

REGULAR MEETING AGENDA

March 11, 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 Academics' 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

Tony Barber, Board President

Marvin King, Treasurer

John Floe, Community Board Member

June McJunkin, SCSOS Representative

Rikki Shaffer, NCAI Representative

Jennifer Chaplin, Parent Representative

Present

Absent

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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. 1/29/24 Board Meeting Minutes

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

7. DISCUSSION ITEMS

7.1. DIRECTOR'S REPORT

7.1.1. LCAP

7.1.2. Enrollment

7.1.3. Facilities

7.1.4. Flight Simulator Update

7.1.5. Form 700

8. ACTION ITEMS

8.1. 2nd Interim Budget Update

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

8.2. Plan for Expelled Youth

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

8.3. 24/25 & 25/26 Academic Calendar Update

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

8.4. J13-A School Closure - Request for Allowance of Attendance Due to Emergency

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

8.5. 2022 - 2023 Certification of Corrective Action of Audit Findings

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

8.6. Job Description and Roles Realignment

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

9. BOARD COMMENTS

10. FUTURE BOARD ITEMS

11. ADJOURNMENT

11.1. 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: 3/11/2024

ITEM: Consent Items

SUBMITTED FOR: Action

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

6.1 1/29/24 Board Meeting Minutes

Financial/Educational Impact: N/A

Staff Recommendation: Recommended for approval

REGULAR MEETING MINUTES

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: 6:30 PM by Director Shaffer

2. PLEDGE OF ALLEGIANCE

3. ROLL CALL OF MEMBERS

Tony Barber, Board President

Present

Absent

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Marvin King, Treasurer

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John Floe, Community Board Member

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June McJunkin, SCSOS Representative

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Rikki Shaffer, NCAI Representative

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Jennifer Chaplin, Parent Representative

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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 to Approve: McJunkin Second: King Ayes: 5 Noes: 0 Abstain: 0
No Discussion

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

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Joe Hendrix: Expressed his appreciation for the AeroSTEM Academy staff; their openness to feedback, willingness to collaborate and that they are action oriented.

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 to Approve: Chaplin Second: King Ayes: 5 Noes: 0 Abstain: 0
No Discussion

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 to Approve: Floe Second: King Ayes: 5 Noes: 0 Abstain: 0

Discussion: Board requests clarification of what accounts were included for review and the process involved in the audit.

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

Motion to Approve: Floe Second: McJunkin Ayes: 5 Noes: 0 Abstain: 0

No Discussion

8.3. School Accountability Report Card (SARC)

Motion to Approve: King Second: Floe Ayes: 5 Noes: 0 Abstain: 0

No Discussion

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
No Action Taken
11. FUTURE BOARD ITEMS
 - Schedule a Board Strategic Planning Meeting
 - Board to Develop an Evaluation Process for Executive Director Role
12. ADJOURNMENT
 - 12.1. Motion to adjourn

Motion to Approve: McJunkin Second: King Ayes: 5 Noes: 0 Abstain: 0
No Discussion

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TO: Board of Directors

AGENDA ITEM: 7

DATE: 3/11/2024

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.

7.1.1 LCAP

7.1.2 Enrollment

7.1.3 Facilities

7.1.4 Flight Simulator Update

7.1.5 Form 700

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

Priority	Priority Description		Sub-Priorities	Cultivate a safe and positive learning environment where all educational partners feel connected, respected, and included.	Increase student success in ELA and Math as evidenced by multiple measures.	Prepare students to be Career and College ready.	Engage all educational partners to support student success.	Recruit and retain high capacity staff who are committed to the mission and vision of the school.
Priority 1: Basic	Providing all students with access to fully credentialed teachers in their subject areas, as well as instructional materials that align with state standards, and safe, properly maintained school facilities	A	teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the students they are teaching;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		B	every student in the school district has sufficient access to the standards-aligned instructional materials; and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		C	school facilities are maintained in good repair.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Priority 2: Implementation of State Standards	Ensuring school programs and services enable all students, including English learners, to access California's academic content and performance standards, including Common Core Standards for English Language Arts and Math, Next Generation Science Standards, and English Language Development Standards	A	the implementation of state board adopted academic content and performance standards for all students; and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		B	how the programs and services will enable English learners to access the Common Core State Standards and the English Language Development standards for purposes of gaining academic content knowledge and English language proficiency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Priority 3: Parental Involvement and Family Engagement	Efforts by the school district and schools to seek input from all parents, and to engage parents in decision-making, as well as promoting parent participation in programs that meet the needs of their students and all students.	A	The efforts the school district makes to seek parent input in making decisions for the LEA and each individual school site;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		B	How the LEA will promote parental participation in programs for low income, English learner and foster youth students; and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		C	How the LEA will promote parental participation in programs for students with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Priority 4: Student Achievement	Improving achievement and outcomes for all students, as measured in multiple ways, such as test scores, English proficiency, and college and career preparedness.	A	*student performance on statewide standardized assessments (Note: this includes assessments such as the California Assessment of Student Performance and Progress assessments, the California Alternate Assessment, etc.);	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		B	*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;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		C	*The percentage of students who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with State Board of Education (SBE)-approved career technical education standards and frameworks;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		D	*The percentage of students who have successfully completed both types of courses described above in (B) and (C);	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		E	*the percentage of English learner students who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		F	*the English learner reclassification rate;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		G	*the percentage of students who have passed an advanced placement examination with a score of 3 or higher; and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		H	*the percentage of students who demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Priority 5: Student Engagement	Providing students with engaging programs and course work that keeps them in school, as measured in part by attendance rates, dropout rates, and graduation rates.	A	*school attendance rates;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		B	*chronic absenteeism rates;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		C	*middle school dropout rates;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		D	*high school dropout rates; and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		E	*high school graduation rates;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Priority 6: School Climate	Factors both inside and outside the classroom that impact student success such as health, safety, student discipline, and school connectedness, as measured in part by suspension and expulsion rates, and surveys of students, teachers, and parents.	A	*student suspension rates;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		B	*student expulsion rates; and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		C	other local measures, including surveys of students, parents, and teachers on the sense of safety and school connectedness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Priority 7: Course Access	Ensuring all students have access to a broad course of study in all required subject areas, including math, social science, science, visual and performing arts, health, physical education, career, and technical education, and others, that prepares them for college and careers, regardless of what school they attend or where they live.	A	a broad course of study including courses described for grades 1 to 6 and/or the adopted course of study for grades 7 to 12, as applicable;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		B	programs and services developed and provided to low income, English learner and foster youth students; and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		C	programs and services developed and provided to students with disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Priority 8: Pupil Outcomes	Measuring other important indicators of student performance in all required areas of study.		Student outcomes, if available, for the adopted course of study for grades 1 to 6 and/or the adopted course of study for grades 7 to 12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Goals		Metrics							
#	Description								
1	Cultivate a safe and positive learning environment where all educational partners feel connected, respected, and included.	Metric 1.1 Priority 5A - Student Attendance Percentage Source: Annual Attendance Report (P2)	Metric 1.2 Priority 5B - Chronic absenteeism rate Source: CA School Dashboard	Metric 1.3 Priority 6A - Pupil Suspension Rate Source: CA School Dashboard and/or CALPADS	Metric 1.4 Priority 6B - Pupil Expulsion Rate Source: CA School Dashboard and/or CALPADS	Metric 1.5 Priority 5E - High School Graduation Rate Source: Local Data	Metric 1.6 Priority 5D - High School Dropout Rate Source: Local Data	Metric 1.7 Priority 5C - Middle School Drop Out Rate Source: Local Data	Metric 1.8 Priority 1C - Level to which facilities are maintained and in good repair. Source: FIT Report
		Goal: 95%+ >> All Student - >> Socioeconomically Disadvantaged >> White - >> Hispanic - >> English Learners - >> Students with Disabilities -	Goal: Decrease rate annually between 0.1 to 0.3% >> All Student - >> Socioeconomically Disadvantaged - >> White - >> Hispanic - >> English Learners - >> Students with Disabilities -	Goal: Decrease rate annually between 0.1 to 0.5% >> All Student - >> Socioeconomically Disadvantaged - >> White - >> Hispanic - >> English Learners - >> Students with Disabilities -	Goal: Maintain rates annually at or under .2% >> All Student - >> Socioeconomically Disadvantaged - >> White - >> Hispanic - >> English Learners - >> Students with Disabilities -	Goal: 94%+ >> All Student - >> Socioeconomically Disadvantaged - >> White - >> Hispanic - >> English Learners - >> Students with Disabilities -	Goal: Rate of under 2.0% a year >> All Student - >> Socioeconomically Disadvantaged - >> White - >> Hispanic - >> English Learners - >> Students with Disabilities -	Goal: Less than 5 students per grade level >> All Student - >> Socioeconomically Disadvantaged - >> White - >> Hispanic - >> English Learners - >> Students with Disabilities -	Goal: Good/Exemplary
2	Increase student success in ELA and Math as evidenced by multiple measures.	Metric 2.1 Priority 2B Percentage of English Learners scoring on grade level or above in ELA above on the winter diagnostic assessment. Source: Local Assessment: IXL	Metric 2.2 Priority 4E Percentage of English Learner students designated as reclassified Source: Local data	Metric 2.3 Priority 4A Percentage of students who are meeting or exceeding standards as measured by the State Smarter Balanced Summative Assessment in Math and ELA. Source: California Dashboard	Metric 2.4 Priority 4A Points below/above standard (DFS) in Math and ELA State Smarter Balanced Summative Assessment. Source: California Dashboard	Metric 2.5 Priority 8 Percentage of students scoring on grade level or above on the winter diagnostic assessment. Source: Local Assessment: IXL	Metric 2.6 Priority 7B/C Percentage of Economically Disadvantaged, English Language Learner and Foster Youth and students with exceptional needs scoring below grade level on the winter diagnostic assessment receiving intervention. Source: Local Assessment: IXL		
3	Prepare students to be Career and College ready.	Metric 3.1 Priority 4C Percentage of seniors that have successfully completed A-G requirements Source: Local Data	Metric 3.2 Priority 4C Percentage of seniors that have successfully completed CTE Pathways Source: Local Data	Metric 3.3 Priority 1B Percentage of students will have standards-aligned curriculum, that includes integrated ELD standards as applicable, aligned with the Williams Act process Source: SARC	Metric 3.4 Priority 4D Percentage of English Learner students making progress as measured by the English Learner Progress Indicator on the CA School Dashboard Source: Dashboard/Local Data	Metric 3.5 Priority 4F Percentage of students who pass AP exam with score of 3 or higher Source: Local Data	Metric 3.6 Priority 4G Percentage of pupils who participate in and demonstrate college preparedness by the EAP or other assessment of college preparedness. Source: CAASPP Data		
4	Engage all educational partners to support student success.	Metric 4.1 Priority 6A Rate of educational partner usage of communication tool Parent Square Source: Local Data	Metric 4.2 Priority 6C Percent of parents and students who feel the school is safe. Source: Stakeholder Surveys	Metric 4.3 Priority 6C Percent of parents and students who feel a sense of connectedness to the school. Source: Stakeholder Surveys	Metric 4.4 Priority 6A Attendance of educational partners at Charter Council meetings Source: Local Data				
5	Recruit and retain high capacity staff who are committed to the mission and vision of the school.	Metric 5.1 Priority 1A - Percentage of teachers appropriately assigned and fully credentialed. Source: School Accountability Report Card (SARC)	Metric 5.2 Priority 6C - Percent of staff who feel the school is safe. Source: Stakeholder Surveys	Metric 5.3 Priority 6C - Percent of staff who feel a sense of connectedness to the school. Source: Stakeholder Surveys	Metric 5.4 Priority 8 - Percentage of teachers that received professional development on State Standards and effective instructional practices Source: Local Data				
		Goal:	Goal:	Goal:	Goal:				

Goals		Actions					
#	Description	X.1	X.2	X.3	X.4	X.5	X.6
1	Cultivate a safe and positive learning environment where all educational partners feel connected, respected, and included.	<p>Maintain Positive Behavior Interventions and Supports (PBIS) system.</p> <p>AeroSTEM will continue implementing Positive Behavior Interventions and Supports (PBIS). Staff will meet regularly to analyze behavioral data. Clear structures, routines, visuals, and time to practice correct behaviors are essential for Economically Disadvantaged, English Language Learner and Foster Youth students that thrive in positive environments.</p> <p>PBIS schools provide positive environments and support and are proactive in providing social-emotional support to Economically Disadvantaged, English Language Learner and Foster Youth students.</p>	<p>Provide school ERMS Counselor</p> <p>An ERMS counselor on campus will provide social emotional support and follow up to student obstacles in attendance and competing coursework.</p>	<p>Chronic absentee interventions and attendance monitoring, communication, and supports</p> <p>Attendance will be monitored and communicated coherently at AeroSTEM.</p> <p>AeroSTEM will continue to implement a progression of interventions for students who are on track to be or who are chronically absent. Particular attention will be placed on Economically Disadvantaged, English Language Learner and Foster Youth subgroups.</p>	<p>Continue maintenance of quality school facilities</p> <p>AeroSTEM will continue to conduct the Facility Inspection Tool (FIT) every winter. Staff will conduct/coordinate all necessary maintenance and repairs at all school site facilities.</p>	Health/nurse/etc	
2	Increase student success in ELA and Math as evidenced by multiple measures.	Maintain Director of Special Education position	<p>Maintain English Learner (EL) Supports</p> <p>EL Site Coordinator Position - The EL Site Coordinator Positions support and lead the EL practices and effective strategies for teaching EL students as well as oversees ELPAC Assessments.</p>	<p>Maintain Para-Educator positions to support behavior and academics</p> <p>Three paraeducators will be hired to provide additional academic and behavioral support for students with an IEP.</p>	<p>Maintain IXL Diagnostics for progress monitoring and supplemental instruction</p> <p>Continue implementing IXL ELA and Mathematics diagnostic as a local summative assessment tool three times a year.</p> <p>AeroSTEM will continue to utilize IXL as an intervention and enrichment tool in ELA and Mathematics during school, and extended learning. IXL is a student tool to utilize at school, at home, and after school care, to target instructional needs and allow extended learning time.</p>	<p>Maintain Class Size Reduction</p> <p>Teacher and parent feedback indicates that ongoing class size reduction for all grades would provide more small-group and individualized instructional opportunities for all students, but specifically for Economically Disadvantaged, English Language Learner and Foster Youth students.</p> <p>AeroSTEM believes that lowering class size, as practicable, will give the students more daily small-group learning opportunities for accelerating their progress in meeting or exceeding proficiency in all subjects.</p>	<p>Provide after school intervention and academic support</p> <p>AeroSTEM will maintain after school academic support. Teachers will implement a coordinated system of highly effective academic interventions for students most specifically, Economically Disadvantaged, English Language Learner and Foster Youth subgroups.</p>
3	Prepare students to be Career and College ready.	<p>Field Trips</p> <p>Schedule 3 field trips per grade level in alignment with college and/or CTE exposure and grade level academic standards.</p>	<p>Academic and Career Counseling</p> <p>Provide academic, college, and CTE counseling to support students.</p> <p>Provide targeted assistance to Economically Disadvantaged, English Language Learner and Foster Youth students in college and career readiness activities and guidance.</p> <p>Offer College Success and Career Planning and Development dual enrollment classes.</p>	<p>Career Technical Education (CTE) Pathways</p> <p>Increase middle school career awareness activities and programs aligned to CTE Programs and industry needs.</p> <p>Increase high school participation in CTE Pathways & Dual Enrollment.</p> <p>Employ (1) FTE CTE credentialed teacher for CTE/STEM classes for middle school/high school.</p>	<p>College Access Supports</p> <p>AeroSTEM will continue the college and career supports to help increase graduation rates, UC/CSU a-g rates, student access to career pathways, and lower drop-out rates with a specific focus on Economically Disadvantaged, English Language Learner and Foster Youth subgroups.</p>		

