# BOARD OF DIRECTORS MEETING

**AeroSTEM Academy**
DREAM ★ DISCOVER ★ DESIGN

REGULAR MEETING AGENDA

June 9th, 2025 at 5:30PM
82 Second Street, Yuba City, CA 95991

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

## *MISSION STATEMENT*

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

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

| | | Present | Absent |
|---|---|---|---|
| 3.1. | President: Rikki Shaffer, NCAI Representative | ☐ ▾ | ☐ ▾ |
| 3.2. | Vice President: Jennifer Chaplin, Community Representative | ☐ ▾ | ☐ ▾ |
| 3.3. | Secretary: Dallan Reese, Community Representative | ☐ ▾ | ☐ ▾ |
| 3.4. | Kash Gill, SCSOS Representative | ☐ ▾ | ☐ ▾ |
| 3.5. | Chris Ramey, Parent Representative | ☐ ▾ | ☐ ▾ |

4. APPROVAL OF BOARD AGENDA

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

| Motion to approve: | 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. May 12th, 2025 Meeting Minutes
6.2. Staff Handbook
6.3. Family Handbook

| Motion to approve: | Ayes: | Noes: | Abstain: |
|---|---|---|---|

7. ACTION ITEMS

7.1. AeroSTEM Comprehensive School Safety Plan and Instructional Continuity Plan

| | |
|---|---|
| The Board of Education is asked to approve the updated Comprehensive School Safety Plan, which now includes the Instructional Continuity Plan . Comprehensive School Safety Plans are reviewed and updated annually by every school site per the California Education Code and Board policy. | |
| Implications: Compliance and safety implications | |
| Presented By: Joseph Clark | Recommendation: Staff recommends approval |
| Motion to approve: | Ayes:        Noes:        Abstain: |

7.2. Consolidated Application and Reporting System (Con App) Report

| | |
|---|---|
| The Consolidated Application Reporting System (CARS) is the system used by the California Department of Education to distribute and monitor state and federal funds to county offices, school districts and direct-funded charter schools throughout California.  Each year, AeroSTEM submits the CARS application to document participation in programs and to provide assurances that the School will comply with the legal requirements of each program. | |
| Implications: Possible compliance and fiscal impact | |
| Presented By: Joseph Clark | Recommendation: Staff recommends approval |
| Motion to approve: | Ayes:        Noes:        Abstain: |

8. PUBLIC HEARING
  8.1. 2025 Local Indicator Self-Reflection of 2024-25 Indicators
  8.2. Draft 2025-2026 Local Control Accountability Plan (LCAP)
  8.3. 2025-2026 Budget Overview for Parents
  8.4. 2025-2026 Proposed Budget
9. DISCUSSION ITEMS
  9.1. DIRECTOR'S REPORT
    9.1.1. Academic Update
    9.1.2. Systems Update
    9.1.3. Facilities
    9.1.4. Enrollment
    9.1.5. Marketing
    9.1.6. Board Member Recommendations
10. BOARD COMMENTS
11. FUTURE BOARD ITEMS
  11.1. LCAP Approval
  11.2. Budget Adoption
12. MOTION TO ADJOURN

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# AeroSTEM Academy
### DREAM ★ DISCOVER ★ DESIGN

# BOARD OF DIRECTORS MEETING

REGULAR MEETING AGENDA

May 12, 2025 at 5:30PM
82 Second Street, Yuba City, CA 95991

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| 3.5. Chris Ramey, Parent Representative | ☑ ▾ | ☐ ▾ |

4. <u>APPROVAL OF BOARD AGENDA</u>

*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: Ramey.  Second: Gill.          Ayes: 5  Noes: 0  Abstain: 0**

5. <u>COMMENT FROM MEMBERS OF THE PUBLIC CONCERNING ITEMS NOT ON THE AGENDA</u>

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6.1. April 7,  2025 Meeting Minutes

**Motion to approve: Chaplin.  Second: Ramey.      Ayes: 4  Noes: 0  Abstain: 1**

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

8. ACTION ITEMS
   8.1. 23-02 Graduation Requirements - BP

| Updated current board policy to meet new legislation regarding graduation policies. Additions include section 3 and section 4 | |
|---|---|
| Implications: Compliance and legal implications | |
| Presented By: Joseph Clark | Recommendation: Approval |
| Motion to approve: Gill. Second: Ramey.     Ayes: 5  Noes: 0  Abstain: 0 | |

   8.2. 24-05 Preparation of Board Agenda - BP

| Added standing meeting items in the board preparation policy per board request. | |
|---|---|
| Implications: Governance and board implications | |
| Presented By: Joseph Clark | Recommendation: Approval |
| Motion to approve: Gill. Second: Chaplin.   Ayes: 5  Noes: 0 Abstain: 0 | |

   8.3. 25-01 Anti-Nepotism Policy - BP

| An anti-nepotism policy is recommended by legal guidance to protect the school and employees in the event employees become involved in a personal relationship and to protect the hiring process. | |
|---|---|
| Implications: Compliance and legal implications | |
| Presented By: Joseph Clark | Recommendation: Approval |
| Motion to approve: Chaplin. Second: Gill.  Ayes: 5  Noes: 0   Abstain: 0 | |

8.4.    2023-24 Certification of Corrective Action

| | |
|---|---|
| As required by the authorizer, the 2023-24 Certification of Corrective Action needs to be approved and signed by the board. | |
| Implications: Compliance, fiscal and legal implications | |
| Presented By: Joseph Clark | Recommendation: Approval |
| Motion to approve: Ramey.  Second: Chaplin.  Ayes: 5   Noes: 0   Abstain: 0 | |

