the restriction is accomplished) the net assets are restricted. When a restriction expires, restricted net assets are reclassified to net assets without donor restrictions.

As a public charter school, AeroSTEM Academy Inc. also accounts for its financial transactions in accordance with the policies and procedures of the Department of Education’s *California School Accounting Manual* presented in Procedure 810 Charter Schools. Fund accounting is not used in the Charter’s financial statement presentation.

D. Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts and disclosures, such as depreciation expense and the net book value of capital assets. Accordingly, actual results could differ from those estimates.

NOTE 1 – SIGNIFICANT ACCOUNTING POLICIES (continued)

E. Contributions

Unconditional contributions are recognized when pledged and recorded as net assets without donor restrictions or net assets with donor restrictions, depending on the existence and/or nature of any donor-imposed restrictions. Conditional promises to give are recognized when the conditions on which they depend are substantially met. Gifts of cash and other assets are reported with donor restricted support if they are received with donor stipulations that limit the use of the donated assets.

When a restriction expires, that is, when a stipulated time restriction ends or a purpose restriction is accomplished, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported on the statement of activities as “net assets released from restrictions.” Donor-restricted contributions whose restrictions are met in the same reporting period are reported as net assets without donor restriction support. Contributions restricted for the acquisition of land, buildings, and equipment are reported as net assets without restriction upon acquisition of the assets and the assets are placed in service.

Non-cash contributions of goods, materials, and facilities are recorded at fair value at the date of contribution. Contributed services are recorded at fair value at the date of contribution if they are used to create or enhance a non-financial asset or require specialized skills, are provided by someone possessing those skills, and would have to be purchased by the organization if not donated.

F. In Lieu of Property Tax Revenue

Secured property taxes attach as an enforceable lien on property as of March 1. Taxes are payable in two installments on December 10 and April 10. Unsecured property taxes are payable in one installment on or before August 31. The County bills and collects the taxes for the local school district. In lieu of distributing funds out of property tax proceeds, the local school district makes monthly payments to AeroSTEM Academy Inc. Revenues are recognized by the Charter when earned.

G. Functional Expenses

The costs of providing services have been summarized on a functional basis in the statement of activities and detailed in the statement of functional expenses. Certain costs and expenses have been allocated between program and supporting services based on management’s estimates.

H. Cash and Cash Equivalents

AeroSTEM Academy Inc. considers all highly liquid deposits and investments with an original maturity of less than ninety days to be cash equivalents.

I. Investments

The Charter’s method of accounting for most investments is the fair value method. Fair value is determined by published quotes when they are readily available. Gains and losses resulting from adjustments to fair values are included in the accompanying statement of activities. Investment return is presented net of any investment fees.

J. Receivables and Allowances

Accounts receivable are stated at the amount management expects to collect from outstanding balances. An allowance for doubtful accounts is established, as necessary, based on past experience and other factors which, in management’s judgment, deserve current recognition in estimating bad debts. Such factors include the relationship of the allowance for doubtful accounts to accounts receivable and current economic conditions.

AEROSTEM ACADEMY INC.
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2023

NOTE 1 – SIGNIFICANT ACCOUNTING POLICIES (continued)

J. Receivables and Allowances (continued)

Based on review of these factors, the Charter establishes or adjusts the allowance for specific revenue sources as a whole. At June 30, 2023, an allowance for doubtful accounts was not considered necessary as all accounts receivable were deemed collectible.

K. Capital Assets

AeroSTEM Academy Inc. has adopted a policy to capitalize asset purchases over \$5,000. Lesser amounts are expensed. Donations of capital assets are recorded as contributions at their estimated fair value. Such donations are reported as net assets without donor restrictions. Capital assets are depreciated using the straight-line method over the estimated useful lives of the property and equipment or the related lease terms.

L. Deferred Revenue

Deferred revenue arises when potential revenue does not meet the criteria for recognition in the current period and when resources are received by the organization prior to the incurrence of expenses. In subsequent periods, when both revenue recognition criteria are met, the liability for deferred revenue is removed from the statement of financial position and revenue is recognized.

M. Income Taxes

AeroSTEM Academy Inc. is a 509(a)(1) publicly supported nonprofit organization that is exempt from income taxes under Section 501(a) and 501(c)(3) of the Internal Revenue Code and classified by the Internal Revenue Service as other than a private foundation. The Charter is exempt from state franchise or income tax under Section 23701(d) of the California Revenue and Taxation Code. As a school, the Charter is not required to register with the California Attorney General as a charity.

The Charter's management believes all of its significant tax positions would be upheld under examination; therefore, no provision for income tax has been recorded. The Charter's information and/or tax returns are subject to examination by the regulatory authorities for up to four years from the date of filing.

N. Fair Value Measurements

The Fair Value Measurements Topic of the FASB *Accounting Standards Codification* establishes a fair value hierarchy that prioritizes inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (Level 1 measurements) and the lowest priority to unobservable inputs (Level 3 measurements). A financial instrument's level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement. The three levels of the fair value hierarchy are described below:

- Level 1 Inputs to the valuation methodology are unadjusted quoted prices for identical assets or liabilities in active markets.
- Level 2 Inputs to the valuation methodology include quoted prices for similar assets and liabilities in active markets, and inputs that are observable for the asset or liability, either directly or indirectly, for substantially the full term of the financial instrument.
- Level 3 Inputs to the valuation methodology are unobservable and significant to the fair value measurement.