Goals		Actions					
#	Description	X.1	X.2	X.3	X.4	X.5	X.6
4	Engage all educational partners to support student success.	<p>Maintain and utilize Parent Square application, website, and social media communications</p> <p>AeroSTEM will improve two-way communication by utilizing multiple communication methods and engage with all educational partners to enhance existing protocols, identify expansion opportunities, and facilitate two-way communication, cultural awareness, and collaborative planning.</p>	<p>Maintain staff member for partner coordination and outreach</p> <p>Provide office staff member (.5) who connect the school and educational partners to support students' success in school.</p>	<p>Provide Educational Partner Engagement Opportunities through surveys and the Charter Council</p> <p>AeroSTEM will develop and implement a systemic process to engage and obtain student voices from diverse students, including different grade levels (age appropriate) and groups that have been traditionally underrepresented and underserved, and untapped in public education.</p>	<p>Provide multiple event designed for educational partners</p> <p>Provide targeted opportunities for partner engagement at the school site through various events and meetings.</p>	<p>Maintain and utilize OTUS LMS and data warehouse</p> <p>AeroSTEM will continue to implement the OTUS LMS system with an emphasis on increasing parent usage to communicate with students and their parents/guardians/caregivers.</p>	
5	Recruit and retain high capacity staff who are committed to the mission and vision of the school.	<p>Participate in the Tri-County Induction Program</p> <p>The Tri-County Induction Program (TCIP) is an approved and accredited educator program by the California Commission on Teacher Credentialing.</p> <p>The Induction Program partners with the candidates' school site, district office and county office leadership to provide a contextualized growth experience and prepare educators and educational leaders to create a diverse, equitable, inclusive and collaborative learning environment where all students achieve social and academic success.</p>	<p>Human Resource Systems</p> <p>AeroSTEM will continue to monitor and implement Human Resources protocols to ensure staff are appropriately assigned based on credential, and staff evaluations are can be documented.</p>	Support staff through continuing education reimbursement.	<p>Systemic Professional Development</p> <p>Enhance instruction for all students by providing targeted professional development and coaching to staff via a professional development plan based on disaggregated student data and the staff needs.</p> <p>Professional development includes 5 staff days before the school year, 2 staff days during the year, and 5 staff days after the school year.</p>	<p>Provide Qualified Certificated and Classified Staff</p> <p>AeroSTEM will hire, train, and maintain quality certificated and classified staff.</p> <p>AeroSTEM will hire a more diverse staff by reaching out to other geographical areas and regions to reflect our diverse student population better. Quality staff is important for all students and, most specifically, Economically Disadvantaged, English Language Learner and Foster Youth students, and students with unique needs that often need more resources and supports to accelerate in school.</p>	

TO: Board of Directors

AGENDA ITEM: 8.1

DATE: 3/11/2024

ITEM: Second Interim Update Report

SUBMITTED FOR: Action

Background and Summary Information: As required by Education Code, this is the District's second Interim Financial Report. Also presented are proposed budget revisions for the Board's review and approval.

Financial/Educational Impact: Possible financial impact to the school program.

Staff Recommendation: Recommendation is to approve the second interim budget and approve revised budget as projected year totals.

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report Certification**

Charter School Name: AeroSTEM Academy
(continued) _____
CDS #: 51105120138040
Charter Approving Entity: Sutter County Board of Education
County: Sutter
Charter #: 2000
Fiscal Year: 2023-24

CERTIFICATION OF FINANCIAL CONDITION

- ____ POSITIVE CERTIFICATION
As the Charter School Official, I certify that based upon current projections this charter will meet its financial obligations for the current fiscal year and subsequent two fiscal years.
- X QUALIFIED CERTIFICATION
As the Charter School Official, I certify that based upon current projections this charter may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.
- ____ NEGATIVE CERTIFICATION
As the Charter School Official, I certify that based upon current projections this charter will be unable to meet its financial obligations for the remainder of the current fiscal year or for the subsequent fiscal year.

(X) To the entity that approved the charter school:
2023/2024 CHARTER SCHOOL SECOND INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 47604.33.

Signed: _____ Date: _____
Charter School Official
(Original signature required)

Print Name: Joseph Clark Title: Executive Director

(X) To the County Superintendent of Schools:
2023/2024 CHARTER SCHOOL SECOND INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33.

Signed: _____ Date: _____
Authorized Representative of
Charter Approving Entity
(Original signature required)

Print Name: _____ Title: _____

For additional information on the Second Interim Report, please contact:

For Approving Entity:

Nicolaas Hoogeveen
Name
Director, Internal Business Service
Title
530-822-2900
Phone
nicolaash@sutter.k12.ca.us
E-mail

For Charter School:

Joseph Clark
Name
Executive Director
Title
530-742-2531
Phone
jclark@aerostem.org
E-mail

This report has been verified for mathematical accuracy by the County Superintendent of Schools, pursuant to *Education Code* Section 47604.33.

Date

CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Detail

Charter School Name: AeroSTEM Academy
(continued) _____
CDS #: 51105120138040
Charter Approving Entity: Sutter County Board of Education
County: Sutter
Charter #: 2000
Fiscal Year: 2023/2024

This charter school uses the following basis of accounting:

- ☒ **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
☐ **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439 and 9711-9789)

Description	Object Code	1st Interim Budget			Actuals thru 01/30			2nd Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES										
1. LCFF Sources										
State Aid - Current Year	8011	923,724.00	-	923,724.00	578,238.00	-	578,238.00	972,166.00	-	972,166.00
Education Protection Account State Aid - Current Year	8012	20,088.00	-	20,088.00	12,437.00	-	12,437.00	20,088.00	-	20,088.00
State Aid - Prior Years	8019	-	-	-	-	-	-	-	-	-
Transfers to Charter Schools in Lieu of Property Taxes	8096	324,262.00	-	324,262.00	126,381.00	-	126,381.00	275,820.00	-	275,820.00
Other LCFF Transfers	8091, 8097	-	-	-	-	-	-	-	-	-
Total, LCFFSources		1,268,074.00	-	1,268,074.00	717,056.00	-	717,056.00	1,268,074.00	-	1,268,074.00
2. Federal Revenues										
Every Student Succeeds Act (Title I - V)	8290	-	47,082.00	47,082.00	-	126,232.00	126,232.00	-	72,083.00	72,083.00
Special Education - Federal	8181, 8182	-	31,503.00	31,503.00	-	(17,980.00)	(17,980.00)	-	48,502.00	48,502.00
Child Nutrition - Federal	8220	-	67,670.00	67,670.00	-	18,093.36	18,093.36	-	30,156.00	30,156.00
Donated Food Commodities	8221	-	-	-	-	-	-	-	-	-
Other Federal Revenues	8110, 8260-8299	-	-	-	-	-	-	-	2,500.00	2,500.00
Total, Federal Revenues		-	146,255.00	146,255.00	-	126,345.36	126,345.36	-	153,241.00	153,241.00
3. Other State Revenues										
Special Education - State	StateRevSE	-	85,656.00	85,656.00	-	-	-	-	90,000.00	90,000.00
All Other State Revenues	StateRevAO	22,322.00	632,308.00	654,630.00	19,929.72	429,911.91	449,841.63	22,824.00	727,392.00	750,216.00
Total, Other State Revenues		22,322.00	717,964.00	740,286.00	19,929.72	429,911.91	449,841.63	22,824.00	817,392.00	840,216.00
4. Other Local Revenues										
All Other Local Revenues	LocalRevAO	16,857.00	66,539.00	83,396.00	25,120.14	(674.00)	24,446.14	113,716.75	66,539.00	180,255.75
Total, Local Revenues		16,857.00	66,539.00	83,396.00	25,120.14	(674.00)	24,446.14	113,716.75	66,539.00	180,255.75
5. TOTAL REVENUES										
		1,307,253.00	930,758.00	2,238,011.00	762,105.86	555,583.27	1,317,689.13	1,404,614.75	1,037,172.00	2,441,786.75
B. EXPENDITURES										
1. Certificated Salaries										
Certificated Teachers' Salaries	1100	324,165.00	65,403.00	389,568.00	176,621.80	103,345.60	279,967.40	297,273.00	182,857.00	480,130.00
Certificated Pupil Support Salaries	1200	48,834.00	19,515.00	68,349.00	28,136.52	10,644.24	38,780.76	48,834.00	19,515.00	68,349.00
Certificated Supervisors' and Administrators' Salaries	1300	151,117.00	105,807.00	256,924.00	88,532.72	-	88,532.72	154,619.00	63,484.00	218,103.00
Other Certificated Salaries	1900	-	-	-	-	-	-	-	-	-
Total, Certificated Salaries		524,116.00	190,725.00	714,841.00	293,291.04	113,989.84	407,280.88	500,726.00	265,856.00	766,582.00
2. Non-certificated Salaries										
Non-certificated Instructional Aides' Salaries	2100	-	70,020.00	70,020.00	-	28,776.47	28,776.47	-	62,346.00	62,346.00
Non-certificated Support Salaries	2200	19,718.00	18,349.00	38,067.00	14,291.44	8,485.34	22,776.78	19,718.00	18,349.00	38,067.00
Non-certificated Supervisors' and Administrators' Sal.	2300	-	-	-	-	-	-	-	-	-
Clerical and Office Salaries	2400	87,772.00	18,054.00	105,826.00	62,089.72	10,167.78	72,257.50	105,826.00	12,270.00	118,096.00
Other Non-certificated Salaries	2900	-	-	-	-	-	-	-	-	-
Total, Non-certificated Salaries		107,490.00	106,423.00	213,913.00	76,381.16	47,429.59	123,810.75	125,544.00	92,965.00	218,509.00
3. Employee Benefits										
STRS	3101-3102	95,622.00	36,153.00	131,775.00	54,794.09	20,586.84	75,380.93	76,667.00	48,258.00	124,925.00
PERS	3201-3202	28,678.00	16,062.00	44,740.00	16,840.06	12,316.83	29,156.89	33,496.00	24,600.00	58,096.00
OASDI / Medicare / Alternative	3301-3302	14,822.00	8,832.00	23,654.00	3,214.07	2,929.98	6,144.05	14,383.00	9,938.00	24,321.00
Health and Welfare Benefits	3401-3402	176,893.00	20,566.00	197,459.00	60,012.49	4,108.76	64,121.25	109,821.00	11,129.00	120,950.00
Unemployment Insurance	3501-3502	307.00	149.00	456.00	185.69	80.73	266.42	317.00	180.00	497.00
Workers' Compensation Insurance	3601-3602	6,177.00	3,010.00	9,187.00	3,753.83	1,630.73	5,384.56	6,362.00	3,556.00	9,918.00
Medicare - Cert & Class	3311-3312	44,181.00	11,949.00	56,130.00	5,139.39	2,340.32	7,479.71	8,803.00	4,995.00	13,798.00
OPEB, Active Employees	3751-3752	-	-	-	-	-	-	-	-	-
Other Employee Benefits	3901-3902	-	-	-	-	-	-	-	-	-
Total, Employee Benefits		366,680.00	96,721.00	463,401.00	143,939.62	43,994.19	187,933.81	249,849.00	102,656.00	352,505.00
4. Books and Supplies										
Approved Textbooks and Core Curricula Materials	4100	21,870.00	15,039.00	36,909.00	-	3,301.61	3,301.61	18,568.00	19,073.00	37,641.00
Books and Other Reference Materials	4200	500.00	-	500.00	-	-	-	-	-	-
Materials and Supplies	4300	53,149.00	43,216.00	96,365.00	5,685.18	52,645.91	58,331.09	16,435.00	105,884.00	122,319.00
Noncapitalized Equipment	4400	19,000.00	8,515.00	27,515.00	5,577.72	8,515.00	14,092.72	19,578.00	8,515.00	28,093.00
Food	4700	-	67,477.00	67,477.00	-	43,705.96	43,705.96	-	57,338.00	57,338.00
Total, Books and Supplies		94,519.00	134,247.00	228,766.00	11,262.90	108,168.48	119,431.38	54,581.00	190,810.00	245,391.00
5. Services and Other Operating Expenditures										