9.    <u>BOARD COMMENTS</u>

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

11.    <u>MOTION TO ADJOURN</u>

   **Motion: Chaplin.   Second: Gill.            Ayes: 5   Noes: 0   Abstain: 0**

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*In compliance with the Americans with Disabilities Act, for those requiring special assistance to access the Board Meeting room, to access written documents being discussed at the Board Meeting, or to otherwise participate at Board Meetings, please contact the school office at 530-742-2531 for assistance.*

*Notification at least 48 hours prior to the meeting will enable the school office to make reasonable arrangements to ensure accessibility to the Board Meeting and to provide any required accommodations, auxiliary aids or services.*

*All Open Session Agenda related documents, including materials distributed less than 72 hours prior to the scheduled meeting, are available to the public for viewing at the school office located at 82 Second Street, Yuba City, CA 95991*

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# Employee Handbook

# ACKNOWLEDGMENT OF RECEIPT OF EMPLOYEE HANDBOOK

PLEASE READ THE EMPLOYEE HANDBOOK AND SUBMIT A SIGNED COPY OF THIS STATEMENT TO THE EXECUTIVE DIRECTOR.

EMPLOYEE NAME: _____

I ACKNOWLEDGE that I have received a copy of the Employee Handbook.  I have read and understood the contents of the Handbook, and I agree to abide by its directions and procedures.  I have been given the opportunity to ask any questions I might have about the policies in the Handbook.  I understand that it is my responsibility to read and familiarize myself with the policies and procedures contained in the Handbook.  I also understand that if I am ever unclear on any language, or policies and procedures in this Handbook, it is my responsibility to seek clarification from the School.

I understand that the statements contained in the Handbook are guidelines for employees concerning some of the School's policies and benefits, and are not intended to create any contractual or other legal obligations or to alter the at-will nature of my employment with the School.  In the event I do have an employment contract which expressly alters the at-will relationship, I agree to the foregoing except with reference to an at-will employment status.

I understand that except for employment at-will status, any and all policies or practices can be changed at any time by the School.

I understand that other than the Board of the School, no person has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will; only the Board has the authority to make any such agreement and then only in writing signed by the Board President.

EMPLOYEE NAME: _____    DATE: _____

**Please sign/date, return this signature page to the School, and retain this Handbook for your reference.**

# Employee Handbook

# INTRODUCTION TO HANDBOOK

This Handbook is designed to help employees get acquainted with AeroSTEM Academy (hereinafter referred to as "AeroSTEM" or the "School").  It explains some of our philosophies and beliefs and describes some of our employment guidelines in general terms.  Although this Handbook is not intended to be an exclusive or comprehensive policies and procedures manual, we hope that it will serve as a useful reference document for employees throughout their employment at the School.  Employees should understand, however, that this Handbook is not intended to be a contract (express or implied), nor is it intended to otherwise create any legally enforceable obligations on the part of the School or its employees.  In no way does the Handbook replace any official plan documents (e.g., health insurance, retirement plan, etc.) or insurance contracts, which will govern in all cases.  This Handbook supersedes and replaces all previous personnel policies, practices, and guidelines.

Due to the fact that the School is a growing and changing organization, it reserves full discretion to add to, modify, or delete provisions of this Handbook, or the policies and procedures on which they may be based, at any time without advance notice.  AeroSTEM also reserves the right to interpret any of the provisions set forth in this Handbook in any manner it deems appropriate.

No individual other than the Board of Directors has the authority to enter into any employment, other than at-will employment, or other agreement that modifies School policy.  Any such modification must be in writing.

This Handbook is the property of the School, and it is intended for personal use and reference by employees of the School.  Circulation of this Handbook outside of the School requires the prior written approval of the Executive Director.

Employees must sign the acknowledgment form at the beginning of this Handbook and return it to the Executive Director.  This will provide the School with a record that each employee has received this Handbook.

# CONDITIONS OF EMPLOYMENT

## Equal Employment Opportunity Is Our Policy

(BP 17-10)

AeroSTEM is an equal opportunity employer. It is the policy of the School to afford equal employment and advancement opportunity to all qualified individuals without regard to:

A. Race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists);

B. Color;

C. Gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned);

D. Sex (including reproductive health decision-making, pregnancy, childbirth, breastfeeding, and medical conditions related to such);

E. Sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex);

F. Religious creed (including religious dress and grooming practices);

G. Marital/registered domestic partner status;

H. Age (forty (40) and over);

I. National origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law);

J. Physical or mental disability (including HIV and AIDS);

K. Medical condition (including cancer and genetic characteristics);

L. Taking of a leave of absence pursuant to the Family Medical Leave Act ("FMLA"), Pregnancy Disability Leave ("PDL") law, Americans with Disabilities Act ("ADA"), California Family Rights Act ("CFRA"), the Fair Employment and Housing Act ("FEHA"), or laws related to domestic violence, sexual assault, and stalking;

M. Genetic information;

N. Sexual orientation;

O. Military and veteran status; or

P. Any other consideration made unlawful by federal, state, or local laws.

This policy extends to all job applicants and employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, discipline, termination, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a School representative with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job, or if unknown, what job duties the disability impairs. AeroSTEM will then conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform the job. AeroSTEM will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, the School will make the accommodation.

## Employment At-Will

Except if stated expressly otherwise by employment contract, all employees are considered "at-will" employees of the School. Accordingly, either the School or the employee can terminate this relationship at any time, for any reason, with or without cause, and with or without advance notice. Employees are not guaranteed employment for any length of time, including the length of the school year, or the length of any class assignment.