AEROSTEM ACADEMY INC.
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2023

NOTE 1 – SIGNIFICANT ACCOUNTING POLICIES (continued)

O. New Accounting Principle

ASC 842 Leases

In February 2016, FASB issued ASU No. 2016-02, *Leases (Topic 842)*. The objective of the ASU is to increase transparency and comparability in financial reporting by requiring balance sheet recognition of leases and note disclosure of certain information about lease arrangements. The new FASB ASU topic on leases consists of five subtopics: overall, lessee, lessor, sale and leaseback transactions, and leveraged lease arrangements. ASU No. 2016-02 is applicable to any entity that enters into a lease. The new lease standard is effective for private nonprofits with fiscal years beginning after December 15, 2021. T

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 has not yet determined the impact or reflected the significant change from this accounting principle within its financial statements for the 2022-23 fiscal year. The Charter holds several long-term lease agreements.

NOTE 2 – CASH AND CASH EQUIVALENTS

Cash and cash equivalents as of June 30, 2023, consists of the following:

Cash in county treasury	\$	618,656
County treasury fair value adjustment		(36,324)
Cash in banks, non-interest bearing		118,970
Cash on hand or awaiting deposit		2,117
Total Cash and Cash Equivalents	\$	703,419

Cash in Banks

Custodial Credit Risk

As of June 30, 2023, AeroSTEM Academy Inc.'s bank balance was not exposed to custodial credit risk. Custodial credit risk is the risk that in the event of a bank failure, an organization's deposits may not be returned to it. AeroSTEM Academy Inc. does not have a policy for custodial credit risk for deposits. The FDIC insures up to \$250,000 per depositor per insured bank.

Cash in County Treasury

Policies and Practices

AeroSTEM Academy Inc. is a voluntary participant in an external investment pool. The 2022-23 fiscal year was the first year that the Charter participated and held balances with the County Treasurer. The fair value of the Charter's investment in the pool is reported in the financial statements at amounts based upon the Charter's pro-rata share of the fair value provided by the County Treasurer for the entire portfolio in relation to the amortized cost of that portfolio. The balance available for withdrawal is recorded on the amortized cost basis and is based on the accounting records maintained by the County Treasurer.

AEROSTEM ACADEMY INC.
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2023

NOTE 2 – CASH AND CASH EQUIVALENTS (continued)

Cash in County Treasury (continued)

General Authorizations

Except for investments by trustees of debt proceeds, the authority to invest Charter funds deposited with the county treasury is delegated to the County Treasurer and Tax Collector. Additional information about the investment policy of the County Treasurer and Tax Collector may be obtained from its website. The table below identifies examples of the investment types permitted in the California Government Code:

<u>Authorized Investment Type</u>	<u>Maximum Remaining Maturity</u>	<u>Maximum Percentage of Portfolio</u>	<u>Maximum Investment in One Issuer</u>
Local Agency Bonds, Notes, Warrants	5 years	None	None
Registered State Bonds, Notes, Warrants	5 years	None	None
U.S. Treasury Obligations	5 years	None	None
U.S. Agency Securities	5 years	None	None
Banker's Acceptance	180 days	40%	30%
Commercial Paper	270 days	25%	10%
Negotiable Certificates of Deposit	5 years	30%	None
Repurchase Agreements	1 year	None	None
Reverse Repurchase Agreements	92 days	20% of base	None
Medium-Term Corporate Notes	5 years	30%	None
Mutual Funds	N/A	20%	10%
Money Market Mutual Funds	N/A	20%	10%
Mortgage Pass-Through Securities	5 years	20%	None
County Pooled Investment Funds	N/A	None	None
Local Agency Investment Fund (LAIF)	N/A	None	None
Joint Powers Authority Pools	N/A	None	None

Interest Rate Risk

Interest rate risk is the risk that changes in the market interest rates will adversely affect the fair value of an investment. Generally, the longer the maturity of the investment, the greater the sensitivity of its fair value to changes in the market interest rates. The Charter has managed its exposure to interest rate risk by investing in the county treasury. The Charter's investments in the Sutter County Treasury Investment Pool, which combines the Charter's share of the portfolio, has a combined fair value of \$582,332 and an amortized book value of \$618,656 as of June 30, 2023.

Fair Value Measurement

Cash in county treasury is measured at Level 1 using the fair value input levels noted in Note 1N. The funds were not previously measured. The Charter has classified these funds as Level 1 because the amounts invested in the county treasury pooled investment fund primarily consist of investment types having observable inputs that reflect quoted prices. The investment types include those noted under the general authorizations section.