Subagreements for Services	5100	-	-	-	-	-	-	-	-	-
Travel and Conferences	5200	3,915.00	2,653.00	6,568.00	219.73	7,512.90	7,732.63	3,915.00	10,104.00	14,019.00
Dues and Memberships	5300	3,200.00	-	3,200.00	425.00	-	425.00	3,200.00	-	3,200.00
Insurance	5400	45,000.00	-	45,000.00	42,062.11	-	42,062.11	45,000.00	-	45,000.00
Operations and Housekeeping Services	5500	25,490.00	11,951.00	37,441.00	43,688.34	11,950.99	11,950.99	64,721.00	11,951.00	76,672.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	128,000.00	131,878.00	259,878.00	146,060.80	22,754.00	168,814.80	163,787.00	165,859.00	329,646.00
Transfers of Direct Costs	5700-5799	-	-	-	-	-	-	-	-	-
Professional/Consulting Services and Operating Expend.	5800	175,837.00	80,038.00	255,875.00	96,025.57	39,402.73	135,428.30	173,304.00	118,247.00	291,551.00
Communications	5900	24,352.00	-	24,352.00	10,994.38	2,296.00	13,290.38	22,456.00	2,296.00	24,752.00
Total, Services and Other Operating Expenditures		405,794.00	226,520.00	632,314.00	339,475.93	83,916.62	379,704.21	476,383.00	308,457.00	784,840.00
6. Capital Outlay (Objects 6100-6170, 6200-6500 for modified accrual)										
Land and Land Improvements	6100-6170	-	-	-	-	-	-	-	-	-
Buildings and Improvements of Buildings	6200	-	-	-	-	-	-	-	-	-
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-	-	-	-	-	-
Equipment	6400	-	108,977.00	108,977.00	-	106,398.57	106,398.57	9,669.00	108,977.00	118,646.00
Equipment Replacement	6500	-	-	-	-	-	-	-	-	-
Depreciation Expense (for accrual basis only)	6900	121,000.00	-	121,000.00	-	-	-	121,000.00	-	121,000.00
Total, Capital Outlay		121,000.00	108,977.00	229,977.00	-	106,398.57	106,398.57	130,669.00	108,977.00	239,646.00
7. Other Outgo										
Tuition to Other Schools	7110-7143	-	-	-	-	-	-	-	-	-
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	-	-	-	-	-
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-	10,100.00	10,100.00	-	-	-	-	10,100.00	10,100.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-	-	-	-	-	-
All Other Transfers	7281-7299	-	-	-	-	-	-	-	-	-
Transfers of Indirect Costs	7300-7399	(8,587.00)	8,587.00	-	-	-	-	(11,343.00)	11,343.00	-
Debt Service:										
Interest	7438	-	-	-	-	-	-	-	-	-
Principal (for modified accrual basis only)	7439	-	-	-	-	-	-	-	-	-
Total, Other Outgo		(8,587.00)	18,687.00	10,100.00	-	-	-	(11,343.00)	21,443.00	10,100.00
8. TOTAL EXPENDITURES		1,611,012.00	882,300.00	2,493,312.00	864,350.65	503,897.29	1,324,559.60	1,526,409.00	1,091,164.00	2,617,573.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)					0.00					
D. OTHER FINANCING SOURCES / USES										
1. Other Sources	8930-8979	-	-	-	-	-	-	-	-	-
2. Less: Other Uses	7630-7699	-	-	-	-	-	-	-	-	-
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(161,007.00)	161,007.00	-	-	-	-	(223,112.00)	223,112.00	-
4. TOTAL OTHER FINANCING SOURCES / USES		(161,007.00)	161,007.00	-	-	-	-	(223,112.00)	223,112.00	-
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		(464,766.00)	209,465.00	(255,301.00)	(102,244.79)	51,685.98	(6,870.47)	(344,906.25)	169,120.00	(175,786.25)
F. FUND BALANCE, RESERVES										
1. Beginning Fund Balance										
a. As of July 1	9791	300,711.00	309,111.00	609,822.00	75,109.42	-	75,109.42	(42,837.00)	346,858.00	304,021.00
b. Adjustments to Beginning Balance	9793, 9795	-	-	-	-	-	-	-	-	-
c. Adjusted Beginning Balance		300,711.00	309,111.00	609,822.00	75,109.42	-	75,109.42	(42,837.00)	346,858.00	304,021.00
2. Ending Fund Balance, June 30 (E + F.1.c.)		(164,055.00)	518,576.00	354,521.00	(27,135.37)	51,685.98	68,238.95	(387,743.25)	515,978.00	128,234.75
Components of Ending Fund Balance :										
a. Nonspendable										
Revolving Cash (equals object 9130)	9711	-	-	-	-	-	-	-	-	-
Stores (equals object 9320)	9712	-	-	-	-	-	-	-	-	-
Prepaid Expenditures (equals object 9330)	9713	-	-	-	-	-	-	-	-	-
All Others	9719	-	-	-	-	-	-	-	-	-
b. Restricted	9740	-	-	-	-	-	-	-	-	-
c. Committed										
Stabilization Arrangements	9750	-	-	-	-	-	-	-	-	-
Other Commitments	9760	-	-	-	-	-	-	-	-	-
d. Assigned										
Other Assignments	9780	-	-	-	-	-	-	-	-	-
e. Unassigned/Unappropriated										
Reserve for Economic Uncertainties	9789	-	-	-	-	-	-	104,703.00	-	104,703.00
Unassigned/Unappropriated Amount	9790	(164,055.00)	518,576.00	354,521.00	(27,135.37)	51,685.98	24,550.61	(492,446.25)	515,978.00	23,531.75

CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Summary

Charter School Name: AeroSTEM Academy
 (continued)
 CDS #: 51105120138040
 Charter Approving Entity: Sutter County Board of Education
 County: Sutter
 Charter #: 2000
 Fiscal Year: 2023/2024

					2nd Interim vs. 1st Interim Increase, (Decrease)	
Description	Object Code	1st Interim Budget (X)	Actuals thru 01/30 (Y)	2nd Interim Budget (Z)	\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
A. REVENUES						
1. LCFF/Revenue Limit Sources						
State Aid - Current Year	8011	923,724.00	578,238.00	972,166.00	48,442.00	5.24%
Education Protection Account State Aid - Current Year	8012	20,088.00	12,437.00	20,088.00	-	0.00%
State Aid - Prior Years	8019	-	-	-	-	-
Transfers to Charter Schools Funding in Lieu of Property Taxes	8096	324,262.00	126,381.00	275,820.00	(48,442.00)	-14.94%
Other LCFF Transfers	8091, 8097	-	-	-	-	-
Total, LCFF Sources		1,268,074.00	717,056.00	1,268,074.00	-	0.00%
2. Federal Revenues						
Every Student Succeeds Act (Title I-V)	8290	47,082.00	126,232.00	72,083.00	25,001.00	53.10%
Special Education - Federal	8181, 8182	31,503.00	(17,980.00)	48,502.00	16,999.00	53.96%
Child Nutrition - Federal	8220	67,670.00	18,093.36	30,156.00	(37,514.00)	-55.44%
Donated Food Commodities	8221	-	-	-	-	-
Other Federal Revenues	8110, 8260-8299	-	-	2,500.00	2,500.00	New
Total, Federal Revenues		146,255.00	126,345.36	153,241.00	6,986.00	4.78%
3. Other State Revenues						
Special Education - State	StateRevSE	85,656.00	-	90,000.00	4,344.00	5.07%
All Other State Revenues	StateRevAO	654,630.00	449,841.63	750,216.00	95,586.00	14.60%
Total, Other State Revenues		740,286.00	449,841.63	840,216.00	99,930.00	13.50%
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	83,396.00	24,446.14	180,255.75	96,859.75	116.14%
Total, Local Revenues		83,396.00	24,446.14	180,255.75	96,859.75	116.14%
5. TOTAL REVENUES		2,238,011.00	1,317,689.13	2,441,786.75	203,775.75	9.11%
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	389,568.00	279,967.40	480,130.00	90,562.00	23.25%
Certificated Pupil Support Salaries	1200	68,349.00	38,780.76	68,349.00	-	0.00%
Certificated Supervisors' and Administrators' Salaries	1300	256,924.00	88,532.72	218,103.00	(38,821.00)	-15.11%
Other Certificated Salaries	1900	-	-	-	-	-
Total, Certificated Salaries		714,841.00	407,280.88	766,582.00	51,741.00	7.24%
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	70,020.00	28,776.47	62,346.00	(7,674.00)	-10.96%
Non-certificated Support Salaries	2200	38,067.00	22,776.78	38,067.00	-	0.00%
Non-certificated Supervisors' and Administrators' Sal.	2300	-	-	-	-	-
Clerical and Office Salaries	2400	105,826.00	72,257.50	118,096.00	12,270.00	11.59%
Other Non-certificated Salaries	2900	-	-	-	-	-
Total, Non-certificated Salaries		213,913.00	123,810.75	218,509.00	4,596.00	2.15%
3. Employee Benefits						
STRS	3101-3102	131,775.00	75,380.93	124,925.00	(6,850.00)	-5.20%
PERS	3201-3202	44,740.00	29,156.89	58,096.00	13,356.00	29.85%
OASDI / Medicare / Alternative	3301-3302	23,654.00	6,144.05	24,321.00	667.00	2.82%
Health and Welfare Benefits	3401-3402	197,459.00	64,121.25	120,950.00	(76,509.00)	-38.75%
Unemployment Insurance	3501-3502	456.00	266.42	497.00	41.00	8.99%

Workers' Compensation Insurance	3601-3602	9,187.00	5,384.56	9,918.00	731.00	7.96%
OPEB, Allocated	3701-3702	56,130.00	7,479.71	13,798.00	(42,332.00)	-75.42%
OPEB, Active Employees	3751-3752	-	-	-	-	
Other Employee Benefits	3901-3902	-	-	-	-	
Total, Employee Benefits		463,401.00	187,933.81	352,505.00	(110,896.00)	-23.93%
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	36,909.00	3,301.61	37,641.00	732.00	1.98%
Books and Other Reference Materials	4200	500.00	-	-	(500.00)	(100%)
Materials and Supplies	4300	96,365.00	58,331.09	122,319.00	25,954.00	26.93%
Noncapitalized Equipment	4400	27,515.00	14,092.72	28,093.00	578.00	2.10%
Food	4700	67,477.00	43,705.96	57,338.00	(10,139.00)	-15.03%
Total, Books and Supplies		228,766.00	119,431.38	245,391.00	16,625.00	7.27%
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	-	-	-	-	
Travel and Conferences	5200	6,568.00	7,732.63	14,019.00	7,451.00	113.44%
Dues and Memberships	5300	3,200.00	425.00	3,200.00	-	0.00%
Insurance	5400	45,000.00	42,062.11	45,000.00	-	0.00%
Operations and Housekeeping Services	5500	37,441.00	11,950.99	76,672.00	39,231.00	104.78%
Rentals, Leases, Repairs, and Noncap. Improvements	5600	259,878.00	168,814.80	329,646.00	69,768.00	26.85%
Transfers of Direct Costs	5700-5799	-	-	-	-	
Professional/Consulting Services and Operating Expend.	5800	255,875.00	135,428.30	291,551.00	35,676.00	13.94%
Communications	5900	24,352.00	13,290.38	24,752.00	400.00	1.64%
Total, Services and Other Operating Expenditures		632,314.00	379,704.21	784,840.00	152,526.00	24.12%
6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual basis only)						
Land and Land Improvements	6100-6170	-	-	-	-	
Buildings and Improvements of Buildings	6200	-	-	-	-	
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-	
Equipment	6400	108,977.00	106,398.57	118,646.00	9,669.00	8.87%
Equipment Replacement	6500	-	-	-	-	
Depreciation Expense (for accrual basis only)	6900	121,000.00	-	121,000.00	-	0.00%
Total, Capital Outlay		229,977.00	106,398.57	239,646.00	9,669.00	4.20%
7. Other Outgo						
Tuition to Other Schools	7110-7143	-	-	-	-	
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	10,100.00	-	10,100.00	-	0.00%
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-	
All Other Transfers	7281-7299	-	-	-	-	
Transfers of Indirect Costs	7300-7399	-	-	-	-	
Debt Service:						
Interest	7438	-	-	-	-	
Principal (for modified accrual basis only)	7439	-	-	-	-	
Total, Other Outgo		10,100.00	-	10,100.00	-	0.00%
8. TOTAL EXPENDITURES		2,493,312.00	1,324,559.60	2,617,573.00	124,261.00	4.98%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		(255,301.00)	(6,870.47)	(175,786.25)	79,514.75	-31.15%
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	-	-	-	-	
2. Less: Other Uses	7630-7699	-	-	-	-	
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	-	-	-	-	
4. TOTAL OTHER FINANCING SOURCES / USES		-	-	-	-	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		(255,301.00)	(6,870.47)	(175,786.25)	79,514.75	-31.15%
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	609,822.00	75,109.42	304,021.00	(305,801.00)	-50.15%
b. Adjustments/Restatements	9793, 9795	-	-	-	-	

c. Adjusted Beginning Fund Balance		609,822.00	75,109.42	304,021.00		
2. Ending Fund Balance, June 30 (E + F.1.c.)		354,521.00	68,238.95	128,234.75		
Components of Ending Fund Balance :						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	-	-	-	-	
Stores (equals object 9320)	9712	-	-	-	-	
Prepaid Expenditures (equals object 9330)	9713	-	-	-	-	
All Others	9719	-	-	-	-	
b. Restricted	9740	-	-	-	-	
c. Committed						
Stabilization Arrangements	9750	-	-	-	-	
Other Commitments	9760	-	-	-	-	
d. Assigned						
Other Assignments	9780	-	-	-	-	
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	-	-	104,703.00	104,703.00	New
Unassigned/Unappropriated Amount	9790	354,521.00	24,550.61	23,531.75	(330,989.25)	-93.36%

EXPENSES		1st Interim	2nd Interim				
ACCT	ACCOUNT NAME	2023-24	2023-24	VARIANCE	2024-25	2025-26	2026-27
REVENUES							
LCFF/Revenue Limit Sources							
8011	State Aid - Current Year	\$923,724	\$972,166	\$48,442	\$1,398,406	\$1,444,491	\$1,576,718
8012	EPA	\$20,088	\$20,088	\$0	\$26,114	\$27,420	\$28,790
8019	State Aid - Prior Years	\$0	\$0	\$0	\$0	\$0	\$0
8096	In Lieu of Property Taxes	\$324,262	\$275,820	-\$48,442	\$275,820	\$275,820	\$275,820
8091, 8097	Other LCFF Transfers	\$0	\$0	\$0	\$0	\$0	\$0
	Total, LCFF Sources	\$1,268,074	\$1,268,074	\$0	\$1,700,340	\$1,747,731	\$1,881,328
Federal Revenues							
8290	Every Student Succeeds Act (Title I-V)	\$47,082	\$72,083	\$25,001	\$45,442	\$45,442	\$45,442
8181, 8182	Special Education - Federal	\$31,503	\$48,502	\$16,999	\$48,502	\$48,502	\$48,502
8220	Child Nutrition - Federal	\$67,670	\$30,156	-\$37,514	\$30,832	\$31,449	\$32,078
8221	Donated Food Commodities	\$0	\$0	\$0	\$0	\$0	\$0
8110, 8260-8299	Other Federal Revenues	\$0	\$2,500	\$2,500	\$0	\$0	\$0
	Total, Federal Revenues	\$146,255	\$153,241	\$6,986	\$124,776	\$125,393	\$126,022
Other State Revenues							
StateRevSE	Special Education - State	\$85,656	\$90,000	\$4,344	\$90,000	\$90,000	\$90,000
StateRevAO	All Other State Revenues	\$654,630	\$750,216	\$95,586	\$475,216	\$475,216	\$475,216
	Total, Other State Revenues	\$740,286	\$840,216	\$99,930	\$565,216	\$565,216	\$565,216
Other Local Revenues							
LocalRevAO	All Other Local Revenues	\$83,396	\$180,256	\$96,860	\$95,963	\$95,963	\$95,963
	Total, Local Revenues	\$83,396	\$180,256	\$96,860	\$95,963	\$95,963	\$95,963
	TOTAL REVENUES	\$2,238,011	\$2,441,787	\$203,776	\$2,486,295	\$2,534,303	\$2,668,529
Certificated Salaries							
1100	Teachers	\$389,568	\$480,130	\$90,562	\$467,399	\$529,548	\$531,137
1200	Cert. Pupil Support	\$68,349	\$68,349	\$0	\$67,325	\$69,681	\$71,423
1300	Cert. Admin Salaries	\$256,924	\$218,103	-\$38,821	\$269,314	\$282,780	\$289,850
1900	Other Certificated Salaries	\$0	\$0	\$0	\$0	\$0	\$0
	Subtotal- Certificated Salaries	\$714,841	\$766,582	\$51,741	\$804,038	\$882,009	\$892,410
Classified Salaries							
2100	Non-Certificated, Instructional Aides	\$70,020	\$62,346	-\$7,674	\$65,493	\$68,742	\$70,461
2200	Classified Support Salaries	\$38,067	\$38,067	\$0	\$44,817	\$47,043	\$48,219
2300	Classified Admin Salaries	\$0	\$0	\$0	\$50,450	\$53,018	\$54,343
2400	Clercal, Tech and Office Staff Salaries	\$105,826	\$118,096	\$12,270	\$117,793	\$121,306	\$124,339
2900	Other Classified Salaries	\$0	\$0	\$0	\$0	\$0	\$0
	Subtotal- Classified Salaries	\$213,913	\$218,509	\$4,596	\$278,553	\$290,109	\$297,362
Employee Benefits							
3101-3102	STRS	\$131,775	\$124,925	-\$6,850	\$153,571	\$168,464	\$170,450
3201-3202	PERS	\$44,740	\$58,096	\$13,356	\$77,438	\$82,681	\$85,938
3301-3302	OASDI / Medicare / Alternative	\$23,654	\$24,321	\$667	\$67,121	\$72,671	\$73,766
3401-3402	Health and Welfare Benefits	\$197,459	\$120,950	-\$76,509	\$187,180	\$199,576	\$199,576
3501-3502	Unemployment Insurance	\$456	\$497	\$41	\$541	\$586	\$595
3601-3602	Workers' Compensation Insurance	\$9,187	\$9,918	\$731	\$10,934	\$11,838	\$12,017
3311-3312	Medicare - Cert & Class	\$56,130	\$13,798	-\$42,332	\$15,698	\$16,996	\$17,252
3751-3752	OPEB, Active Employees	\$0	\$0	\$0	\$0	\$0	\$0
3901-3902	Other Employee Benefits	\$0	\$0	\$0	\$0	\$0	\$0
	Subtotal- Employee Benefits	\$463,401	\$352,505	-\$110,896	\$512,482	\$552,812	\$559,592
	TOTAL SALARIES & BENEFITS	\$1,392,155	\$1,337,596	-\$54,559	\$1,595,073	\$1,724,930	\$1,749,364
4000 - Books and Supplies							
4100	Approved Textbooks and Core Curricula Materials	\$36,909.00	\$37,641.00	\$732	\$40,000	\$40,000	\$40,000
4200	Books and Other Reference Materials	\$500.00	\$0.00	-\$500	\$505	\$505	\$505
4300	Materials and Supplies	\$96,365.00	\$122,319.00	\$25,954	\$97,720	\$99,278	\$99,278
4400	Noncapitalized Equipment	\$27,515.00	\$28,093.00	\$578	\$19,000	\$19,000	\$19,000
4700	Food	\$67,477.00	\$57,338.00	-\$10,139	\$68,489	\$69,516	\$72,992
	TOTAL BOOKS AND SUPPLIES	\$228,766	\$245,391	\$16,625	\$225,714	\$228,299	\$231,775
5000 - Services and Other Opex							
5100	Subagreements for Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5200	Travel and Conferences	\$6,568.00	\$14,019.00	\$7,451.00	\$9,030.00	\$9,120.00	\$9,120.00
5300	Dues and Memberships	\$3,200.00	\$3,200.00	\$0.00	\$10,100.00	\$10,201.00	\$10,201.00