Nothing contained in this Handbook, employment applications, School memoranda or other materials provided to employees in connection with their employment shall require the School to have "cause" to terminate an employee or otherwise restrict the School's right to release an employee from their at-will employment with the School. Statements of specific grounds for termination set forth in this Handbook or elsewhere are not

all-inclusive and are not intended to restrict the School's right to terminate at-will.  No School representative, other than the Board of Directors or its designee, is authorized to modify agreements for any employee or to make any representations to employees or applicants concerning the terms or conditions of employment with the School that are not consistent regarding "at-will" employment. Any attempt to do so will be null and void.

This shall not be modified by any statements contained in this Handbook or employee applications, School memoranda, or any other materials provided to employees in connection with their employment.  Further, none of those documents whether singly or combined, or any employment practices, shall create an express or implied contract of employment for a definite period, nor an express or implied contract concerning any terms or conditions of employment.

## Employment Types

Each AeroSTEM Academy employee is either a "full-time," "part-time," or "temporary" employee and designated either an "exempt" or "nonexempt" employee as well as either a "certificated employee" or a "classified employee."

Full-time employees are those employees regularly scheduled to work thirty-five (35) hours or more each week. Part-time employees are those regularly scheduled to work less than thirty-five (35) hours each week. Temporary employees are those employed for short-term assignments or in connection with a specific project or event. Temporary employees are not eligible for employee benefits, except those mandated by applicable law.

### Exempt Employee

This category includes all employees who are determined by the School to be exempt from certain wage and hour provisions of state and federal laws. Exempt employees are paid a fixed salary that is intended to cover all of the compensation to which they are entitled, and so such employees are not entitled to additional compensation or time off in lieu of additional compensation for extra hours of work.

### Nonexempt Employee

This category includes all employees who are covered by certain wage and hour provisions of state and federal laws. Nonexempt employees are paid an hourly wage and are entitled to overtime, as well as meal and rest breaks, as prescribed by law.

### Certificated Employee

Certificated employees are those employees hired by AeroSTEM Academy for the primary purpose of instructing students and/or are considered school administrators, and whose positions require the employee to possess a valid and appropriate credential or appropriate emergency permit issued by the California Commission on Teacher Credentialing.

### Classified Employee

Classified employees are those employees hired by AeroSTEM Academy who do not primarily instruct students, such as administrative, maintenance, assistants and other operational employees.

## Child Abuse and Neglect Reporting

(AR 17-06)

California Penal Code section 11166 requires any childcare custodian who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

AeroSTEM will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters.  Mandated reporter training will also be provided to employees hired during the course of the school year.  This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars ($1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.

By acknowledging receipt of this Handbook, employees acknowledge they are childcare custodians and are certifying that they have knowledge of California Penal Code section 11166 and will comply with its provisions.

## Criminal Background Checks

(BP 21-02)

As required by law, all individuals working or volunteering at the School will be required to submit to a criminal background investigation.  No condition or activity will be permitted that may compromise the School's commitment to the safety and the well-being of students taking precedence over all other considerations.  Conditions that preclude working at the School include conviction of a controlled substance or sex offense or a serious or violent felony.  Similarly, convictions involving crimes of moral turpitude (e.g., fraud), child abuse or neglect, violence, or any offense which may make the employee unsuitable/undesirable to work around students may also serve as a bar to

employment at the School.  Additionally, should an employee be arrested for, charged with, or convicted of any offense during his/her employment with the School, the employee must immediately report as much to the Executive Director.

## Tuberculosis Testing

All employees of the School must submit written proof from a health care provider of a risk assessment examination for tuberculosis (TB) within the last sixty (60) days. If TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs.  All employees will be required to undergo TB risk assessments and, if risk factors are found, the examination at least once every four (4) years.  Volunteers may be required to undergo a TB examination as necessary.  The TB risk assessment and, if indicated, the examination is a condition of initial employment with the School and the cost of the exam will be borne by the applicant.

Food handlers may be required to have annual TB exams.  Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file in the office.  This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator.  Any entity providing student services to the School will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with School students.

## Immigration Compliance

AeroSTEM will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990.  As a condition of employment, every individual must provide satisfactory evidence of his or her identity and legal authority to work in the United States. However, AeroSTEM will not check the employment authorization status of current employees or applicants who were not offered positions with the School unless required to do so by law.

The School shall not discharge an employee or in any manner discriminate, retaliate, or take any adverse action (e.g., threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law.  Further, the School shall not discriminate against any individual because he or she holds or presents a driver's license issued per Vehicle

Code § 12801.9 to persons who have not established their federally-authorized presence in the United States.  Finally, in compliance with the Immigrant Worker Protection Act, the School shall not allow a federal immigration enforcement agent to enter any nonpublic areas of the School without a judicial warrant, or voluntarily give consent to an agent to access, review or obtain employee records without a subpoena or judicial warrant. If a search of employee records is authorized by a valid subpoena or judicial warrant, the School will give employees notice of the inspection both before and after it has occurred as required by law.