NOTE 3 – ACCOUNTS RECEIVABLE

Accounts receivable as of June 30, 2023, consists of the following:

Federal sources	\$ 58,771
State sources	121,165
Total Accounts Receivable	<u>\$ 179,936</u>

AEROSTEM ACADEMY INC.
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2023

NOTE 4 – CAPITAL ASSETS

A summary of activity related to capital assets during the year ended June 30, 2023 consists of the following:

	July 1, 2022	Additions	Disposals	June 30, 2023
Property and equipment				
Building improvements	\$ 574,450	\$ -	\$ -	\$ 574,450
Vehicles	61,794	-	-	61,794
Total property and equipment	636,244	-	-	636,244
Less accumulated depreciation	(364,583)	(121,069)	-	(485,652)
Capital Assets, net	\$ 271,661	\$ (121,069)	\$ -	\$ 150,592

NOTE 5 – ACCOUNTS PAYABLE

Accounts payable as of June 30, 2023, consists of the following:

Due to grantor government	\$ 46,055
Salaries and benefits	27,099
Vendor payables	26,539
Due to authorizing agency	13,831
Total Accounts Payable	\$ 113,524

NOTE 6 – DEFERRED REVENUE

Deferred revenue as of June 30, 2023, consists of \$298,554 in unspent conditional contributions from state sources.

NOTE 7 – LOANS PAYABLE

A summary of activity related to loans payable during the year ended June 30, 2023 consists of the following:

	July 1, 2022	Draws	Payments	June 30, 2023
Due to CORE Charter	\$ 550,000	\$ -	\$ -	\$ 550,000
Sale of receivables	31,312	-	31,312	-
Total Loans Payable	\$ 581,312	\$ -	\$ 31,312	\$ 550,000

Sale of Receivables

In the previous year, the Charter entered into several factoring agreements with Charter Asset Management (CAM) whereby future receivables were collateralized for short-term borrowings. The total amount outstanding as of July 1, 2022 was \$31,312. The balance was repaid once local control funding formula sources are received in Fall 2022.

Due to CORE Charter

The Charter holds a loan due to CORE Charter for \$550,000 as of June 30, 2023. The amount consists of \$850,000 in expenses paid by CORE Charter on behalf of AeroSTEM Academy during its first years of operation less \$250,000, which was forgiven by CORE Charter in the prior year, and further reduced by payments of \$50,000 made during the fiscal year ended June 30, 2022. As agreed upon within a memorandum of understanding (MOU), the balance was initially to be fully repaid by June 2023 and included a three percent interest rate, but the repayment date was extended to June 30, 2028. Refer to Note 13 for additional information on related party transactions.

AEROSTEM ACADEMY INC.
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2023

NOTE 7 – LOANS PAYABLE (continued)

Due to CORE Charter (continued)

Future repayment obligations are as follows:

<u>Fiscal Year Ending June 30,</u>	
2024	\$ 118,593
2025	118,593
2026	118,593
2027	118,593
2028	118,593
Total payments	<u>592,965</u>
Less Interest	<u>(42,965)</u>
Total	<u>\$ 550,000</u>

NOTE 8 – NET ASSETS

As of June 30, 2023, the Charter had no net assets with donor restrictions. Certain designations or reserves have been made for the use of net assets without donor restrictions either by the board, management or by nature of the financial assets held by the Charter. At June 30, 2023, the Charter’s net assets without donor restrictions consist of the following:

Net investment in capital assets	\$ 150,592
Undesignated	<u>(76,223)</u>
Total Net Assets without Donor Restrictions	<u>\$ 74,369</u>

NOTE 9 – LIQUIDITY AND AVAILABILITY OF FINANCIAL ASSETS

The following table reflects the Charter’s financial assets as of June 30, 2023, reduced by amounts not available for general expenditure within one year. Financial assets are considered not available for general use when illiquid or not convertible to cash within one year, consist of assets held for others or are held aside by the governing board for specific contingency reserves. Any board designations could be drawn upon if the board approves that action.

Financial Assets	
Cash and cash equivalents	\$ 703,419
Accounts receivable	179,936
Contractual or donor-imposed restrictions	
Cash held for conditional contributions	<u>(298,554)</u>
Financial Assets available to meet cash needs for expenditures within one year	<u>\$ 584,801</u>

NOTE 10 – EMPLOYEE RETIREMENT PLANS

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. In accordance with *California Education Code 47605*, charter schools have the option of participating in such plans if an election to participate is specified within the charter petition. The Charter has made such election. Certificated employees are members of the California State Teachers’ Retirement System (CalSTRS), and non-certificated employees are members of the California Public Employees’ Retirement System (CalPERS).

AEROSTEM ACADEMY INC.
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2023

NOTE 10 – EMPLOYEE RETIREMENT PLANS (continued)

California State Teachers' Retirement System (CalSTRS)

Plan Description

AeroSTEM Academy Inc. contributes to the California State Teachers' Retirement System (CalSTRS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalSTRS. The plan provides retirement, disability and survivor benefits to beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the State Teachers' Retirement Law. CalSTRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the CalSTRS annual financial report may be obtained from CalSTRS, 7667 Folsom Boulevard; Sacramento, California 95826.

Funding Policy

Active plan members are required to contribute 10.25% or 10.205% of their 2022-23 salary depending on the employee's membership date in the plan. The required employer contribution rate for fiscal year 2022-23 was 19.10% of annual payroll. The contribution requirements of the plan members are established by state statute. The Charter's contributions to CalSTRS for the fiscal year ended June 30, 2023 was \$252,671.

On-Behalf Payments

The State of California makes direct on-behalf payments for retirement benefits to CalSTRS on behalf of all school agencies in California. The amount of on-behalf payments made for AeroSTEM Academy Inc. is estimated at \$62,889. The on-behalf payment amount is computed as the proportionate share of total 2021-22 State on-behalf contributions.