5400	Insurance	\$45,000.00	\$45,000.00	\$0.00	\$45,000.00	\$45,000.00	\$45,000.00
5500	Operations and Housekeeping Services	\$37,441.00	\$76,672.00	\$39,231.00	\$25,490.00	\$25,746.00	\$25,746.00
5600	Rentals, Leases, Repairs, and Noncap. Improvements	\$259,878.00	\$329,646.00	\$69,768.00	\$214,265.00	\$214,836.00	\$214,836.00
5700-5799	Transfers of Direct Costs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5800	Professional/Consulting Services and Operating Expend.	\$255,875.00	\$291,551.00	\$35,676.00	\$166,061.00	\$158,197.07	\$158,197.07
5900	Communications	\$24,352.00	\$24,752.00	\$400.00	\$22,220.00	\$22,442.00	\$22,442.00
TOTAL SERVICES AND OTHER OPEX		\$632,314	\$784,840	\$152,526	\$492,166	\$485,542	\$485,542
6000 - Capital Outlay							
6100-6170	Land and Land Improvements	\$0	\$0	\$0	\$0	\$0	\$0
6200	Buildings and Improvements of Buildings	\$0	\$0	\$0	\$0	\$0	\$0
	Books and Media for New School Libraries or Major			\$0	\$0	\$0	\$0
6300	Expansion of School Libraries	\$0	\$0	\$0	\$0	\$0	\$0
6400	Equipment	\$108,977	\$118,646	\$9,669	\$0	\$0	\$0
6500	Equipment Replacement	\$0	\$0	\$0	\$0	\$0	\$0
6900	Depreciation Expense (for accrual basis only)	\$121,000	\$121,000	\$0	\$121,000	\$121,000	\$121,000
TOTAL CAPITAL OUTLAY		\$229,977	\$239,646	\$9,669	\$121,000	\$121,000	\$121,000
7000 - Other Outgoing							
7110-7143	Tuition to Other Schools	\$0	\$0	\$0	\$0	\$0	\$0
7211-7213	Transfers of Pass-through Revenues to Other LEAs	\$0	\$0	\$0	\$0	\$0	\$0
7221-7223SE	Transfers of Apportionments to Other LEAs - Spec. Ed.	\$10,100	\$10,100	\$0	\$10,201	\$10,201	\$10,201
7221-7223AO	Transfers of Apportionments to Other LEAs - All Other	\$0	\$0	\$0	\$0	\$0	\$0
7281-7299	All Other Transfers	\$0	\$0	\$0	\$0	\$0	\$0
7300-7399	Transfers of Indirect Costs	\$0	\$0	\$0	\$0	\$0	\$0
7438	Debt - CORE Interest			\$0	\$0	\$0	\$0
7439	Principal (for modified accrual basis only)	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL OTHER OUTGOING		\$10,100	\$10,100	\$0	\$10,201	\$10,201	\$10,201
TOTAL EXPENSES		\$2,493,312	\$2,617,573	\$124,261	\$2,444,154	\$2,569,972	\$2,597,882
Fund Balance							
9791	Beginning Fund Balance, as of 7/1	\$609,822	\$304,021	-\$305,801	\$128,235	\$170,376	\$134,707
9793, 9795	Adjustments to Beginning Balance	\$0	\$0	\$0	\$0	\$0	\$0
	Adjusted Beginning Balance	\$609,822	\$304,021	-\$305,801	\$128,235	\$170,376	\$134,707
ENDING FUND BALANCE		\$354,521	\$128,235	-\$226,286	\$170,376	\$134,707	\$205,353

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
Second Interim Report - MYP**

Charter School Name: AeroSTEM Academy
(continued)
CDS #: 51105120138040
Charter Approving Entity: Sutter County Board of Education
County: Sutter
Charter #: 2000
Fiscal Year: 2023/2024

This charter school uses the following basis of accounting:

- ☒ **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
☐ **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service / Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439 and 9711-9789)

Description	Object Code	FY 2023/2024			Totals for FY 2024/25	Totals for FY 2025/26
		Unrestricted	Restricted	Total		
A. REVENUES						
1. LCFF Sources						
State Aid - Current Year	8011	972,166.00	0.00	972,166.00	1,398,406.00	1,444,491.00
Education Protection Account State Aid - Current Year	8012	20,088.00	0.00	20,088.00	26,114.00	27,420.00
State Aid - Prior Years	8019	0.00	0.00	0.00	0.00	0.00
Transfers of Charter Schools in Lieu of Property Taxes	8096	275,820.00	0.00	275,820.00	275,820.00	275,820.00
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00	0.00	0.00
Total, LCFF Sources		1,268,074.00	0.00	1,268,074.00	1,700,340.00	1,747,731.00
2. Federal Revenues						
Every Student Succeeds Act (Title I - V)	8290	0.00	72,083.00	72,083.00	45,442.00	45,442.00
Special Education - Federal	8181, 8182	0.00	48,502.00	48,502.00	48,502.00	48,502.00
Child Nutrition - Federal	8220	0.00	30,156.00	30,156.00	30,832.00	31,449.00
Donated Food Commodities	8221	0.00	0.00	0.00	0.00	0.00
Other Federal Revenues	8110, 8260-8299	0.00	2,500.00	2,500.00	0.00	0.00
Total, Federal Revenues		0.00	153,241.00	153,241.00	124,776.00	125,393.00
3. Other State Revenues						
Special Education - State	StateRevSE	0.00	90,000.00	90,000.00	90,000.00	90,000.00
All Other State Revenues	StateRevAO	22,824.00	727,392.00	750,216.00	475,216.00	475,216.00
Total, Other State Revenues		22,824.00	817,392.00	840,216.00	565,216.00	565,216.00
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	113,716.75	66,539.00	180,255.75	95,963.00	95,963.00
Total, Local Revenues		113,716.75	66,539.00	180,255.75	95,963.00	95,963.00
5. TOTAL REVENUES						
		1,404,614.75	1,037,172.00	2,441,786.75	2,486,295.00	2,534,303.00
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	297,273.00	182,857.00	480,130.00	467,399.00	529,548.00
Certificated Pupil Support Salaries	1200	48,834.00	19,515.00	68,349.00	67,325.00	69,681.00
Certificated Supervisors' and Administrators' Salaries	1300	154,619.00	63,484.00	218,103.00	269,314.00	282,780.00
Other Certificated Salaries	1900	0.00	0.00	0.00	-	0.00
Total, Certificated Salaries		500,726.00	265,856.00	766,582.00	804,038.00	882,009.00
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	0.00	62,346.00	62,346.00	65,493.00	68,742.00
Non-certificated Support Salaries	2200	19,718.00	18,349.00	38,067.00	44,817.00	47,043.00
Non-certificated Supervisors' and Administrators' Sal.	2300	0.00	0.00	0.00	50,450.00	53,018.00
Clerical and Office Salaries	2400	105,826.00	12,270.00	118,096.00	117,793.00	121,306.00
Other Non-certificated Salaries	2900	0.00	0.00	0.00	0.00	0.00
Total, Non-certificated Salaries		125,544.00	92,965.00	218,509.00	278,553.00	290,109.00

Description	Object Code	FY 2023/2024			Totals for FY 2024/25	Totals for FY 2025/26
		Unrestricted	Restricted	Total		
3. Employee Benefits						
STRS	3101-3102	76,667.00	48,258.00	124,925.00	153,571.00	168,464.00
PERS	3201-3202	33,496.00	24,600.00	58,096.00	77,437.73	82,681.07
OASDI / Medicare / Alternative	3301-3302	14,383.00	9,938.00	24,321.00	67,120.64	72,671.32
Health and Welfare Benefits	3401-3402	109,821.00	11,129.00	120,950.00	187,179.60	199,575.60
Unemployment Insurance	3501-3502	317.00	180.00	497.00	541.30	586.06
Workers' Compensation Insurance	3601-3602	6,362.00	3,556.00	9,918.00	10,934.17	11,838.39
Medicare - Certificated & Classified	3311-3312	8,803.00	4,995.00	13,798.00	15,697.57	16,995.71
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	-	0.00
Other Employee Benefits	3901-3902	0.00	0.00	0.00	-	0.00
Total, Employee Benefits		249,849.00	102,656.00	352,505.00	512,482.01	552,812.14
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	18,568.00	19,073.00	37,641.00	40,000.00	40,000.00
Books and Other Reference Materials	4200	0.00	0.00	0.00	505.00	505.00
Materials and Supplies	4300	16,435.00	105,884.00	122,319.00	97,720.00	99,278.00
Noncapitalized Equipment	4400	19,578.00	8,515.00	28,093.00	19,000.00	19,000.00
Food	4700	0.00	57,338.00	57,338.00	68,489.00	69,516.00
Total, Books and Supplies		54,581.00	190,810.00	245,391.00	225,714.00	228,299.00

5. Services and Other Operating Expenditures					
Subagreements for Services	5100	0.00	0.00	0.00	0.00
Travel and Conferences	5200	3,915.00	10,104.00	14,019.00	9,120.00
Dues and Memberships	5300	3,200.00	0.00	3,200.00	10,100.00
Insurance	5400	45,000.00	0.00	45,000.00	45,000.00
Operations and Housekeeping Services	5500	64,721.00	11,951.00	76,672.00	25,490.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	163,787.00	165,859.00	329,646.00	214,265.00
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00	0.00
Professional/Consulting Services and Operating Expend.	5800	173,304.00	118,247.00	291,551.00	166,061.00
Communications	5900	22,456.00	2,296.00	24,752.00	22,220.00
Total, Services and Other Operating Expenditures		476,383.00	308,457.00	784,840.00	492,166.00
6. Capital Outlay (Obj. 6100-6170, 6200-6500 for mod. accr. basis only)					
Land and Land Improvements	6100-6170	0.00	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00
Equipment	6400	9,669.00	108,977.00	118,646.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00	0.00
Depreciation Expense (for accrual basis only)	6900	121,000.00	0.00	121,000.00	121,000.00
Total, Capital Outlay		130,669.00	108,977.00	239,646.00	121,000.00
7. Other Outgo					
Tuition to Other Schools	7110-7143	0.00	0.00	0.00	0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	10,100.00	10,100.00	10,201.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00	0.00
All Other Transfers	7280-7299	0.00	0.00	0.00	0.00
Transfers of Indirect Costs	7300-7399	(11,343.00)	11,343.00	0.00	0.00
Debt Service:					
Interest	7438	0.00	0.00	0.00	0.00
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00	0.00
Total, Other Outgo		(11,343.00)	21,443.00	10,100.00	10,201.00
8. TOTAL EXPENDITURES		1,526,409.00	1,091,164.00	2,617,573.00	2,444,154.01
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		(121,794.25)	(53,992.00)	(175,786.25)	42,140.99

Description	Object Code	FY 2023/2024			Totals for FY 2024/25	Totals for FY 2025/26
		Unrestricted	Restricted	Total		
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0.00	0.00	0.00	0.00	0.00
2. Less: Other Uses	7630-7699	0.00	0.00	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(223,112.00)	223,112.00	0.00	0.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		(223,112.00)	223,112.00	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		(344,906.25)	169,120.00	(175,786.25)	42,140.99	(35,669.21)
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	(42,837.00)	346,858.00	304,021.00	128,234.75	170,375.74
b. Adjustments/Restatements	9793, 9795	0.00	0.00	0.00		
c. Adjusted Beginning Balance		(42,837.00)	346,858.00	304,021.00	128,234.75	170,375.74
2. Ending Fund Balance, June 30 (E + F.1.c.)		(387,743.25)	515,978.00	128,234.75	170,375.74	134,706.53
Components of Ending Fund Balance:						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	0.00	0.00	0.00	0.00	0.00
Stores (equals object 9320)	9712	0.00	0.00	0.00	0.00	0.00
Prepaid Expenditures (equals object 9330)	9713	0.00	0.00	0.00	0.00	0.00
All Others	9719	0.00	0.00	0.00	0.00	0.00
b. Restricted	9740		0.00	0.00	0.00	0.00
c. Committed						
Stabilization Arrangements	9750	0.00	0.00	0.00	0.00	0.00
Other Commitments	9760	0.00	0.00	0.00	0.00	0.00
d. Assigned						
Other Assignments	9780	0.00	0.00	0.00	0.00	0.00
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	104,703.00		104,703.00	73,324.62	77,099.17
Unassigned/Unappropriated Amount	9790	(492,446.25)	515,978.00	23,531.75	97,051.12	57,607.36