## Professional Boundaries:  Staff/Student Interaction Policy

(BP 17-08) (BP 21-01)

AeroSTEM recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

### Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

   A.  Examples of PERMITTED actions (NOT corporal punishment)
       a.  Stopping a student from fighting with another student;
       b.  Preventing a pupil from committing an act of vandalism;
       c.  Defending yourself from physical injury or assault by a student;
       d.  Forcing a pupil to give up a weapon or dangerous object;
       e.  Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
       f.  Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B.  Examples of PROHIBITED actions (corporal punishment)
   a.  Hitting, shoving, pushing, or physically restraining a student as a means of control;
   b.  Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
   c.  Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

## Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders.  One viable standard that can be quickly applied when you are unsure if certain conduct is acceptable is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective but can be perceived as flirtation or sexual insinuation from a student or parent point of view.  The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy.   Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes.  Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities.  Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

## Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

## Examples of Specific Behaviors

The following examples are not an exhaustive list:

A. Unacceptable Staff/Student Behaviors (Violations of this Policy)
   a. Giving gifts to an individual student that are of a personal and intimate nature.
   b. Kissing of any kind;
   c. Any type of unnecessary physical contact with a student in a private situation;
   d. Intentionally being alone with a student away from the school;
   e. Making or participating in sexually inappropriate comments;
   f. Sexual jokes;
   g. Seeking emotional involvement with a student for your benefit;
   h. Listening to or telling stories that are sexually oriented;
   i. Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding;
   j. Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.
B. Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission
   a. Giving students a ride to/from school or school activities;
   b. Being alone in a room with a student at school with the door closed;
   c. Allowing students in your home.
C. Cautionary Staff/Student Behaviors
   *(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using better practices or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence.)*
   a. Remarks about the physical attributes or development of anyone;
   b. Excessive attention toward a particular student;
   c. Sending emails, text or chat messages or letters to students if the content is not about school activities.

D. Acceptable and Recommended Staff/Student Behaviors
   a. Getting parents' written consent for any after-school activity;
   b. Obtaining formal approval to take students off school property for activities such as field trips or competitions;
   c. Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes; (Communication should be limited to school technology.)
   d. Keeping the door open when alone with a student;
   e. Keeping reasonable space between you and your students;
   f. Stopping and correcting students if they cross your own personal boundaries;
   g. Keeping parents informed when a significant issue develops about a student;
   h. Keeping after-class discussions with a student professional and brief;
   i. Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries;
   j. Involving your supervisor if conflict arises with the student;
   k. Informing the Executive Director about situations that have the potential to become more severe;
   l. Making detailed notes about an incident that could evolve into a more serious situation later;
   m. Recognizing the responsibility to stop unacceptable behavior of students or coworkers;
   n. Asking another staff member to be present if you will be alone with any type of special needs student;
   o. Asking another staff member to be present when you must be alone with a student after regular school hours;
   p. Giving students praise and recognition without touching them;
   q. Pats on the back, high fives and handshakes are acceptable;
   r. Keeping your professional conduct a high priority;
   s. Asking yourself if your actions are worth your job and career.

## Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation

(BP 19-03) (BP 19-08)

AeroSTEM is committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination, and retaliation. AeroSTEM's policy prohibits

unlawful harassment, discrimination, and retaliation based upon: race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists); color; gender (including gender identity, gender expression and transgender identity, whether or not the employee is transitioning or has transitioned); sex (including reproductive health decision- making, pregnancy, childbirth, breastfeeding, and related medical conditions); sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex); religious creed (including religious dress and grooming practices); marital/registered domestic partner status; age (forty (40) and over); national origin or ancestry (including native language spoken and possession of a driver's license issued to person unable to prove their presence in the U.S. is authorized by federal law); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics); taking a leave of absence authorized by law; genetic information; sexual orientation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws.

Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be harassed, or discriminated or retaliated against, based upon the characteristics noted above.

AeroSTEM does not condone and will not tolerate unlawful harassment, discrimination, or retaliation on the part of any employee (including supervisors and managers) or third party (including independent contractors or other persons with which the School does business). Supervisors and managers are to report any complaints of unlawful harassment to the Executive Director or designee.

When AeroSTEM receives allegations of unlawful harassment, discrimination, or retaliation, the Board (if a complaint is about the Executive Director) or the Executive Director or designee will conduct a fair, timely and thorough investigation that provides all parties an appropriate process and reaches reasonable conclusions based on the evidence collected. The investigation will be handled in as confidential a manner as possible, although complete confidentiality cannot be guaranteed. Complainants and witnesses shall not be subject to retaliation for making complaints in good faith or participating in an investigation. AeroSTEM is committed to remediating any instances where investigation findings demonstrate unlawful harassment, discrimination, or retaliation has occurred.

## Prohibited Unlawful Harassment

A. Verbal conduct such as epithets, derogatory jokes or comments or slurs;

B. Physical conduct including assault, unwanted touching, intentionally blocking normal movement, or interfering with work because of sex, race or any other protected basis;

C. Retaliation for reporting or threatening to report harassment; or

D. Disparate treatment based on any of the protected classes above.

## Prohibited Unlawful Sexual Harassment

AeroSTEM is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; and/or (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive two (2) hours of sexual harassment prevention training within six (6) months of hire or their assumption of a supervisory position and every two (2) years thereafter. All other employees will receive one (1) hour of sexual harassment prevention training within six (6) months of hire and every two (2) years thereafter. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets,

verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. Other staff will receive sexual harassment prevention training as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Executive Director. See **Appendix A** for the "Harassment/Discrimination/Retaliation Complaint Form." See **Appendix B** for the general "Internal Complaint Form."

Sexual harassment may include, but is not limited to:

A. Physical assaults of a sexual nature, such as:
   a. Rape, sexual battery, molestation or attempts to commit these assaults; and
   b. Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.

B. Unwanted sexual advances, propositions or other sexual comments, such as:
   a. Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience;
   b. Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct;
   c. Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.

C. Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
   a. Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually

suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work;

b. Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and

c. Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate AeroSTEM policy.