California Public Employees' Retirement System (CalPERS)

Plan Description

AeroSTEM Academy Inc. contributes to the School Employer Pool under the California Public Employees' Retirement System (CalPERS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. The plan provides retirement and disability benefits, annual cost-of-living adjustments, and death benefits to plan members and beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the Public Employees' Retirement Law. CalPERS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the CalPERS annual financial report may be obtained from the CalPERS Executive Office, 400 P Street; Sacramento, California 95814.

Funding Policy

Active plan members, who entered into the plan prior to January 1, 2013, are required to contribute 7.0% of their salary. The California Public Employees' Pension Reform Act (PEPRA), specifies that new members entering into the plan on or after January 1, 2013, shall pay the higher of fifty percent of normal costs or 7.0% of their salary. Additionally, for new members entering the plan on or after January 1, 2013, the employer is prohibited from paying any of the employee contribution to CalPERS unless the employer payment of the member's contribution is specified in an employment agreement or collective bargaining agreement that expires after January 1, 2013.

AeroSTEM Academy Inc. is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the CalPERS Board of Administration. The required employer contribution for fiscal year 2022-23 was 25.37% of annual payroll. The contribution requirements of the plan members are established by state statute. The Charter's contributions to CalPERS for the year ended June 30, 2023 was \$71,401.

AEROSTEM ACADEMY INC.
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2023

NOTE 11 – DONATED GOODS AND SERVICES

During the year, many parents, administrators and other individuals donated significant amounts of time and services to AeroSTEM Academy Inc. in an effort to advance the Charter's programs and objectives. These services have not been recorded in the Charter's financial statements because they do not meet the criteria required by generally accepted accounting principles. During the fiscal year ended June 30, 2023, the Charter did not receive any noncash donations.

NOTE 12 – COMMITMENTS AND CONTINGENCIES

Charter School Authorization

As mentioned in Note 1A, AeroSTEM Academy Inc. is approved to operate as a public charter school through authorization by the Sutter County Superintendent of Schools. As such, the Charter is subject to the risk of possible non-renewal or revocation at the discretion of its authorizing agency if certain criteria for student outcomes, management, and/or fiscal solvency are not met.

The Charter makes payments to the authorizing agency, Sutter County Superintendent of Schools, to provide required services for special education and other purchased services in addition to fees for oversight. Fees associated with oversight consisted of 1% of revenue from local control funding formula sources. Oversight fees for the fiscal year ended June 30, 2023 amounted to \$13,831.

Governmental Funds

AeroSTEM Academy Inc. has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate expenditure disallowances under terms of the grants, it is believed that any required reimbursements would not be material.

Multiemployer Defined Benefit Plan Participation

Under current law on multiemployer defined benefit plans, the Charter's voluntary withdrawal from any underfunded multiemployer defined benefit plan would require the Charter to make payments to the plan, which would approximate the Charter's proportionate share of the multiemployer plan's unfunded vested liabilities. CalSTRS has estimated that the Charter's share of withdrawal liability is approximately \$693,484 as of June 30, 2022. Also as of June 30, 2022, CalPERS has estimated the Charter's share of withdrawal liability to be \$435,947. The Charter does not currently intend to withdraw from CalSTRS or CalPERS. Refer to Note 10 for additional information on employee retirement plans.

Pending or Threatened Litigation

The Charter has the potential to be involved in various litigation arising from the normal course of business. In the opinion of management and legal counsel, the disposition of all litigation pending is not expected to have a material adverse effect on the overall financial position of the Charter as of June 30, 2023.

Operating Lease

In November 2019, the Charter entered into two separate lease agreements with the same party to cover a term of five years for the use of a parcel located at the Sutter County Airport. The first lease agreement covered a term from January 1, 2019 to December 31, 2020 and called for monthly payments of \$2,000. The second lease is an extension of the original agreement for a term beginning January 1, 2020 and ending December 31, 2024 with a monthly payment of \$3,083.33. During the fiscal year ended June 30, 2023, a total of \$37,000 was made in lease payments. Future minimum lease payments are \$37,000 for the 2023-24 fiscal year and \$18,500 for the 2024-25 fiscal year.

AEROSTEM ACADEMY INC.
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2023

NOTE 13 – RELATED PARTY TRANSACTIONS

CORE Charter School

CORE Charter School (CORE) is a separate nonprofit organization with a governing board independent from the Charter. During the fiscal year ended June 30, 2019, CORE aided in the start-up of AeroSTEM Academy, a newly operational charter school, which previously operated as a learning center of CORE.

In January 2018, CORE and AeroSTEM Academy entered into a memorandum of understanding (MOU) for CORE to provide temporary funds up to \$600,000 to the Charter for start-up and operational needs during its first year of operation. The agreement initially allowed for repayment in full on or before June 30, 2023 and included a three percent interest rate, but extended the repayment date to June 30, 2025. For the Charter's initial years of operation, CORE directly paid for expenses on behalf of the Charter. As mentioned in Note 7, the outstanding balance as of June 30, 2023 due from AeroSTEM Academy Inc. to CORE was \$550,000. The Charter made a total of \$28,500 in interest-only payments during the fiscal year ended June 30, 2023.