Object		Balances (Ref Only)	Actuals as of 10/31/2023				Actuals as of 01/31/2024			February	March	April	May	June	Accruals (Manual Entry)	Adjustments (Manual Entry)	Total (Sum of July thru June +Accruals+Adjustments)	Budget (CB)	Variance (Budget - Total)	
			July	August	September	October	November	December	January											
ESTIMATES THROUGH THE MONTH OF JUNE																				
A. BEGINNING CASH			\$1,353,022.86	\$1,237,678.92	\$1,035,506.28	\$1,029,464.28	\$1,142,958.10	\$1,190,123.97	\$1,031,054.36	\$1,427,771.77	\$1,364,490.77	\$1,225,061.77	\$1,253,246.88	\$1,302,596.38	\$4,855,210.31					
B. RECEIPTS																				
Revenue Limit Sources																				
Principal Apportionment	8010-8019		\$0.00	\$60,433.00	\$114,615.00	\$82,689.00	\$108,779.00	\$114,615.00	\$109,544.00	\$80,316.00	\$80,316.00	\$80,316.00	\$80,316.00	\$80,315.00	\$0.00	\$0.00	\$992,254.00	\$992,254.00	\$0.00	
Property Taxes	8020-8079		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Miscellaneous Funds	8080-8099		\$0.00	\$17,791.00	\$36,197.00	\$0.00	\$48,262.00	\$0.00	\$24,131.00	\$26,410.00	\$26,410.00	\$26,410.00	\$36,410.00	\$33,799.00	\$0.00	\$0.00	\$275,820.00	\$275,820.00	\$0.00	
Federal Revenue (8100-8299)	8100-8299		\$0.00	\$0.00	\$0.00	-\$28,576.00	\$0.00	\$0.00	\$154,921.36	\$6,292.00	\$6,292.00	\$6,292.00	\$6,292.00	\$1,727.64	\$0.00	\$0.00	\$153,241.00	\$153,241.00	\$0.00	
Other State Revenue (8300-8599)	8300-8599		\$0.00	\$11,700.70	\$0.00	\$191,623.87	\$520.00	\$3,736.00	\$242,261.06	\$21,110.00	\$14,585.00	\$118,226.00	\$118,226.00	\$118,227.37	\$0.00	\$0.00	\$840,216.00	\$840,216.00	\$0.00	
Other Local Revenue (8600-8799)	8600-8799		\$1,440.25	\$27.19	\$7,000.00	\$0.00	\$22,353.81	\$2,975.00	-\$9,350.11	\$7,789.00	\$14,789.00	\$12,139.11	\$13,303.50	\$107,789.00	\$0.00	\$0.00	\$180,255.75	\$180,255.75	\$0.00	
Interfund Transfers In	8910-8929		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
All Other Financing Sources	8931-8979		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
TOTAL RECEIPTS			\$1,440.25	\$89,951.89	\$157,812.00	\$245,736.87	\$179,914.81	\$121,326.00	\$521,507.31	\$141,917.00	\$142,392.00	\$243,383.11	\$254,547.50	\$341,858.01	\$0.00	\$0.00	\$2,441,786.75	\$2,441,786.75	\$0.00	
C. DISBURSEMENTS																				
Certificated Salaries	1000-1999		\$21,374.17	\$66,689.47	\$61,737.55	\$62,501.80	\$62,637.66	\$68,737.30	\$63,602.93	\$71,860.00	\$71,860.00	\$71,860.00	\$71,860.00	\$71,861.12	\$0.00	\$0.00	\$766,582.00	\$766,582.00	\$0.00	
Classified Salaries	2000-2999		\$4,507.38	\$25,869.20	\$21,111.29	\$19,059.04	\$22,233.84	\$19,665.17	\$11,364.83	\$18,939.00	\$18,939.00	\$18,939.00	\$18,939.00	\$18,942.25	\$0.00	\$0.00	\$218,509.00	\$218,509.00	\$0.00	
Employee Benefits	3000-3999		\$7,067.63	\$28,879.21	\$30,733.52	\$30,575.61	\$31,776.99	\$30,276.22	\$28,624.63	\$32,914.00	\$32,914.00	\$32,914.00	\$32,914.00	\$32,915.19	\$0.00	\$0.00	\$352,505.00	\$352,505.00	\$0.00	
Books and Supplies	4000-4999		\$7,355.84	\$50,029.89	\$14,492.65	\$19,804.78	\$10,469.95	\$9,133.96	\$8,144.31	\$21,171.00	\$21,171.00	\$21,171.00	\$11,171.00	\$51,275.62	\$0.00	\$0.00	\$245,391.00	\$245,391.00	\$0.00	
Other Services & Oper. Expenses	5000-5999		\$26,383.37	\$74,537.28	\$45,868.86	\$37,665.68	\$26,604.40	\$158,849.03	\$53,483.93	\$60,314.00	\$70,314.00	\$70,314.00	\$70,314.00	\$90,191.45	\$0.00	\$0.00	\$784,840.00	\$784,840.00	\$0.00	
Capital Outlay	6000-6599		\$0.00	\$53,199.29	\$0.00	\$53,199.28	\$0.00	\$0.00	\$0.00	\$0.00	\$66,623.00	\$0.00	\$0.00	\$66,624.43	\$0.00	\$0.00	\$239,646.00	\$239,646.00	\$0.00	
Other Outgo 7xxx	7000-7499		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$10,100.00	\$0.00	\$0.00	\$10,100.00	\$10,100.00	\$0.00	
Transfers in/(out) 7600-7629	7600-7629		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Other Sources/(uses)	7630-7699		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
TOTAL DISBURSEMENTS			\$66,688.39	\$299,204.34	\$173,943.87	\$222,806.19	\$153,722.84	\$286,661.68	\$165,220.63	\$205,198.00	\$281,821.00	\$215,198.00	\$205,198.00	\$341,910.06	\$0.00	\$0.00	\$2,617,573.00	\$2,617,573.00	\$0.00	
D. BALANCE SHEET TRANSACTIONS																				
Assets																			-\$175,786.25	
Cash Not In Treasury	9111-9199	(\$586,152.11)												-\$586,152.11	\$0.00	\$0.00	-\$586,152.11	-\$586,152.11	\$0.00	
Accounts Receivable	9200-9299	\$ 195,979.05		\$14,011.79	\$4,743.75	\$50,641.95	\$17,022.54		\$109,559.02						\$0.00	\$0.00	\$195,979.05	\$195,979.05	\$0.00	
Due From Other Funds	9310-9319	\$ -													\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Stores	9320-9329	\$ -													\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Prepaid Expenditures	9330-9339	\$ -													\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Other Current Assets	9340-9499	\$ (5,000.00)												-\$5,000.00			-\$5,000.00	-\$5,000.00	\$0.00	
Undefined Objects		\$ (150,591.34)												-\$150,591.34	\$0.00	\$0.00	-\$150,591.34	-\$150,591.34	\$0.00	
SUBTOTAL ASSETS (calc)			(\$545,764.40)	\$0.00	\$14,011.79	\$4,743.75	\$50,641.95	\$17,022.54	\$0.00	\$109,559.02	\$0.00	\$0.00	\$0.00	\$0.00	-\$741,743.45	\$0.00	\$0.00	-\$545,764.40	-\$545,764.40	\$0.00
Liabilities																				
Accounts Payable	9500-9599	\$259,106.86	\$50,095.80	\$6,931.98	-\$5,346.12	-\$11,345.19	-\$3,951.36	-\$6,266.07	\$69,128.29					-\$10,094.05	\$0.00	\$0.00	\$89,153.28	\$89,153.28	\$0.00	
Due To Other Funds	9610-9619	\$0.00												\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Current Loans	9640-9649	\$287,172.64												\$287,172.64	\$0.00	\$0.00	\$287,172.64	\$287,172.64	\$0.00	
Deferred Revenues	9650-9659	\$126,911.54				-\$28,576.00								\$155,487.54	\$0.00	\$0.00	\$126,911.54	\$126,911.54	\$0.00	
SUBTOTAL LIABILITIES (calc)			\$673,191.04	\$50,095.80	\$6,931.98	-\$5,346.12	-\$39,921.19	-\$3,951.36	-\$6,266.07	\$69,128.29	\$0.00	\$0.00	\$0.00	\$0.00	\$432,566.13	\$0.00	\$0.00	\$503,237.46	\$503,237.46	\$0.00
Nonoperating																				
Suspense Clearing	9910-9999	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00			\$0.00	\$0.00	\$0.00	
TOTAL BALANCE SHEET TRANSACTIONS				-\$50,095.80	\$7,079.81	\$10,089.87	\$90,563.14	\$20,973.90	\$6,266.07	\$40,430.73	\$0.00	\$0.00	\$0.00	\$0.00	-\$1,174,309.58	\$0.00	\$0.00	-\$1,049,001.86	-\$1,049,001.86	\$0.00
E. NET INCREASE/DECREASE (B-C+D)				-\$115,343.94	-\$202,172.64	-\$6,042.00	\$113,493.82	\$47,165.87	-\$159,069.61	\$396,717.41	-\$63,281.00	-\$139,429.00	\$28,185.11	\$49,349.50	-\$1,174,361.63	\$0.00		-\$1,224,788.11	-\$1,224,788.11	\$0.00
F. ENDING CASH (A+E)				\$1,237,678.92	\$1,035,506.28	\$1,029,464.28	\$1,142,958.10	\$1,190,123.97	\$1,031,054.36	\$1,427,771.77	\$1,364,490.77	\$1,225,061.77	\$1,253,246.88	\$1,302,596.38	\$128,234.75			-\$1,224,788.11	-\$1,224,788.11	\$0.00

TO: Board of Directors

AGENDA ITEM: 8.2

DATE: 3/11/2024

ITEM: Plan for Expelled Youth

SUBMITTED FOR: Action

Background and Summary Information: California Education Code (EC) Section 48926 requires each county superintendent, operating County Community Schools (CCS) to develop, in conjunction with school district superintendents, a plan for providing educational services to all expelled students in that county.

The plan must be adopted by each school district's governing board and by the County Board of Education. Educational programs established to serve expelled youth may be provided by the school district, the County Superintendent of Schools, or in joint agreement with the County Superintendent of Schools.

Financial/Educational Impact: Possible compliance impact to the school program.

Staff Recommendation: Recommendation is to approve the Plan for Expelled Youth

Sutter County
Plan for Providing Educational Services to Expelled
Students 2024-2027

By and Between
Sutter County Superintendents of Schools Office

and

AeroSTEM Academy

Brittan Elementary School District

Browns Elementary School District

California Virtual Academy at Sutter

East Nicolaus Joint Union High School District

Franklin Elementary School District

Feather River Charter School

Live Oak Unified School District

Marcum-Illinois Union School District

Meridian Elementary School District

Nuestro Elementary School District

Pleasant Grove Joint Union School District

South Sutter Charter School

Sutter Peak Charter Academy

Sutter Union High School District

Twin Rivers Charter School

Winship Community School

Winship-Robbins Elementary School District

Yuba City Unified School District

Yuba City Charter School

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I. Legislative Overview

California *Education Code (EC)* Section 48926 requires each county superintendent, operating County Community Schools (CCS) to develop, in conjunction with school district superintendents, a plan for providing educational services to all expelled students in that county.

The plan must be adopted by each school district's governing board and by the County Board of Education. Educational programs established to serve expelled youth may be provided by the school district, the County Superintendent of Schools, or in joint agreement with the County Superintendent of Schools.

Chapter 974, Section 8, was enacted into law in 1995, as a result of the passage of Assembly Bill 922, Friedman. Section 48926 requires the development of a plan for providing education services to all expelled students and the submission of the plan to the State Superintendent of Public Instruction prior to June 30, 1997, as well as triennial updates on June 30 thereafter, including the outcome data required by Section 48916.1. In addition, this plan shall be distributed to every district superintendent in Sutter County.

Education Code 48926

Each county superintendent of schools in counties that operate community schools pursuant to Section 1980, in conjunction with superintendents of the school districts within the county, shall develop a plan for providing education services to all expelled pupils in that county. The plan shall be adopted by the governing board of each school district within the county and by the county board of education.

The plan shall enumerate existing educational alternatives for expelled pupils, identify gaps in educational services for expelled pupils, and strategies for filling those service gaps. The plan shall also identify alternative placements for pupils who are expelled and are placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils, as determined by the governing board.

Each county superintendent of schools, in conjunction with the superintendents of the school districts, shall submit to the Superintendent of Public Instruction the county plan for providing educational services to expelled pupils in the county no later than June 30, 1997, and shall submit a triennial update to the plan to the Superintendent of Public Instruction, including the outcome data pursuant to 48916.1, on June 30th thereafter.

Education Code 48916.1(a)

At the time an expulsion of a pupil is ordered, the governing board of the school district shall ensure that an educational program is provided to the pupil who is subject to the expulsion order for the period of the expulsion. Except for pupils expelled pursuant to subdivision (d) of Section 48915, the governing board of a school district is required to implement the provisions of this section only to the extent funds are appropriated for this purpose in the annual Budget Act or other legislation, or both.

II. Expulsion

Education Codes 48900, 48900.2, 48900.3, 48900.4, 48900.7, and 48915 describe the offenses that may or shall result in the suspension or expulsion of a student from his/her school of attendance. Education Code 48916.1 requires the governing board of the

expelling district to ensure that an educational program is provided for the expelled pupil for the duration of the expulsion. Additionally, the governing board of the expelling district maintains the responsibility for developing a *Rehabilitation Plan* for the expelled student and referring the student to an appropriate educational setting. Part of this plan will include a review of the district rehabilitation conditions to be completed prior to readmission to the expelling district.

When the expelling district determines that an educational option does not exist within the district for grades 7-12 expelled students, the district may refer the student to Sutter County Superintendent of Schools (SCSOS) County Community Schools. SCSOS County Community Schools include Feather River Academy (FRA) and Pathways Charter Academy (PCA). SCSOS will review the rehabilitation plan and develop an Individual Learning Plan (ILP), which may include a goal of returning to the expelling district.

Staff from the County Superintendent's Office, in conjunction with the County Probation Department (when appropriate), and the referring school district, will collaboratively develop alternate strategies for those community school students who have difficulty meeting the terms of their plan or who continue to pose a danger to other students.

III. Countywide Educational Service Plan for Expelled Students

Educational programs within Sutter County provide excellent opportunities for expelled students who are in need of traditional and/or alternative education programs. Local school districts offer a broad spectrum of services supplemented by Sutter County Superintendent of Schools programs, providing a continuum of services to expelled students.