## Whistleblower Policy

AeroSTEM requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within the School. As representatives of the School, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that the School has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of the School to raise serious concerns about the occurrence of illegal or unethical actions within the School before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of the School have a responsibility to report any action or suspected action taken within the School that is illegal, unethical or violates any adopted policy of the School, or local rule or regulation. Anyone reporting a violation must act in good faith, without malice to the School or any individual at the School and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who in good faith cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action. Further, no one who in good faith discloses, who may disclose, or who the School believes disclosed or may disclose, information

regarding alleged violations to a person with authority over the employee or another employee who had responsibility for investigating, discovering or correcting the purported violation shall suffer harassment, retaliation, or adverse employment action.

## Drug and Alcohol-Free Workplace

AeroSTEM is committed to providing a drug and alcohol-free workplace and to promoting safety in the workplace, employee health and well-being, stakeholder confidence and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, whether on or off the job, jeopardizes these goals since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace or during the performance of job duties is extremely harmful to employees and to other AeroSTEM stakeholders.

The bringing to the workplace, possession or use of intoxicating beverages or drugs on any School premises or during the performance of work duties is prohibited and will result in disciplinary action up to and including termination.

The School may require the employee to satisfactorily participate in and complete a drug assistance or rehabilitation program approved by a federal, state, local public health, law enforcement agency or other appropriate agency.

### Drug-Free Awareness Program
The School has established a drug-free awareness program to inform employees about:
A. The dangers of drug abuse in the workplace;
B. The school's Board Policies and Administrative Regulations of maintaining a drug-free workplace;
C. Available drug counseling, rehabilitation, and employee assistance programs;
D. The penalties that may be imposed on employees for drug abuse violations occurring in the workplace.

## Confidential Information

All information relating to students, personal information, schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate files. Failure to maintain confidentiality may result in disciplinary action, up to and including release from at-will employment.

## Conflict of Interest

All employees must avoid situations involving actual or potential conflict of interest.  An employee involved in any relationships or situations which may constitute a conflict of interest should immediately and fully disclose the relevant circumstances to the Executive Director, or the Board of Directors, for a determination about whether a potential or actual conflict exists.  If an actual or potential conflict is determined, the School may take whatever corrective action appears appropriate according to the circumstances.  Failure to disclose facts shall constitute grounds for disciplinary action.

## Non-Smoking Workplace

The School is committed to a philosophy of wellness and health.  The use of tobacco at any time on school property and in school vehicles is prohibited.  This applies to all employees or interns attending any instruction program, activity, or athletic event.  Smoking or the use of any tobacco-related products and disposal of any tobacco-related waste is prohibited within twenty-five (25) feet of any school facility.  Any employee who violates this may be subject to discipline.

# THE WORKPLACE

## Work Schedule

Business hours are normally 7:30 a.m. – 4:30 p.m. Monday through Friday.

The regular workday schedule for nonexempt employees is eight (8) hours; the regular workweek schedule is forty (40) hours.  Exempt employees are also generally expected to be present during business hours and to commit whatever additional time is necessary to satisfactorily complete all job requirements.

## Meal and Rest Periods

Nonexempt employees working at least six (6) hours are provided with a thirty (30) minute meal period, to be taken approximately in the middle of the workday but by no later than the end of the 5$^{th}$ hour of work.  An employee may waive this meal period if the day's work will be completed in no more than six (6) hours, provided the employee and AeroSTEM mutually consent to the waiver in writing.

Nonexempt employees are also provided with a ten (10) minute rest period for every four (4) hours worked which should be scheduled towards the middle of the four (4) hour work

period as practicable.  Employees are prohibited from combining meal and rest period time.

An employee's supervisor must be aware of and approve scheduled meal and rest periods.  Employees must immediately inform their supervisor if they are prevented from taking their meal and/or rest periods. Employees are expected to observe assigned working hours and the time allowed for meal and rest periods.

## Lactation Accommodation

AeroSTEM accommodates lactating employees by providing a reasonable amount of break time to any employee who desires to express breast milk for an infant child.  The break time shall, if possible, run concurrently with any break time already provided to the employee.  Any break time provided to express breast milk that does not run concurrently with break time already provided to the nonexempt employee shall be unpaid.

AeroSTEM will make reasonable efforts to provide employees who need a lactation accommodation with the use of a room or other private location that is located close to the employee's work area.  Such a room/location shall not be a bathroom, and shall have electricity.  Employees shall also be given access to a sink with running water and a refrigerator.  Employees with private offices will be required to use their offices to express breast milk.  Employees who desire lactation accommodations should contact their supervisor to request accommodations.

## Attendance and Tardiness

All employees, whether exempt or nonexempt, are expected to arrive at work consistently and on time.  Absenteeism and tardiness negatively affects the School's ability to implement its educational program and disrupts consistency in students' learning.

If it is necessary to be absent or late, employees are expected to telephone the Executive Director or a designee as soon as possible but no later than one-half (1/2) hour before the start of the workday.   If an employee is absent from work longer than one (1) day, he or she is expected to keep the Executive Director/designee sufficiently informed of the situation.

As noted in the section of this Handbook concerning prohibited conduct, excessive or unexcused absences or tardiness may result in disciplinary action up to and including

release from at-will employment with the School.  Absence for more than three (3) consecutive days without notifying the Executive Director or a designee will be considered a voluntary resignation from employment.

## Attendance at After School Activities

All AeroSTEM employees attend school functions to the best of their ability and time available in order to support students and their colleagues. The following events are required attendance events by all exempt employees:

➜ IEPs/SST/504 Meetings
➜ Family Fun Nights
➜ Back to School Night
➜ Open House
➜ Promotion/Graduation

## SSTs/IEP/504 Attendance

It is the goal of AeroSTEM Academy to have full representation for SST/IEP, IEP Planning, and 504 meetings.. While most meetings will occur during the AeroSTEM Academy scheduled work day; due to circumstances beyond the Director of Special Education's control some meetings may need to be held after school.