The Charter holds a memorandum of understanding (MOU) with CORE regarding the Career Technical Education and Incentive Grant (CTEIG), whereby, CORE serves as the lead agency and fiscal agent, assumes responsibility for reporting requirements, and provides fiscal and other support services to meet the needs of the CTEIG program. Based on the MOU, the Charter maintains the career technical education pathways and will adhere to CORE's requests and procedures for monitoring and compliance. Although originating from state sources, the funding is presented as local revenue within the statement of activities because the Charter is not specifically listed as the awardee by the State. Total funding passed-through CORE to AeroSTEM Academy amounted to \$92,039 for the fiscal year ended June 30, 2023.

NOTE 14 – SUBSEQUENT EVENTS

AeroSTEM Academy Inc. has evaluated subsequent events for the period from June 30, 2023 through January 16, 2024, the date the financial statements were available to be issued.

On July 10, 2023, the Governor of California approved Senate Bill 114 (SB 114), which amended California Education Code (EC) 47607.4. The EC was amended to add "all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year." As a result, the charter petition end date is extended to June 30, 2027.

Management did not identify any other transactions or events that require disclosure or that would have an impact on the financial statements.

SUPPLEMENTARY INFORMATION

**AEROSTEM ACADEMY INC.
LEA ORGANIZATION STRUCTURE
JUNE 30, 2023**

AeroSTEM Academy Inc., located in Sutter County, was formed as a nonprofit public benefit corporation on July 27, 2017 and was numbered by the State Board of Education in August 2018 as California Charter No. 2000. The Charter is authorized to operate as a charter school through the Sutter County Superintendent of Schools. Instruction initially began in August 2018. During 2022-23, the Charter served approximately 133 students in grades 5 to 12.

BOARD OF DIRECTORS

<u>Name</u>	<u>Office</u>	<u>Term Expiration</u>
Tony Barber	President	June 30, 2023
Marvin King	Treasurer	June 30, 2023
Rikki Shaffer	Secretary	June 30, 2023
John Floe	Community Member	June 30, 2023
Jennifer Chaplin	Parent Member	June 30, 2023
June McJunkin	Sutter COE Representative	June 30, 2023

ADMINISTRATION

Kathy Smith-McQuerry*
School Director

Jim Walters*
Interim School Director

Karen Peters**
Chief Business Official

*Ms. Smith-McQuerry resigned in December 2023 and Mr. Walters began in January 2023.

**Ms. Peters resigned in January 2023.

**AEROSTEM ACADEMY INC.
 SCHEDULE OF AVERAGE DAILY ATTENDANCE
 FOR THE YEAR ENDED JUNE 30, 2023**

	Second Period Report	Annual Report
	Classroom-Based	
Grade Span		
Regular		
Fourth through sixth	26.80	25.89
Seventh through eighth	49.23	48.29
Ninth through twelfth	40.69	39.19
Total Average Daily Attendance - Classroom-Based	116.72	113.37

The Charter had no Nonclassroom-Based ADA in 2022-23.

**AEROSTEM ACADEMY INC.
 SCHEDULE OF INSTRUCTIONAL TIME
 FOR THE YEAR ENDED JUNE 30, 2023**

Grade Level	Minutes Requirement	2022-23 Instructional Minutes	2022-23 Number of Days	Status
Grade 5	54,000	56,525	175	Complied
Grade 6	54,000	56,525	175	Complied
Grade 7	54,000	56,525	175	Complied
Grade 8	54,000	56,525	175	Complied
Grade 9	64,800	66,500	175	Complied
Grade 10	64,800	66,500	175	Complied
Grade 11	64,800	66,500	175	Complied
Grade 12	64,800	66,500	175	Complied

See accompanying notes to supplementary information.

AEROSTEM ACADEMY INC.
RECONCILIATION OF FINANCIAL REPORT – ALTERNATIVE FORM WITH AUDITED FINANCIAL
STATEMENTS
JUNE 30, 2023

June 30, 2023, fund balance/net position on the Financial Report - Alternative Form (Charter School Unaudited Actuals)	<u>\$ 530,941</u>
Adjustments:	
Increase (decrease) in total net assets:	
Fair value adjustment to cash in county treasury	(36,324)
Record payments related to loan as interest expense	(28,500)
Record unspent state funding sources as conditional contributions	(289,134)
Understatement of other revenues	53,586
Understatement of other expenses	(40,385)
Unreconciled difference - expense abatement	<u>(115,815)</u>
Net adjustments	<u>(456,572)</u>
June 30, 2023, net assets per audited financial statements	<u>\$ 74,369</u>

See accompanying notes to supplementary information.

**AEROSTEM ACADEMY INC.
NOTES TO THE SUPPLEMENTARY INFORMATION
JUNE 30, 2023**

NOTE 1 – PURPOSE OF SCHEDULES

A. LEA Organization Structure

This schedule provides information about the local education agency (LEA or charter school), including the Charter's authorizing agency, grades served, members of the governing body, and members of the administration.

B. Schedule of Average Daily Attendance

Average daily attendance (ADA) is a measurement of the number of pupils attending classes of the charter school. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to charter schools. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

C. Schedule of Instructional Time

This schedule presents information on the amount of instructional time offered per grade level by the charter school and whether the charter school complied with the provisions of *Education Code Section 47612.5*.