- A. Intervention strategies on comprehensive school sites, alternative programs on and off comprehensive school sites, and/or referral to the Sutter County Superintendent of Schools programs respond to student diversity and community needs by providing opportunities for academic, social, and emotional success. Educational leaders meet regularly throughout the year and throughout the county on a number of topics, including reviewing best practices in serving high-risk youth and families. These groups include, but are not limited to, Superintendents' Council, Curriculum and Instruction, Student Support and Outreach, Tri-County Induction Program, School Attendance and Review Board (SARB), Special Education Local Plan Area (SELPA), Human Resources, Internal and External Business, Adult Education, Tri-County ROP, Sutter One Stop, Shady Creek, Family Assistance Service Team (FAST) and The Family Intervention Team (FIT).

Each school district provides intervention strategies that may include, but are not limited to, providing counseling, student study teams, student care teams, academic and emotional assessments, parent training, in-school suspensions, off-campus suspensions, Special Education services, after school activities, School-Based Mental Health, and inclusion of Child Welfare and Attendance.

IV. Sutter County Superintendent of Schools Alternatives

- County Community Schools educate students who are expelled from school districts or who are referred because of truancy or behavior problems. They also serve students who are homeless, on probation or parole, and who are not attending any school. Parents or guardians may also request that their child attend a county community school by submitting such a request to their district of residence.

V. Existing School District Alternatives

Each school district shall ensure that instructional services are provided for pupils who have been recommended for expulsion hearing and/or awaiting placement. A pupil whose behavior resulted in expulsion, including a stipulated expulsion, shall be given a *Rehabilitation Plan* that is designed by the expelling district. Student progress toward meeting the requirements of the *Rehabilitation Plan* should be monitored by the district of residence and the site of placement. Appropriate documentation should be maintained by the school of placement and presented to the expelling district upon a recommendation to return to the district. The *Rehabilitation Plan* may involve one or more of the options outlined below.

The governing board of each school district shall determine which educational alternatives are appropriate and available. Educational alternatives throughout Sutter County for pupils recommended for expulsion include but are not limited to

- Expulsion, suspended order, with placement on the same campus.
- Expulsion, suspended order, with placement on a different school campus within the district.
- Expulsion, suspended order, with placement in district independent study, if the parent/guardian consents.
- Expulsion with referral to a district community day school, if available.
- Expulsion with subsequent transfer to another district.
- Expulsion with referral and recommendation to SCSOS County Community Schools programs (grades 7- 12).

VI. County Community School Referral Process

The referring district shall provide the following documentation to SCSOS at the time of referral for enrollment:

- SCSOS County Community School Referral Form
- CSIS Number
- Expulsion Rehabilitation Plan (If expelled)
- Attendance and Discipline information
- Current transcripts and grades
- Assessment data
- Current SST Plan (if applicable)
- IEP/504 Plan (if applicable)

In addition, families/caregivers must provide a completed enrollment packet. Once all required information is received, a new student orientation is scheduled prior to enrollment. While SCSOS cannot guarantee that its schools will never become full and therefore unable to accept new students, SCSOS will attempt to maintain space for

expelled students through strategies such as limiting the enrollment of students who wish to attend the school on a voluntary basis in order to maintain space for students who are referred by probation, referred by a district, referred through SARB, or who have been expelled. Such strategies shall be implemented as SCSOS deems practical and reasonable, and as permitted by statute.

Expelled pupils referred to SCSOS County Community Schools, including Feather River Academy and Pathways Charter Academy, are under a *Rehabilitation Plan* developed by each district and will be held accountable to both the district and SCSOS for complying with the plan. For all pupils referred to a County Community School, if the placement does not result in meeting the pupil's needs or the pupil commits an offense(s) that precludes them from continuing at the county community school, the county community school staff will:

- a. Upon consultation with the expelling district, offer the student the option of enrolling in other programs available through SCSOS County Community Schools, or an alternative program operated by the expelling district
- b. Refer the pupil to the police department or probation (if appropriate)
- c. Inform and refer the pupil to their home district to find an alternative placement
- d. Inform the family/caregiver of the option of attending a charter school including charter schools other than a SCSOS County Community School, in or out of the county, or a private school (at the family's expense)

SCSOS County Community School staff will provide the expelling district with ongoing progress reports and notification of a pupil's change of residence, termination from the program, or completion of requirements for graduation. SCSOS County Community School staff will provide each district with the data necessary to meet all necessary reporting requirements associated with Education Code section 48916.1.

VII. Referral Process for Students Receiving Special Education Services

For any pupil referred to SCSOS County Community Schools with an active IEP, the referring district must follow the established process to assure compliance with the Individuals with Disabilities Education Act (IDEA), Education Code section 56000, et seq, and Title 5 of the California Code of Regulations. The following steps include:

1. The referring district notifies county community school staff and SCSOS Special Education Administration of a pending referral to the County Community Schools.
2. The referring district will send to the County Community School staff and Sutter County Special Education administration the following documents:
 - a. Documentation of prior interventions
 - b. Transcript
 - c. All testing records (SBAC, CELDT, ELPAC, etc.)
 - d. Immunization records w/ TDAP
 - e. Discipline/behavior records
 - f. School attendance records
 - g. Expulsion documents (if the student is expelled)
 - h. Rehabilitation plan to return to the district (if the student is expelled)
 - i. Most recent IEP (if the student has an IEP) IEP should be current with updated progress
 - j. Most recent special education assessments within 3 year period otherwise

assessments should be updated before referring out

3. Upon receiving the corresponding documents from the referring district, the site administrator will review the information and determine a student's eligibility. Other staff will be used to review the information as needed - e.g., School Psychologist, Special Education Staff, Probation Officer, etc. Special Education students must be provided with the normal provisions, within SELPA timelines, to ensure the due process rights of the student and family, as well as ensure that the expelled student is placed in an appropriate environment that can meet the educational needs of the student per his or her IEP. This includes holding a Transition IEP Meeting once the student's referral has been reviewed and deemed appropriate by SCSOS Special Education Administration and County Community School staff. SCSOS staff must be in attendance at the student's Transition IEP. If the student's IEP stipulates services or materials not available on the County Community School campus, it shall be the responsibility of the referring district to provide and or fund the identified services and materials - e.g., transportation. No student with an IEP that does not provide for independent study will be placed in an independent study program.
4. Once the information has been received, the referring school district shall be notified as soon as possible but no longer than five working days if the SCSOS staff does not believe that it offers an alternative program appropriate for the student. A written explanation for the decision will be provided.
5. Once the student has been accepted, the parents/guardians are invited to an orientation meeting at the County Community School. SCSOS staff will notify the referring district if the parent misses two enrollment appointments or is not responsive to phone calls. SCSOS staff and the district will then determine the next steps.
6. Once the parent participates in the orientation meeting, the student may begin school immediately or on the following day.
7. If the DOR is not the local education agency responsible for special education, County Community School staff will invite the DOR to all IEP meetings.

VIII. Support for Students Returning from Expulsion

A transition team made up of SCSOS County Community School staff, and District of Residence staff, will review the status of each student enrolled, approximately 6 weeks before the end of each semester. This transition team will support the family with the application timeline and paperwork. The transition team will prepare a recommendation for the school board regarding each eligible student's readiness for readmission to a school maintained by the district or to the school the pupil last attended, and will and make recommendations as follows:

If readmission is determined to be the appropriate recommendation, a transition plan may be created. Transition plans should address time to acclimate from the alternative school setting to the comprehensive school site and should include the identification of a caring adult mentor established as a point of contact at the home school.

If student meets readmission criteria but desires to stay at the county community school, the transitions team's recommendation may involve approval of readmission

followed by approval of enrollment in the County Community School under the parent choice criteria.

If readmission not determined to be appropriate, the transition team should prepare a recommendation for a 1-semester or 1-year plan that clearly describes the criteria and actions required for re-admittance or removal of expelled designation.

Per education code 48916 the school board is ultimately responsible for reviewing each pupil not later than the last day of the semester in which the expulsion occurred, or one year from the date of expulsion for expulsions pursuant to 48915. Upon making a decision the board will communicate with parent/guardians and county community school staff and will begin plans for transition or modified rehabilitation contracts.

IX. Gaps in Educational Services for Expelled Students

There were several potential gaps in providing a comprehensive service model for expelled youth in Sutter County as identified in the 2021 plan and others added in 2024. The districts and SCSOS must work to develop solutions that are both educationally sound and financially feasible.

A. Identified Gap and Strategy: A pupil expelled under Education Code section 48915 by a district could potentially re-offend under the same section during placement in a district community day school or a county community school, resulting in a referral back to the district of residence.

1. 2021 Strategy:

- a.** In consultation with the expelling district, students/families may be given the choice of transfer between FRA and PCA. Short-term Independent Study is offered through FRA and both independent study programs can make arrangements to meet with students outside of normal student attendance hours or at a mutually agreed upon off-site location.
- b.** When all educational options available to SCSOS County Community Schools are exhausted, placement in a contiguous county will be explored. SCSOS has established a reciprocal relationship with Yuba and Colusa counties to address the service gap.
- c.** Pupils have the option to apply to a private school at no expense to the school district or apply to a charter school, including charter schools other than a SCSOS County Community School, in or out of the county. The private school or charter school is not obligated to accept the pupil.

This strategy has proven effective. The use of short or long-term independent study has allowed expelled youth to be served at the County Community School and not returned to

the district of residence.

B. Identified Gap and Strategy: The geographic spread of schools in Sutter County presents a transportation challenge for the pupils and refers school districts to FRA.

2. 2021 Strategy:

- a.** The County receives a limited number of referrals from schools not within the city limits of Yuba City. City bus passes are provided where appropriate. Two SCSOS staff members are available each morning to pick up students. In addition, students receive Independent Study making it easier to access the program because they are required to come to campus only one day per week. This strategy remains in effect.
- b.** SCSOS expanded Independent Study opportunities through the addition of PCA upon referral by the District of Residence.

This strategy has proven effective. Through a combination of SCSOS individualized transportation and providing city bus passes when applicable, transportation has been removed as a barrier.

A. Identified Gap and Strategy: Elementary students may not be housed on the same campus as students in grades 7-12. Currently, Feather River Academy's programs are housed on a single site. Also, elementary schools expell very few students.

3. 2021 Strategy:

- a.** Sutter County continues to experience a small number of pupils expelled from elementary schools. These small numbers continue to pose a cost-prohibitive challenge to establishing a classroom for Sutter County's expelled elementary pupils. There is interest from the districts and the SCSOS to explore expansion to include community school options for elementary-aged students.
- b.** SCSOS has added PCA as an Independent Study option for elementary students.

The addition of Pathways Charter Academy as a County Community School has proven effective in meeting the needs of the expelled 7th and 8th grade students. Despite being primarily a non-seat based program, 7th and 8th grade students are required to attend a minimum of 2 hours per day.

B. Identified Gap and Strategy: Students whose behavior becomes increasingly dangerous or whose truancy does not respond to Probation or judicial consequences may no longer qualify to attend FRA and may be referred back to their DOR.

4. 2021 Strategy:

- a.** In an effort to support students and families, SCSOS will provide Independent Study with contacts limited to 'outside of normal student attendance hours' or enrollment in PCA if determined appropriate by SCSOS, DOR, and parents.
- b.** Establishment of a flow chart ensuring the involvement of DOR, probation, and community school staff in problem-solving and exploration of service models prior to resorting to return to DOR.

This strategy has proven effective. The use of short or long-term independent study has

allowed expelled you to be served at the County Community School and not returned to the district of residence.

- C. Identified GAP and Strategy:** All students have experienced some learning loss as a result of disruptions caused by COVID and the decreased instructional time.

5. 2021 Strategy:

- a.** Students will be assessed to identify academic and social strengths and needs. An Individual Learning Plan (ILP) and Individual Success Plan (ISP) will be developed for each student. Supplemental supports and services will be assigned and monitored through the ILP/ISP.

Individualized Learning Plans with academic and social emotional focus areas that are supported by additional counselor time, intervention specialist time and classroom support from 2-3 instructional aides has helped students to successfully reintegrate into in-person instruction.

- D. Identified GAP and Strategy:** It was difficult to support English Learners' progress toward fluency during COVID-19.

6. 2021 Strategy:

Supplemental services will be provided in the form of an online designated ELD curriculum and support from paraeducators. Since the return to in-person instruction, High Five for All strategies and designated ELD has been provided to support English Learners progress toward proficiency.

There are several potential gaps in providing a comprehensive service model for expelled youth in Sutter County as identified in the 2024 – 2027 Plan. The districts and SCSOS must work to develop solutions that are both educationally sound and financially feasible.

- A. Identified Gap and Strategy:** A pupil expelled under Education Code section 48915 by a district could potentially re-offend under the same section during placement in a district community day school or a county community school, resulting in a referral back to the district of residence.

A. 2024 Strategy:

- 1.** In consultation with the expelling district, students/families may be given the choice of transfer between FRA and PCA. Short-term Independent Study is offered through FRA and both independent study programs can make arrangements to meet with students outside of normal student attendance hours or at a mutually agreed upon off-site location.
- 2.** When all educational options available to SCSOS County Community Schools are exhausted, placement in a contiguous county will be explored. SCSOS has established a reciprocal relationship with Yuba and Colusa counties to address the service gap.
- 3.** Pupils have the option to apply to a private school at no expense

to the school district or apply to a charter school, including charter schools other than a SCSOS County Community School, in or out of the county. The private school or charter school is not obligated to accept the pupil.

B. Identified Gap and Strategy: The geographic spread of schools in Sutter County presents a transportation challenge for the pupils and refers school districts to FRA.

B. 2024 Strategy:

1. The County receives a limited number of referrals from schools not within the city limits of Yuba City. City bus passes are provided where appropriate. Two SCSOS staff members are available each morning to pick up students. In addition, students receive Independent Study making it easier to access the program because they are required to come to campus only one day per week. This strategy remains in effect.
2. SCSOS expanded Independent Study opportunities through the addition of PCA upon referral by the District of Residence.

C. Identified Gap and Strategy: Elementary students may not be housed on the same campus as students in grades 7-12. Currently, Feather River Academy's programs are housed on a single site. Also, elementary schools expel very few students.

1. 2024 Strategy:
2. Sutter County continues to experience a small number of pupils expelled from elementary schools. These small numbers continue to pose a cost-prohibitive challenge to establishing a classroom for Sutter County's expelled elementary pupils. There is interest from the districts and the SCSOS to explore expansion to include community school options for elementary-aged students.
3. SCSOS has added PCA as an Independent Study option for elementary students.

D. Identified Gap and Strategy: Students whose behavior becomes increasingly dangerous or whose truancy does not respond to Probation or judicial consequences may no longer qualify to attend FRA and may be referred back to their DOR.

1. 2024 Strategy:
2. In an effort to support students and families, SCSOS will provide Independent Study with contacts limited to 'outside of normal student attendance hours' or enrollment in PCA if determined appropriate by SCSOS, DOR, and parents.
3. Establishment of a flow chart ensuring the involvement of DOR, probation, and community school staff in problem-solving and exploration of service models prior to resorting to return to DOR.

E. Identified Gap and Strategy: Expelled youth on independent study may not be prepared to transition directly back to a traditional high school campus.