All AeroSTEM Academy employees are expected to attend school functions to the best of their ability and time available in order to support  students and their colleagues. The following events/activities/processes are required by all exempt employees:

➜ IEPs/SST/504 Meetings
➜ IEP Planning Form: This is a form that must be completed and submitted to the Director of Special Education.
➜ IEP Meetings - Most IEP Meetings take place during school. Attendance is required. Please respond to the IEP calendar invite.
➜ 504 Meetings - Attendance is required. Please respond to the  calendar invite. Please be prepared to discuss accommodations that are needed in the classroom.
➜ Student Study Team (SST) Meetings are required. In preparation of the meeting Please be prepared with the following documentation:
   ◆ Classroom, District, and Statewide Assessment Scores
   ◆ Data from all programs/curriculum used in your classroom
   ◆ Any data that you feel speaks to the whole child

## Timecards/Records

By law, AeroSTEM is obligated to keep accurate records of the time worked by nonexempt employees.  Such employees shall be required to utilize the School's time card system.

Nonexempt employees must accurately clock in and out of their shifts as this is the only way the payroll department knows how many hours each employee has worked and how much each employee is owed.  The timecard indicates when the employee arrived and when the employee departed.  All nonexempt employees must clock in and out for arrival and departure along with lunch and for absences like doctor or dentist appointments.  All employees are required to keep the office advised of their departures from and returns to the school premises during the workday.

Nonexempt employees are solely responsible for ensuring accurate information on their timecard and remembering to record time worked.  If an employee forgets to mark their timecard or makes an error on the timecard, the employee must contact the Executive Director or a designee to make the correction and such correction must be initialed by both the employee and the Executive Director/designee.

Nonexempt employees are prohibited from performing off-the-clock work, including but not limited to checking work-related emails before/after work hours, performing work in the morning before logging in, and running School errands after logging out.

No one may record hours worked on another's worksheet.  Any employee who violates any aspect of this policy may be subject to disciplinary action up to and including release from at-will employment with the School.

## Use of Email, Voicemail and Internet Access

AeroSTEM will permit employees to use its email, voicemail systems and Internet access subject to the following:
    A.  Minimal personal use as long as it does not interfere with timely job performance and is consistent with law and appropriate protocols
    B.  The email system and Internet access is not to be used in any way that may be disruptive, offensive to others, or harmful to morale.  For example, sexually explicit images, ethnic slurs, racial epithets, or anything else that may be construed as harassment or disparagement of others based on their race, national origin, sex,

sexual orientation, age, religious beliefs or political beliefs may not be displayed or transmitted.

C. Employees should not attempt to gain access to another employee's personal file or email or voicemail messages without the latter's express permission.

D. School staff will not enter an employee's personal email files or voicemail unless there is a business need to do so. System security features, including passwords and delete functions, do not neutralize the School's ability to access any message at any time. Employees must be aware that the possibility of such access always exists.

E. Employees should not use personal devices or email accounts for School-related communications. Such communications should only take place using School-issued devices and via the employee's AeroSTEM email account.

## Personal Business

AeroSTEM's facilities for handling mail and telephone calls are designed to accommodate School business. Employees should have personal mail directed to their home address and limit personal telephone calls to an absolute minimum. Personal calls should not be made outside the immediate dialing area. Do not use School material, time or equipment for personal projects.

## Social Media

If an employee decides to post information on the Internet (i.e., personal blog, Facebook, Instagram, Twitter, etc.) that discusses any aspect of his/her workplace activities, the following restrictions apply:

A. School equipment, including School computers and electronics systems, may not be used for these purposes;

B. Student and employee confidentiality policies must be strictly followed;

C. Employees must make clear that the views expressed in their blogs are their own and not those of the School;

D. Employees may not use the School's logos, trademarks and/or copyrighted material and are not authorized to speak on the School's behalf;

E. Employees are not authorized to publish any confidential or proprietary information maintained by the School;

F. Employees are prohibited from making discriminatory, defamatory, libelous or slanderous comments when discussing the School, the employee's supervisors, co-workers and competitors;

G. Employees must comply with all School policies, including, but not limited to, rules against unlawful harassment and retaliation.

The School reserves the right to take disciplinary action against any employee whose Internet postings violate this or other School policies.

## Personal Appearance/Standards of Dress

AeroSTEM employees serve as role models to the School's students. All employees should therefore maintain professional standards of dress and grooming. Accordingly, all employees shall adhere to the following standards of dress:

A. Clothing and jewelry must be safe and appropriate to the educational environment.
B. Slacks and shorts are to be worn on the waist with no portion of an undergarment showing. Shorts should be modest in length.
C. Skirts and dresses should be no higher than three (3) inches above the knee.
D. All tops must be appropriate to the work environment, and should be clean, neat, and provide proper coverage.
E. Apparel depicting drugs, gangs, alcohol or violence may not be worn at School.
F. Appropriate shoes must be worn at all times.

## Health and Safety Policy

AeroSTEM is committed to providing and maintaining a healthy and safe work environment for all employees.

Employees are required to know and comply with the School's General Safety Rules and to follow safe and healthy work practices at all times. This includes abiding by requirements and/or recommendations as given by local or State health and education officials and adopted by AeroSTEM even within fluid change and uncertain conditions. Employees are expected to undergo training as provided to further their ability to ensure the safety of all stakeholders. Employees are required to report immediately to the Executive Director or a designee any potential health or safety hazards and all injuries or accidents.