D. Reconciliation of Financial Report – Alternative Form with Audited Financial Statements

This schedule provides the information necessary to reconcile fund balance/net position reported on the Financial Report – Alternative Form (Charter School Unaudited Actuals) to net assets on the audited financial statements.

OTHER INDEPENDENT AUDITORS' REPORTS

**REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER
MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH
GOVERNMENT AUDITING STANDARDS**Independent Auditors' Report

To the Board of Directors of
AeroSTEM Academy Inc.
Yuba City, California

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of AeroSTEM Academy Inc. (the "Charter") as of and for the year ended June 30, 2023, and the related notes to the financial statements, which collectively comprise the Charter's basic financial statements and have issued our report thereon dated January 16, 2024. Our opinion on the financial statements was qualified because there was no reporting of FASB ASC 842 nor were there adequate controls over financial statement reporting related to reconciliation of an expense abatement account to sufficiently reduce the risk of material misstatement of the financial statements.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Charter's internal control over financial reporting ("internal control") as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Charter's internal control. Accordingly, we do not express an opinion on the effectiveness of the Charter's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that were not identified. We identified certain deficiencies in internal control, described in the accompanying schedule of findings and questioned costs as Finding 2023-001 that we consider to be material weaknesses.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Charter's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

AeroSTEM Academy Inc.'s Response to Findings

Government Auditing Standards requires the auditor to perform limited procedures on AeroSTEM Academy Inc.'s responses to the findings identified in our audit are described in the accompanying schedule of findings and questioned costs as the corrective action plan. The Charter's responses were not subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on it.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Charter's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Charter's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Christy White, Inc.

San Diego, California
January 16, 2024

REPORT ON STATE COMPLIANCEIndependent Auditors' Report

To the Board of Directors of
AeroSTEM Academy Inc.
Yuba City, California

Report on State Compliance**Opinion on State Compliance**

We have audited AeroSTEM Academy Inc.'s compliance with the requirements specified in the *2022-23 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, applicable to AeroSTEM Academy Inc.'s state program-requirements for the fiscal year ended June 30, 2023.

In our opinion, AeroSTEM Academy Inc. complied, in all material respects, with the laws and regulations of the applicable state programs for the year ended June 30, 2023, as identified in the table in the Auditor's Responsibilities for the Audit of State Compliance section of our report.

Basis for Opinion on State Compliance

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the *2022-23 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed by Title 5, *California Code of Regulations*, section 19810 as regulations (the K-12 Audit Guide). Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of State Compliance section of our report.

We are required to be independent of AeroSTEM Academy Inc. and to meet certain ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on state compliance. Our audit does not provide a legal determination of AeroSTEM Academy Inc.'s compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of internal control over compliance with the requirements of the laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to AeroSTEM Academy Inc.'s state programs.

Auditor’s Responsibilities for the Audit for State Compliance

Our objectives are to obtain reasonable assurance about whether noncompliance with the state compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on AeroSTEM Academy Inc.'s compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the K-12 Audit Guide will always detect a material noncompliance when it exists. The risk of not detecting a material noncompliance resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user of the report on compliance about AeroSTEM Academy Inc.'s compliance with the requirements of the applicable state programs as a whole.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, and the K-12 Audit Guide, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding AeroSTEM Academy Inc.'s compliance with compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of AeroSTEM Academy Inc.'s internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the K-12 Audit Guide, but not for the purpose of expressing an opinion on the effectiveness of AeroSTEM Academy Inc.'s internal control over compliance. Accordingly, no such opinion is expressed; and
- Select and test transactions and records to determine AeroSTEM Academy Inc.’s compliance with the state laws and regulations to the following items:

Description	Procedures Performed
School Districts, County Offices of Education and Charter Schools	
California Clean Energy Jobs Act	Not applicable
After/Before School Education and Safety Program	Not applicable
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	Not applicable
Immunizations	Yes
Educator Effectiveness	Yes
Expanded Learning Opportunities Grant (ELO-G)	Yes
Career Technical Education Incentive Grant	Not applicable
Transitional Kindergarten	Not applicable
Charter Schools	
Attendance	Yes
Mode of Instruction	Yes
Nonclassroom-Based Instruction/Independent Study	Not applicable
Determination of Funding for Nonclassroom-Based Instruction	Not applicable
Annual Instructional Minutes – Classroom Based	Yes
Charter School Facility Grant Program	Yes

“Not applicable” is used in the table above to indicate that the charter school did not receive program funding or did not otherwise operate the program during the fiscal year.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies or material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control Over Compliance

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a state program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a state program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a state program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of State Compliance section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the K-12 Audit Guide. Accordingly, this report is not suitable for any other purpose.

Christy White, Inc.

San Diego, California
January 16, 2024

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

**AEROSTEM ACADEMY INC.
SUMMARY OF AUDITORS' RESULTS
FOR THE YEAR ENDED JUNE 30, 2023**

Financial Statements

Type of auditors' report issued	<u>Qualified</u>
Internal control over financial reporting:	
Material weakness(es) identified?	<u>Yes</u>
Significant deficiency(ies) identified not considered to be material weaknesses?	<u>None Reported</u>
Noncompliance material to financial statements noted?	<u>None</u>

Federal Awards

The Charter did not expend more than \$750,000 in federal awards; therefore, a Federal Single Audit under OMB Uniform Grant Guidance is not applicable.