1. 2024 Strategy:

- a) Students who desire readmission and are eligible, based on the district rehabilitation plan, will be enrolled in FRA's seat based program for a minimum of 30 days prior to the school board review of the readmission request.

X. School-Wide Focus and Foundation

In 2020/21, the staff committed to becoming a Positive Behavior Interventions and Supports (PBIS) school and engaged in intensive training and implementation support with Placer County Office of Education training and support continued through 2021/22. In 2022/23 SCSOS added a coordinator position to continue the PBIS work with in-house support. Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health. When implemented with fidelity, PBIS improves social-emotional competence, academic success, and school climate. It also improves teacher health and well-being. It is a way to create positive, predictable, equitable, and safe learning environments where everyone thrives. Staff, students, and families have identified a positive change in culture and atmosphere even in the early stages of implementation which occurred under pandemic conditions. In 2023/24 the county community school staff added an intensive focus on being trauma-informed and implementing Restorative Practices.

Mental and behavioral health continues to be an area of need for both students and families.

SCSOS County Community Schools have identified resources to implement strategic support for all students. The following represents key resources:

- A. Ensuring strong Tier I support including PBIS, Social Emotional Learning (SEL) signature practices, and also, providing equitable learning environments that emphasize unbiased, culturally and linguistically responsive instruction.
- B. Partner with the SCSOS Student Support and Outreach department for mental health support
- C. Increase the ratio of Counselors to students
- D. Study and implement concepts of Growth Mindset
- E. Study and implement concepts of Trauma Informed Care and Adverse Childhood Experiences (ACEs)
- F. Study and implement concepts of Restorative Justice
- G. Pursue mentoring opportunities

Long Term Outcomes - Decreases in:

- Suspension
- Students failing placement in the County Community School
- Discipline Referrals
- Referrals to Special Education
- Chronic Absenteeism
- Incidents of Bullying or harassment
- Risk Factors

Long-Term Outcomes- Increase in

- Pupil Attendance Graduation Rates

- Measure of Student Academic Achievement School Climate
- Average instructional time in integrated settings for students with IEPs and students' social-emotional competence.
- Protective Factors

Intervention and Referral Report

As a condition of the re-authorization of the Sutter County's *Plan for Providing Educational Services to Expelled Students*, SCSOS County Community School staff will implement and send a bi-annual report to each expelled student's DOR keeping them up to date on their student's progress. This report will also include interventions that have been provided to students, students who have dropped from a SCSOS County Community School, students who have transferred to other educational settings, or who move from the area as changes take place.

Interventions provided to students, which may be included in the report, are:

- Warnings/resets
- Parent/Teacher Contact
- Referral to on-site counseling and/or Student Support and Outreach staff
- Exclusion from school activities
- Behavior contract
- Community referral services
- Parent visitation in class
- Student Care Team
- Projects on campus
- Community service
- In-school suspension
- Behavior support plan
- Placement in an alternative classroom for a defined time period
- Referral to SARB
- Increased Home Visits and Parent participation
- Trauma Informed Care Process, i.e. ACEs survey
- Partnership with Sutter County Probation
- PBIS
- Practices of Restorative Justice
- Access to Career Technical Education (CTE)

As deemed appropriate, SCSOS County Community School staff will make appropriate referrals for students who meet the criteria for the following services and programs:

- Forward Thinking Journaling
- Cognitive Behavioral Therapy for Substance Using Adolescents
- The Parent Project
- Sutter-Yuba Behavioral Health (SYBH)
- Children Systems of Care (CSOC)
- Seeking Safety

- Grief Counseling
- Brief Intervention
- Why Try
- Student Support and Outreach Student Care Team (SCT)
- Aggression Replacement Therapy (ART)
- Transitional Aged Youth (TAY)
- Family Assistance Service Team (FAST)
- The Family Intervention Team (FIT)
- Youth for Change
- Coordinated Entry
- Hands of Hope
- Yuba Sutter Food Bank
- Sutter County Welfare Services
- Sutter County One Stop and Adult Education
- Alta California Regional Center
- Sutter County Public Health
- Sutter County Welfare Division

H. Revenue

The referring district will pass all ADA and other revenue generated by pupils while in attendance at FRA or PCA, including but not limited to Supplemental and Concentration funds, Lottery, and special one-time funds to SCSOS. For students receiving special education services, the referring district, not SCSOS, shall be responsible for all special education costs per the Sutter SELPA billing model. If the student changes District of Residence or District of Attendance while enrolled in SCSOS County Community School, the district that would otherwise be responsible for Special Education costs had the student not been enrolled in the CCS shall be responsible for Special Education costs. The District of Special Education Accountability will be included through the IEP process. For out-of-county placements, please refer to the SELPA interagency agreement. Districts shall be directly involved in creating new programs that address specific district needs and which may generate costs for the districts. In the event the districts request services or programs that create additional costs, each district's share of those costs will be billed back to the districts based on their share of the program's usage. A district's share of program usage will be calculated based on the district enrollment of students on December 1st of each school year.

Districts agree to notify SCSOS by January 15th of the school year, prior to implementing alternative programs that would result in significant loss of ADA for the community school. The notification would allow SCSOS to make appropriate adjustments in staffing for the following year and present March 15th certificated lay-off notifications as required by the Education Code, if necessary. Should a district fail to notify SCSOS in a timely manner, and deficits result, the district will be included in the bill based on figures generated from the prior attendance period, whether the district remains in the program or not.

Sutter County
Plan for Providing Educational Services to Expelled Students
2024-2027

California Education Code Section 48926 requires each county superintendent of schools, in conjunction with the superintendents of the school districts within the county, to develop a plan for providing educational services to all expelled pupils in that county. It further requires that the governing board of each school district within the county and the county board of education adopt the plan. Finally, this section requires that “each county superintendent of schools, in conjunction with the superintendents of local school districts.... shall submit a triennial update to the plan.” In order to satisfy the legal requirement for a triennial update to the plan, I submit the following request on behalf of my district.

As superintendent, I would like to request that the Plan for Providing Educational Services to Expelled Students be submitted for triennial update in June 2024.

AeroSTEM Academy

Board Meeting Date

Brittan Elementary School District

Board Meeting Date

Browns Elementary School District

Board Meeting Date

California Virtual Academy at Sutter

Board Meeting Date

East Nicolaus Joint Union
High School District

Board Meeting Date

Feather River Charter School

Board Meeting Date

Franklin Elementary School District

Board Meeting Date

Live Oak Unified School District

Board Meeting Date

Marcum-Illinois Union School District

Board Meeting Date

Meridian Elementary School District

Board Meeting Date

Nuestro Elementary School District

Board Meeting Date

Pleasant Grove Joint Union
School District

Board Meeting Date

South Sutter Charter School

Board Meeting Date

Sutter Peak Charter Academy

Board Meeting Date

Sutter Union High School District

Board Meeting Date

Twin Rivers Charter School

Board Meeting Date

Winship Community School

Board Meeting Date

Winship-Robbins School District

Board Meeting Date

Yuba City Unified School District

Board Meeting Date

Yuba City Charter School

Board Meeting Date

TO: Board of Directors

AGENDA ITEM: 8.3

DATE: 3/11/2024

ITEM: 24/25 & 25/26 Academic Calendar Update

SUBMITTED FOR: Action

Background and Summary Information: The academic calendars for the 23/24, 24/25, and 25/26 school years were approved in June of 2023. Since then YCUSD, Marysville USD, and Plumas Lake USD have updated their calendars.

This update aligns our calendars as much as possible given the differences in school models.

Financial/Educational Impact: Possible reduction in attendance challenges

Staff Recommendation: Recommendation is to approve

July 2024						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
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21	22	23	24	25	26	27
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October 2024						
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January 2025						
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April 2025						
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Terms						
First Day of School: 8/6						
Progress Report: 10/14						
End of Semester 1: 12/17						
Start of Semester 2: 1/6						
Progress Report: 3/14						
Last Day of School: 5/30						

August 2024						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
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11	12	13	14	15	16	17
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November 2024						
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February 2025						
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May 2025						
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Professional Development Days						
8/1 - 8/5						
10/14						
3/14						
6/2 - 6/4						

September 2024						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
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December 2024						
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March 2025						
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June 2025						
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Holidays						
Labor Day: 9/2						
Veteran's Day: 11/11						
Thanksgiving Break: 11/25 - 11/29						
Winter Break: 12/18 - 1/3						
MLK Jr. Day: 1/20						
President's Week Break: 2/17 - 2/21						
Spring Break: 3/14 - 3/21						
Memorial Day: 5/26						

July 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
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October 2025						
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January 2026						
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April 2026						
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Terms
First Day of School: 8/5
Progress Report: 10/13
End of Semester 1: 12/16
Start of Semester 2: 1/8
Progress Report: 3/13
Last Day of School: 5/29

August 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
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November 2025						
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February 2026						
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May 2026						
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Professional Development Days
Non-Student Days
7/31 - 8/4
10/13
3/13
6/1 - 6/3

September 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
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December 2025						
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March 2026						
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June 2026						
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28	29	30				

Holidays
Labor Day: 9/1
Veteran's Day: 11/11
Thanksgiving Break: 11/24 - 11/28
Winter Break: 12/17 - 1/4
MLK Jr. Day: 1/19
President's Week Break: 2/16 - 2/20
Spring Break: 4/3 - 4/10
Memorial Day: 25

TO: Board of Directors

AGENDA ITEM: 8.4

DATE: 3/11/2024

ITEM: J13-A School Closure

SUBMITTED FOR: Action

Background and Summary Information: The school was closed for two days due to power outages as a result of a storm. Form J-13-A allows AeroSTEM to recoup the ADA without having to add those days onto the end of the academic calendar.

Financial/Educational Impact: Possible financial impact

Staff Recommendation: Recommendation is to approve

CALIFORNIA DEPARTMENT OF EDUCATION
REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS
FORM J-13A, REVISED DECEMBER 2017

SECTION A: REQUEST INFORMATION

- This form is used to obtain approval of attendance and instructional time credit pursuant to *Education Code (EC)* sections 41422, 46200, 46391, 46392 and *California Code of Regulations (CCR)*, Title 5, Section 428.
- Only schools that report Principal Apportionment average daily attendance (ADA) for the purpose of calculating a K–12 Local Control Funding Formula (LCFF) entitlement should submit this form.
- Refer to the instructions and frequently asked questions at <https://www.cde.ca.gov/fq/aa/pa/j13a.asp> for information regarding the completion of this form.

PART I: LOCAL EDUCATIONAL AGENCY (LEA)

LEA NAME:		COUNTY CODE:	DISTRICT CODE:	CHARTER NUMBER (IF APPLICABLE):
LEA SUPERINTENDENT OR ADMINISTRATOR NAME:				FISCAL YEAR:
ADDRESS:			COUNTY NAME:	
CITY:		STATE:	ZIP CODE:	
CONTACT NAME:	TITLE:	PHONE:	E-MAIL:	

PART II: LEA TYPE AND SCHOOL SITE INFORMATION APPLICABLE TO THIS REQUEST (Choose only one LEA type):

<input type="checkbox"/> SCHOOL DISTRICT Choose one of the following: <input type="checkbox"/> All district school sites <input type="checkbox"/> Select district school sites	<input type="checkbox"/> COUNTY OFFICE OF EDUCATION (COE) Choose one of the following: <input type="checkbox"/> All COE school sites <input type="checkbox"/> Select COE school sites	<input type="checkbox"/> CHARTER SCHOOL
--	---	--

PART III: CONDITION(S) APPLICABLE TO THIS REQUEST:

<input type="checkbox"/> SCHOOL CLOSURE: When one or more schools were closed because of conditions described in <i>EC</i> Section 41422. LCFF apportionments should be maintained and instructional time credited in Section B for the school(s) without regard to the fact that the school(s) were closed on the dates listed, due to the nature of the emergency. Approval of this request authorizes the LEA to disregard these days in the computation of ADA (per <i>EC</i> Section 41422) without applicable penalty and obtain credit for instructional time for the days and the instructional minutes that would have been regularly offered on those days pursuant to <i>EC</i> Section 46200, et seq. <input type="checkbox"/> There was a Declaration of a State of Emergency by the Governor of California during the dates associated with this request.
<input type="checkbox"/> MATERIAL DECREASE: When one or more schools were kept open but experienced a material decrease in attendance pursuant to <i>EC</i> Section 46392 and <i>CCR</i> , Title 5, Section 428. Material decrease requests that include all school sites within the school district must demonstrate that the school district as a whole experienced a material decrease in attendance. Material decrease requests for one or more but not all sites within the school district must show that each site included in the request experienced a material decrease in attendance pursuant to <i>EC</i> Section 46392 and <i>CCR</i> , Title 5, Section 428. The request for substitution of estimated days of attendance for actual days of attendance is in accordance with the provisions of <i>EC</i> Section 46392. Approval of this request will authorize use of the estimated days of attendance in the computation of LCFF apportionments for the described school(s) and dates in Section C during which school attendance was materially decreased due to the nature of the emergency. <input type="checkbox"/> There was a Declaration of a State of Emergency by the Governor of California during the dates associated with this request.
<input type="checkbox"/> LOST OR DESTROYED ATTENDANCE RECORDS: When attendance records have been lost or destroyed as described in <i>EC</i> Section 46391. Requesting the use of estimated attendance in lieu of attendance that cannot be verified due to the loss or destruction of attendance records. This request is made pursuant to <i>EC</i> Section 46391: <i>"Whenever any attendance records of any district have been lost or destroyed, making it impossible for an accurate report on average daily attendance for the district for any fiscal year to be rendered, which fact shall be shown to the satisfaction of the Superintendent of Public Instruction by the affidavits of the members of the governing board of the district and the county superintendent of schools, the Superintendent of Public Instruction shall estimate the average daily attendance of such district. The estimated average daily attendance shall be deemed to be the actual average daily attendance for that fiscal year for the making of apportionments to the school district from the State School Fund."</i>

SECTION B: SCHOOL CLOSURE

☐ Not Applicable (Proceed to Section C)

PART I: NATURE OF EMERGENCY (Describe in detail.)

☐ Supplemental Page(s) Attached

PART II: SCHOOL INFORMATION (Use the supplemental Excel form at <https://www.cde.ca.gov/fg/aa/pa/j13a.asp> if more than 10 lines are needed for this request. Attach a copy of a school calendar. If the request is for multiple school sites, and the sites have differing school calendars, attach a copy of each different school calendar to the request.)

A	B	C	D	E	F	G	H	I
School Name	School Code	Site Type	Days in School Calendar	Emergency Days Built In	Built In Emergency Days Used	Date(s) of Emergency Closure	Closure Dates Requested	Total Number of Days Requested

PART III: CLOSURE HISTORY (List closure history for all schools in Part II. Refer to the instructions for an example.)

A	B	C	D	E	F
School Name	School Code	Fiscal Year	Closure Dates	Nature	Weather Related Yes/No

SECTION C: MATERIAL DECREASE

☐ Not Applicable (Proceed to Section D)

PART I: NATURE OF EMERGENCY (Describe in detail.)