In compliance with Proposition 65, the School will inform employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

## Security Protocols

AeroSTEM has developed guidelines to help maintain a secure workplace. Be aware of unknown persons loitering in parking areas, walkways, entrances and exits and service areas. Report any suspicious persons or activities to the Executive Director or a designee. All employees must secure their workspace at the end of each workday. When an employee is called away from his or her work area for an extended length of time, valuable or personal articles should not be left around a workstation that may be accessible. The security of facilities as well as the welfare of employees depends upon the alertness and sensitivity of every individual to potential security risks. Employees should immediately notify the Executive Director or a designee when keys are missing or if security access codes or passes have been breached.

## Occupational Safety

AeroSTEM is committed to the safety of its employees, community partners, contractors and the public and to providing a clear safety goal for management.

The prevention of accidents is the responsibility of every School supervisor. It is also the duty of all employees to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If an employee is ever in doubt how to perform a job or task safely, assistance should be requested. Unsafe conditions must be reported immediately.

Accident prevention shall be considered of primary importance in all phases of operation and administration. AeroSTEM's management is required to provide safe and healthy working conditions for all employees and to establish and require the use of safe practices at all times.

Failure to comply with or enforce School safety and health rules, practices and procedures could result in disciplinary action up to and including possible termination.

## Accident/Incident Reporting

It is the duty of every employee to immediately or as soon as is practical report any accident or injury occurring during work or on School premises so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes.

## Reporting Fires and Emergencies

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately.  Employees should report any such emergency by calling management.  In addition, all employees should know the local emergency numbers such as 911.

# EMPLOYEE WAGES AND HEALTH BENEFITS

## Payroll Withholdings

As required by law, the School shall withhold Federal Income Tax, State Income Tax, Social Security (FICA) and State Disability Insurance from each employee's pay as follows:

A.  Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.
B.  State Income Tax Withholding: The same factors which apply to federal withholdings apply to state withholdings.
C.  Social Security (FICA): The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the School. Certificated teachers are exempt from paying into Social Security taxes.
D.  State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability.

Employees may also have deductions made to their paychecks when a wage overpayment occurs. The School may require the employee to reimburse an overpayment through a mutually agreeable method, including through cash repayment or a deduction of the employee's payroll check, among other options. An employee who is separated from employment before full repayment of the overpayment amount shall have any remaining amounts withheld from their final check. The School also reserves the right to exercise any and all other legal means to recover any additional amounts owed. The School shall provide employees with advance written notice of the deduction prior to the pay period when it will go into effect.

Every deduction from an employee's paycheck is explained on the check voucher. If an employee does not understand the deductions, he or she should ask the Executive Director or a designee to explain them.

Employees may change the number of withholding allowances claimed for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to the Executive Director or a designee.  The office maintains a supply of these forms.

All Federal, State, and Social Security taxes will be automatically deducted from paychecks.  Federal Withholding Tax deduction is determined by the employee's W-4 form.  The W-4 form should be completed upon hire and it is the employee's responsibility to report any changes in filing status to the Executive Director/designee and to fill out a new W-4 form.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns.  The W-2 shows Social Security information, taxes withheld and total wages.

## Overtime Pay

Whether an employee is exempt from or subject to overtime pay will be determined on a case-by-case basis and will be indicated in the employee's job description.  Generally, teachers and administrators are exempt.  Nonexempt employees may be required to work beyond the regularly scheduled workday or workweek as necessary.  Only actual hours worked in a given workday or workweek can apply in calculating overtime for nonexempt employees.  AeroSTEM will attempt to distribute overtime evenly and accommodate individual schedules.  All overtime work must be previously authorized by the Executive Director or designee.  AeroSTEM provides compensation for all overtime hours worked by nonexempt employees in accordance with state and federal law as follows:

> *For employees subject to overtime, all hours worked in excess of eight (8) hours in one workday or forty (40) hours in one workweek shall be treated as overtime. Compensation for hours in excess of forty (40) for the workweek or in excess of eight (8) and not more than twelve (12) for the workday, and for the first eight (8) hours on the seventh consecutive day in one workweek, shall be paid at a rate of one and one-half times the employee's regular rate of pay.  Compensation for hours in excess of twelve (12) in one workday and an excess of eight (8) on the*

*seventh consecutive workday of the workweek shall be paid at double the regular rate of pay.*

Exempt employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to these exempt employees.

## Paydays

Paydays are scheduled twice per month for nonexempt employees and once a month for exempt employees. If an employee observes any error in his or her check, it should be reported immediately to the Executive Director or a designee.

## Wage Attachments and Garnishments

Under normal circumstances, the School will not assist creditors in the collection of personal debts from its employees. However, creditors may resort to certain legal procedures such as garnishments, levies or judgments that require the School, by law, to withhold part of an employee's earnings in their favor.

Employees are strongly encouraged to avoid such wage attachments and garnishments. If the School is presented with a second garnishment request concerning an employee, the Executive Director or a designee will discuss the situation with the employee.

## Medical Benefits

### Eligibility
Full-time employees working an average of forty (40) hours per week are eligible for medical coverage, subject to any restrictions by the insurance carrier.

Employees who go from part-time to full-time employment become eligible for full benefits on the first day of the month following the effective date of the change.

Part-time and Temporary employees working at least half (.5) full-time employment (FTE) are awarded medical benefits on a prorated basis where the School pays a portion of the medical benefits based on, and equivalent to, the employees percentage of FTE, up to the maximum "ALLOWANCE" of one thousand thirty three dollars ($1,033), as outlined in **Appendix C** The School shall make monthly payments up to the "ALLOWANCE" listed below, and employees shall pay any amounts above the allowance.