State Awards

Internal control over state programs:	
Material weakness(es) identified?	<u>No</u>
Significant deficiency(ies) identified not considered to be material weaknesses?	<u>None Reported</u>
Any audit findings disclosed that are required to be reported in accordance with <i>2022-23 Guide for Annual Audits of California K-12 Local Education Agencies ?</i>	<u>No</u>
Type of auditors' report issued on compliance for state programs:	<u>Unmodified</u>

All audit year findings, if any, are assigned an appropriate finding code as follows:

<u>FIVE DIGIT CODE</u>	<u>AB 3627 FINDING TYPE</u>
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities Programs
43000	Apprenticeship: Related and Supplemental Instruction
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accountability Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

**AEROSTEM ACADEMY INC.
FINANCIAL STATEMENT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2023**

FINDING 2023-001: 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.

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.

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 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.

Cause: Turnover in management and no accounting personnel involved in the accounting records for more than six months, including the year-end closing process. The Charter also ended its previous contract for back-office services and changed accounting software to the Escape county system. Additionally, management was not fully aware of the impact of the new lease standard.

Effect: Numerous audit adjustments were necessary. The financial statements are likely materially misstated with regards to the expense abatement or unreconciled balance and the unreported lease standard.

Repeat Finding: This is not a repeat finding.

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: Management consulted with a professional services company to assist in the accounting recordkeeping and reconciliation of AeroSTEM's accounts.

**AEROSTEM ACADEMY INC.
STATE AWARD FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2023**

There were no audit findings and questioned costs related to state awards for the year ended June 30, 2023.

**AEROSTEM ACADEMY INC.
SCHEDULE OF PRIOR AUDIT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2023**

This schedule presents the status of actions taken by the Charter on each of the findings and recommendations reported in the prior year audit; however, there were no audit findings reported in the year ended June 30, 2022.

TO: Board of Directors

AGENDA ITEM: 8.2

DATE: 1/29/2024

ITEM: Declaration of Need

SUBMITTED FOR: Action

Background and Summary Information: The Declaration of Need (CL-500) is the annual form submitted to the Commission on Teacher Credentialing (CTC) by school districts that contains the employing agency's estimated number of Emergency Permits, Limit Assignment Permits and Internships that will be requested during the school year. In order to employ Interns and Permit holders districts must have a CL-500 on file with the CTC.

Financial/Educational Impact: Possible compliance impact

Staff Recommendation: Staff recommends approval of the DON.



State of California
 Commission on Teacher Credentialing
 Certification Division
 1900 Capitol Avenue
 Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov

Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2023/2024

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: AeroSTEM Academy District CDS Code: 51-10512-0138040

Name of County: _____ County CDS Code: _____

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on 5/3/2023 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► **Enclose a copy of the board agenda item**

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2024.

Submitted by (Superintendent, Board Secretary, or Designee):

Joe Clark		Executive Director
Name	Signature	Title

530-749-2508	530-742-2531	07/01/2023
Fax Number	Telephone Number	Date

82 Second Street; Yuba City, CA 95991

Mailing Address

admin@aerostem.org

EMail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ___/___/___, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

Name	Signature	Title
Fax Number	Telephone Number	Date
Mailing Address		
EMail Address		

► *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	Estimated Number Needed
CLAD/English Learner Authorization (applicant already holds teaching credential)	2 _____
Bilingual Authorization (applicant already holds teaching credential)	1 _____
List target language(s) for bilingual authorization: _____	
Resource Specialist	1 _____
Teacher Librarian Services	0 _____
Emergency Transitional Kindergarten (ETK)	0 _____

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	4
Single Subject	4-8
Special Education	2
TOTAL	10-14

Authorizations for Single Subject Limited Assignment Permits

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture		Mathematics	1
Art		Music	
Business		Physical Education	1
Dance		Science: Biological Sciences	1
English	1	Science: Chemistry	1
Foundational-Level Math		Science: Geoscience	1
Foundational-Level Science		Science: Physics	1
Health		Social Science	1
Home Economics		Theater	
Industrial & Technology Education		World Languages (specify)	

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? Yes No

If no, explain. The school is too small to establish an internship program.

Does your agency participate in a Commission-approved college or university internship program? Yes No

If yes, how many interns do you expect to have this year? _____

If yes, list each college or university with which you participate in an internship program.

If no, explain why you do not participate in an internship program.

The school has not had the opportunity yet.



State of California
 Commission on Teacher Credentialing
 Certification Division
 1900 Capitol Avenue
 Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
 Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: _____

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: _____ District CDS Code: _____

Name of County: _____ County CDS Code: _____

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on ___/___/___ certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► **Enclose a copy of the board agenda item**

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, _____.