☐ Supplemental Page(s) Attached

PART II: MATERIAL DECREASE CALCULATION (Use the supplemental Excel file at <https://www.cde.ca.gov/fq/aa/pa/j13a.asp> if more than 10 lines are needed for this request. Refer to the instructions for information on completing the form including the definition of "normal" attendance.)

A	B	C	D	E	F	G*	H
School Name	School Code	"Normal" Attendance (October/May)	Dates Used for Determining "Normal" Attendance	Date of Emergency	Actual Attendance	Qualifier: 90% or Less (F/C)	Net Increase of Apportionment Days (C-F)
			-				
			-				
			-				
			-				
			-				
			-				
			-				
			-				
			-				
			-				
Total:							

PART III: MATERIAL DECREASE CALCULATION FOR CONTINUATION HIGH SCHOOLS (Provide the attendance in hours. Use the supplemental Excel file at <https://www.cde.ca.gov/fq/aa/pa/j13a.asp> if more than 5 lines are needed for this request. Refer to the instructions for information on completing the form including the definition of "normal" attendance.)

A	B	C	D	E	F	G*	H
School Name	School Code	"Normal" Attendance Hours	Date Used for Determining "Normal" Attendance	Date of Emergency	Actual Attendance Hours	Qualifier: 90% or Less (F/C)	Net Increase of Hours (C-F)
Total:							

*Qualifier should be 90% or less except when the governor declares a state of emergency or in the case of a Necessary Small School (NSS) site.

SECTION D: LOST OR DESTROYED ATTENDANCE RECORDS ☐ Not Applicable (Proceed to Section E)

PART I: PERIOD OF REQUEST The entire period covered by the lost or destroyed records commences with _____ up to and including _____.

PART II: CIRCUMSTANCES (Describe below circumstances and extent of records lost or destroyed.)

PART III: PROPOSAL (Describe below the proposal to reconstruct attendance records or estimate attendance in the absence of records.)

SECTION E: AFFIDAVIT

PART I: AFFIDAVIT OF SCHOOL DISTRICT, COUNTY OFFICE OF EDUCATION, OR CHARTER SCHOOL GOVERNING BOARD MEMBERS – All applicable sections below must be completed to process this J-13A request.

We, members constituting a majority of the governing board of _____, hereby swear (or affirm) that the foregoing statements are true and are based on official records.

Board Members Names

Board Members Signatures

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

At least a majority of the members of the governing board shall execute this affidavit.

Subscribed and sworn (or affirmed) before me, this _____ day of _____, _____.

Witness: _____ Title: _____ of _____ County, California
(Name) (Signature)

PART II: APPROVAL BY SUPERINTENDENT OF CHARTER SCHOOL AUTHORIZER (Only applicable to charter school requests)

Superintendent (or designee): _____ Authorizing LEA Name: _____
(Name) (Signature)

PART III: AFFIDAVIT OF COUNTY SUPERINTENDENT OF SCHOOLS

The information and statements contained in the foregoing request are true and correct to the best of my knowledge and belief.

County Superintendent of Schools (or designee): _____
(Name) (Signature)

Subscribed and sworn (or affirmed) before me, this _____ day of _____, _____.

Witness: _____ Title: _____ of _____ County, California
(Name) (Signature)

COE contact/individual responsible for completing this section:

Name: _____ Title: _____ Phone: _____ E-mail: _____

TO: Board of Directors

AGENDA ITEM: 8.5

DATE: 3/11/2024

ITEM: 22/23 Certification of Corrective Action of Audit Findings

SUBMITTED FOR: Action

Background and Summary Information: AeroSTEM received findings from the 22/23 audit. We are required to provide information on the plan to address those findings to the County through Corrective Actions.

Financial/Educational Impact: Possible financial impact

Staff Recommendation: Recommendation is to approve

**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.

2022-23 AUDIT FINDING
CORRECTIVE ACTION

LEA _____

FINDING CATEGORY:

FINDING # _____ PAGE # _____

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

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

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

Submit the original Corrective Action by **March 15, 2024** to:

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



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

CERTIFICATION OF CORRECTIVE ACTION

LOCAL EDUCATIONAL AGENCY _____

✕ 2022-23 Certification of Corrective Action is hereby filed by the governing board of the local educational agency (LEA).

Clerk/Secretary of the Governing Board

Date of Meeting

✕ 2022-23 Certification of Corrective Action:

The Superintendent/Executive Director certifies that all corrective action(s) specified in the attached page(s) have been reviewed by the LEA's Governing Board and assures that corrective procedures have been implemented and will be used in the ensuing years.

Superintendent/Executive Director

Date

For additional information

Contact: _____

Phone: _____

Submit the original signed Certification of Corrective Action together with each Audit Finding Corrective Action form and corresponding documentation to:

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

**Per Education Code section 41020(j)(2),
your response must be submitted by March 15, 2024**

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.

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.

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 Actions

- I. Hire financial consultant (Ryland Consulting Group) to perform following tasks:
 - A. Financial Review
 1. Analyze the prior year's budget
 2. Analyze prior year's accounting activities
 3. Maximize categorical funding
 4. Relieve unrestricted general fund costs
 - B. Audit Preparation
 1. Assist for the upcoming external audit
 2. Assist with all requested information
 3. Propose audit adjustments based on analysis
 - C. Budget
 1. Revise current year budget to reflect carryover
 2. Adjust staffing levels for enrollment
 3. Update LCFF funding calculations
 4. Maximize categorical dollars for the 1st interim

- D. Back office
 - 1. Preparation of first and second interim budget reports,
 - 2. Annual budget development and closing the books
 - 3. Required budget transfers and journal entries
 - 4. SACS/ alternative forms
 - 5. Multi-year projection
 - 6. Cash flow projections
 - 7. Authorizer reporting
- II. Transition from back office provider away from CORE - this is still in process as a viable candidate has not been hired. CORE is providing services below until transition occurs:
 - A. Fiscal Services
 - 1. Bank management
 - 2. Grant management
 - 3. Accounts payable
 - 4. Accounts receivable
 - 5. Purchasing and invoicing
 - 6. Liaison to Sutter County Business Department
 - B. Human Resources
 - 1. Payroll support
 - 2. Insurance support
 - 3. Benefits management
 - 4. Livescan and Department of Justice services
 - 5. Personnel policy support
 - 6. Personnel file maintenance
 - 7. Legal compliance updates
- III. Move all funds to County Treasurer
 - A. Working with Board President to move all funds, including those as River Valley Bank to the County Treasurer
 - B. Completed 2/28/24
- IV. Hire staff to support business services
 - A. Post new position on edjoin - [Business/HR Coordinator](#) to help fill gaps in the system
 - 1. Posted five times since 12/15/23
 - 2. Total of 10 applicants
 - 3. 2 viable candidates
 - B. Rylan Consultant group will support and train for the 24/25 school year
 - C. If no candidate is found, will add additional duties onto Ryland Consultants contract
- V. Create business manual and procedures/policies

- A. If a viable candidate is hired for the Business/HR Coordinator position, creating a business manual and procedures will be priority one.
 - 1. Will connect with authorizer and other schools to follow best practices for procedures
 - 2. Part of the process will be investigating financial and HR procurement software/systems to support the process
- B. If no viable candidate is found before the start of the 24/25 school year, additional duties will be given to Ryland to start the process of building a manual, processes and procedures in collaboration with the school administration and authorizer.

TO: Board of Directors

AGENDA ITEM: 8.6

DATE: 3/11/2024

ITEM: Job Description and Roles Realignment

SUBMITTED FOR: Action

Background and Summary Information: This is the start of the process to write job descriptions for all positions at AeroSTEM that are aligned and use consistent language. The Roles Re-alignment does not change the adopted salary schedule, but realigns current and future positions to the appropriate schedule column. This work will make a future staff salary study possible as it will align job duties and roles to work that is being done and typically for a school the size of AeroSTEM.

Financial/Educational Impact: Possible financial, educational and program impact

Staff Recommendation: Recommendation is to approve

	Management		Certificated		Classified				
	Exempt				Non-Exempt				
	- Excutive Director	- Dir of Operations - Dir of Business Services - Dir of Special Education - Director of Academics	- Counselor - School Nurse - Pyschologist	- Teacher/CTE/RSP - Speech Language Pathologist	- Business & HR Coordinator - Office Coordinator - Technology Coordinator	- IT Support Specialist - HR Specialist - Accounting Specialist	- Clerical (Registrar) - Clerical (Administrative)	- Custodian - Nutrition Services Coordinator - Library Media Specialist	- Health Assistant - Para-Educator - Nutrition Services Assisstant - Clerical (Attendance) - Clerical (Support)
	215	200	190	190	245	215	215	190	190
	A	B	C	D	E	F	G	I	H
1	107,088.00	78,955.00	60,723.00	54,478.00	48,098.40	22.24	20.13	19.17	18.25
2	112,442.00	82,902.00	60,723.00	56,383.00	50,509.20	23.34	21.15	20.12	19.16
3	118,063.00	87,048.00	62,848.00	58,360.00	53,057.20	24.51	22.20	21.14	20.10
4	123,934.00	91,400.00	65,048.00	60,403.00	55,683.60	25.51	23.31	22.19	21.12
5	130,165.00	95,970.00	67,325.00	62,519.00	58,486.40	25.73	24.48	23.31	22.18
6	136,674.00	100,768.00	69,681.00	64,708.00	61,387.20	27.03	25.69	24.47	23.29
7	143,508.00	105,807.00	72,119.00	66,972.00	64,464.40	28.36	27.00	25.68	24.45
8	150,683.00	111,097.00	74,644.00	69,317.00	67,678.80	29.79	28.33	26.99	25.66
9	158,217.00	116,652.00	77,257.00	71,741.00	71,089.20	31.29	29.75	28.33	26.95
10	166,128.00	122,485.00	79,960.00	74,253.00	74,636.80	24.49	31.24	29.75	28.29
11	174,434.00	128,609.00	82,759.00	76,852.00					
12	183,156.00	135,039.00	85,655.00	79,542.00					
13	192,314.00	141,791.00	85,655.00	79,542.00					
14	201,930.00	148,881.00	88,654.00	82,324.00					
15	212,026.00	156,325.00	88,654.00	82,324.00	78,360.80	36.21	32.80	31.24	29.70
16			91,757.00	85,206.00					
17			91,757.00	85,206.00					
18			94,968.00	88,187.00					
19			94,968.00	88,187.00					
20			98,292.00	91,274.00	82,280.80	38.02	34.43	32.79	31.20
21			98,292.00	91,274.00					
22			101,732.00	94,469.00					

Job Title: Business/HR Specialist

Supervisor: Executive Director

Job Classification: Non-Exempt

Salary Schedule: CLASSIFIED - E

Days: 245

DESCRIPTION OF BASIC RESPONSIBILITIES:

Under the direction of the Executive Director or designee performs responsible payroll and accounting record management functions, involving the use of manual and computer-assisted record management, storage and retrieval systems; monitors, audits and prepares a variety of payroll and accounting related reports, records and summaries; handles confidential matters related to the district collective bargaining process and to do other related work as required. This position requires a high degree of organizational, planning and general business skills which will be used to provide the best possible support services.

EXAMPLES OF DUTIES:

Payroll

- A. Processes a variety of documents including payroll registers, employee status reports, insurance detail and a variety of other documentation;
- B. Receives, reconciles and audits computer payroll output reports;
- C. Prepares State and Federal payroll related documents and reports;
- D. Processes payroll documents and reports for accuracy and adherence to legal mandates, policies and operational guidelines;
- E. Verifies and releases payroll warrants and various payroll documents;
- F. Processes regular and supplemental payroll;
- G. Maintains employee sick leave and vacation records;
- H. Provides routine responses to verification of employment request, unemployment audits, worker's compensation information;
- I. Reconciles and processes timely premium payments for employee benefit carriers;
- J. Communicates with District administrators, bargaining units, employee and insurance carriers for the purpose of distributing benefit information and providing benefit expertise;
- K. Tracks hours worked for monitoring Affordable Care Act (ACA);
- L. Prepares monthly California Employment Development Department New Employee Report;
- M. Works closely with administration to maintain position control and to analyze salary and benefit adjustments throughout the fiscal year.
- N. Leave accounting and processing.

Accounting

- A. May assist with closing of the Charter's books and works closely with audit teams
- B. May assist school administrators with Local Control Accountability

- C. Plan (LCAP) and mapping of the budget to the plan;
- D. May prepares budget transfers and journal entries to correct account coding;
- E. Collects, compiles, processes and maintains a variety of fiscal related records and files;
- F. Assists in the preparation of annual employment notifications.
- G. Assists in the preparation of annual work day calendars.

Accounts Payable

- A. Inputs invoice data for payment to vendor on Accounting System;
- B. Processes warrants for mailing and maintain accounts payable files;
- C. Uses fund coding for all invoices and materials due for payment and/or journal entries;
- D. Prepares checks and replenishes petty cash and student body funds;
- E. Prepares Board of Education sales tax and 1099 reports.
- F. Prepare purchase orders and place orders.

Accounts Receivable

- A. Receives, processes, deposits Accounts Receivable including Cafeteria Program including Café Credit Card account;
- B. Receives, processes, deposits Accounts Receivable for Student Body account and the Petty Cash account;
- C. Creates and distributes Invoices.

Other

- A. Performs general clerical duties, including sorting, filing, duplicating, searching, answering the telephone and responding to informational inquiries as needed in the business department.
- B. Assist with Medi-Cal Administrative Activities (MAA) invoicing.
- C. Assist with data for Governmental Accounting Standards Board (GASB) actuarial studies.
- D. Assist with data for the annual School Accountability Report Card (SARC).
- E. Performs other related duties as assigned.
- F. Assists with other district office functions as requested.

EMPLOYMENT STANDARDS

Knowledge of

- A. Practices pertaining to payroll, benefits, accounting and fiscally related record management systems;
- B. Manual and computer-assisted payroll and accounting record management systems;
- C. Computer hardware and software application programs commonly used in accounting and payroll operations;
- D. Payroll and accounting related report preparation and format;
- E. Legal mandates, policies and operational guidelines pertaining to payroll, benefits and accounting practices;
- F. School district budgeting;
- G. State School Accounting Manual.

Ability to

- A. Type 45 wpm;
- B. Audit, review and effectively compile payroll and accounting reports, records, and related summaries;
- C. Skillfully operate computer terminal and other standard business related equipment;
- D. Make complex arithmetical calculations with speed and accuracy;
- E. Understand and carry out oral and written directions;
- F. Establish and maintain cooperative working relationships;
- G. Communicate effectively with staff with a broad range of experience and knowledge.

EDUCATION, EXPERIENCE AND REQUIREMENTS

- A. Valid California Driver's License/Proof of insurance
- B. First Aid Certificate including CPR
- C. TB test clearance
- D. Criminal justice fingerprint processing
- E. AA Degree in business or related field.
- F. Two (2) years related experience and/or training preferably with experience in accounting
- G. and payroll; or equivalent combination of education and experience.
- H. Previous school district experience
- I. Experience in Escape Software