Submitted by (Superintendent, Board Secretary, or Designee):

Name	Signature	Title
------	-----------	-------

Fax Number	Telephone Number	Date
------------	------------------	------

Mailing Address

EMail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ___/___/___, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

Name

Signature

Title

Fax Number

Telephone Number

Date

Mailing Address

E-Mail Address

- *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit

Estimated Number Needed

CLAD/English Learner Authorization (applicant already holds teaching credential)

Bilingual Authorization (applicant already holds teaching credential)

List target language(s) for bilingual authorization:

Resource Specialist

Teacher Librarian Services

Emergency Transitional Kindergarten (ETK)

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year’s actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	
Single Subject	
Special Education	
TOTAL	

Authorizations for Single Subject Limited Assignment Permits

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture		Mathematics	
Art		Music	
Business		Physical Education	
Dance		Science: Biological Sciences	
English		Science: Chemistry	
Foundational-Level Math		Science: Geoscience	
Foundational-Level Science		Science: Physics	
Health		Social Science	
Home Economics		Theater	
Industrial & Technology Education		World Languages (specify)	

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? Yes No

If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program? Yes No

If yes, how many interns do you expect to have this year? _____

If yes, list each college or university with which you participate in an internship program.

If no, explain why you do not participate in an internship program.

TO: Board of Directors

AGENDA ITEM: 8.3

DATE: 1/29/2024

ITEM: School Accountability Report Card

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 2023 School Accountability Report Cards (SARC), which includes data from the 2022-23 school year.

AeroSTEM Academy

2022-2023 School Accountability Report Card (Published During the 2023-2024 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/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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.

2023-24 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
County-District-School (CDS) Code	51-10512-0138040

2023-24 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

2023-24 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 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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 5	8
Grade 6	23

Grade 7	26
Grade 8	27
Grade 9	15
Grade 10	16
Grade 11	11
Grade 12	7
Total Enrollment	133

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	33.8%
Male	64.7%
American Indian or Alaska Native	3%
Asian	3%
Hispanic or Latino	43.6%
Two or More Races	11.3%
White	37.6%
English Learners	6.8%
Foster Youth	2.3%
Homeless	1.5%
Socioeconomically Disadvantaged	72.9%
Students with Disabilities	20.3%

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	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	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

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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
Permits and Waivers	0.00	0.00
Misassignments	1.00	0.60
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	0.60

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.6	12.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	9.3	3.1

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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, IXI	Yes	0
Mathematics	Including but not limited to: Subject, C-STEM, Cengage Big Math Ideas Math, Houghton Mifflin Go Math!, IXI	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

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: Gas Leaks, Mechanical/HVAC, Sewer	X			
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.

Percentages are not calculated 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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	35	41	17	21	47	46
Mathematics (grades 3-8 and 11)	23	27	11	11	33	34

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	79	79	100.00	0.00	40.51
Female	24	24	100.00	0.00	45.83
Male	54	54	100.00	0.00	37.04
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	32	32	100.00	0.00	34.38
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	36	36	100.00	0.00	41.67
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	37	37	100.00	0.00	35.14
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	15	100.00	0.00	20.00

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	79	79	100.00	0.00	26.58
Female	24	24	100.00	0.00	25.00
Male	54	54	100.00	0.00	27.78
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	32	32	100.00	0.00	6.25
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	36	36	100.00	0.00	38.89
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	37	37	100.00	0.00	18.92
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	15	100.00	0.00	13.33

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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	27.66	32.61	0.00	0.00	29.47	30.29

2022-23 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	46	46	100.00	0.00	32.61
Female	11	11	100.00	0.00	45.45
Male	35	35	100.00	0.00	28.57
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	19	19	100.00	0.00	10.53
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	19	19	100.00	0.00	47.37
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	24	24	100.00	0.00	29.17
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	14	100.00	0.00	21.43

2022-23 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.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	10
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	20

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.

2022-23 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 during 2021-22 and 2022-23 school years, only participation results are required 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	--	--	--	--	--
Grade 7	77	77	77	77	77
Grade 9	75	75	75	75	75

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.

2023-24 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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate			60	34.9	29.7	37	9.4	7.8	8.2
Graduation Rate			40	23.3	29.7	26.1	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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	15	6	40.0
Female	--	--	--
Male	12	4	33.3
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	14	6	42.9
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	147	145	50	34.5
Female	46	46	13	28.3
Male	98	96	35	36.5
Non-Binary	3	3	2	66.7
American Indian or Alaska Native	5	5	3	60.0
Asian	4	4	2	50.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	61	59	24	40.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	12	12	6	50.0
White	63	63	15	23.8
English Learners	10	9	4	44.4
Foster Youth	3	3	0	0.0
Homeless	2	2	1	50.0
Socioeconomically Disadvantaged	102	101	31	30.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	29	29	12	41.4

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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	6.11	3.40	1.09	8.91	8.70	0.20	3.17	3.60
Expulsions	0.00	0.56	0.00	0.00	0.17	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.4	0
Female	0	0
Male	5.1	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	6.35	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	2.94	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	6.9	0

2023-24 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 2023.

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.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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
6	30		4	

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
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	8	3	0	0
6	23	0	3	0
Other	31	0	4	0

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	2	1	1
Mathematics	12	7	1	1
Science	14	2	1	
Social Science	14	2	1	

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	0	0
Mathematics	8	8	0	0
Science	14	3	0	0
Social Science	11	3	0	0

2022-23 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	0

2022-23 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.

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

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$7,607	
Percent Difference - School Site and State	N/A	N/A		

Fiscal Year 2022-23 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 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
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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 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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	13	13	13