### When Coverage Starts

Employee coverage will begin on the first day of the following month of employment. An enrollment form must be submitted to the Executive Director or a designee as soon as possible.  This form serves as a request for coverage and authorizes any payroll deductions necessary to pay for coverage.

AeroSTEM will make available for full-time employees benefit plans in **Appendix C** effective 7/1/23.

The School provides an IRC 125 Plan for eligible employees through Aflac and Sterling Health Services Administration. A Group Life & AD&D policy is included with the benefits package for employees who are enrolled through the school in Tri-County Schools Insurance Group (TCSIG).

## MEDICARE

All Retirees age sixty-five (65) and older who are eligible for Medicare Part A must enroll in Medicare A and B.  Eligible Retirees, upon retirement, shall be placed on the tiered rate structure or may be placed, with their Employer's approval, on a composite rate if they enroll two or more dependents and their former, active group is also composite.  If a Retiree enrolls in both Medicare Parts A and B, TCSIG may provide a discounted contribution schedule, provided the Plan is secondary payer to Medicare.

## COBRA Benefits

When coverage under the School's medical and/or dental plans ends, employees or their dependents can continue coverage for eighteen (18) or thirty-six (36) months, depending upon the reason benefits ended. To continue coverage, an employee must pay the full cost of coverage – the employee contribution and the School's previous contribution plus a possible administrative charge.

Medical coverage for an employee, his/her spouse, and eligible dependent children can continue for up to eighteen (18) months if coverage ends because:

A. Employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or
B. Hours of employment are reduced below the amount required to be considered a full-time employee or part-time, making an employee ineligible for the plan.

This eighteen (18) month period may be extended an additional eleven (11) months in cases of disability subject to certain requirements.  This eighteen (18) month period may also be extended an additional eighteen (18) months if other events (such as a divorce or death) occur subject to certain requirements.

An employee's spouse and eligible dependents can continue their health coverage for up to thirty-six (36) months if coverage ends because:

A.  The employee dies while covered by the plan;
B.  The employee and his/her spouse become divorced or legally separated;
C.  The employee becomes eligible for Medicare coverage, but his/her spouse has not yet reached age sixty-five (65); or
D.  The employee's dependent child reaches an age which makes him or her ineligible for coverage under the plan.

Rights similar to those described above may apply to retirees, spouses and dependents if the employer commences a bankruptcy proceeding and those individuals lose coverage.

AeroSTEM will notify employees or their dependents if coverage ends due to termination or a reduction in work hours. If an employee becomes eligible for Medicare, divorced or legally separated, dies, or when a dependent child no longer meets the eligibility requirements, the employee or a family member are responsible for notifying the School within thirty (30) days of the event. AeroSTEM will then notify the employee or his/her dependents of the employee's rights.

Health coverage continuation must be elected within sixty (60) days after receiving notice of the end of coverage, or within sixty (60) days after the event causing the loss, whichever is later.

There are certain circumstances under which coverage will end automatically. This happens if:

A.  Premiums for continued coverage are not paid within thirty (30) days of the due date;
B.  The employee (or his/her spouse or child) become covered under another group health plan which does not contain any exclusion or limitation with respect to any

pre-existing condition the employee (or the employee's spouse or child, as applicable) may have;

C.  AeroSTEM stops providing group health benefits;

D.  The employee (or the employee's spouse or child) becomes entitled to Medicare; or

E.  The employee extended coverage for up to twenty-nine (29) months due to disability and there has been a final determination that the employee is no longer disabled.

## Voluntary Benefits

Full-time staff and part-time employees working at least half (.5) full-time employment have the opportunity to enroll in several voluntary, employee-paid benefits programs. Premiums for any programs you may choose to enroll in will be deducted from your paycheck on a monthly and bi-monthly basis.

These programs **may** include:

A.  Flexible Saving Account (FSA)

B.  Health Saving Account (HSA)

C.  Accident Insurance

D.  Cancer Assist Insurance

E.  Critical Illness Insurance

F.  Individual Short-term Disability Insurance

G.  Group Medical Bridge/Hospital Confinement Insurance

H.  Whole Life Insurance

I.  403(b) Plan

J.  457(b) Plan

# PERSONNEL EVALUATION AND RECORD KEEPING

## Employee Reviews and Evaluations

Performance evaluations will be conducted annually, unless a school emergency prohibits such exercises (Ex: school closure).  The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties, or recurring performance problems. All teachers will submit a professional development plan that will become part of their performance review.

Performance evaluations may review factors such as the quality and quantity of the work performed, knowledge of the job, initiative, communication, work attitude, and attitude toward others.  The performance evaluations are intended to make employees aware of their progress, areas for improvement, and objectives or goals for future work performance.

Salary and potential for advancement will be based largely upon job performance. Favorable performance evaluations do not guarantee increases in salary or promotions. Salary increases and promotions are solely within the discretion of the School and depend upon many factors in addition to performance.  On a periodic basis, the Executive Director or a designee will review employee job performance with an employee in order to establish goals for future performance and to discuss current performance. AeroSTEM's evaluation system will in no way alter the at-will employment relationship.

## Personnel Files and Record Keeping Protocols

At the time of employment, a personnel file is established for each employee. It is each employee's responsibility to keep the Executive Director or a designee advised of changes that should be reflected in their personnel file. Such changes include: change in address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable the School to contact an employee should the change affect their other records.

Employees have the right to inspect documents in their personnel file, as provided by law, in the presence of a School representative, at a mutually convenient time. Employees also have the right to obtain a copy of their personnel file as provided by law. Employees may add comments to any disputed item in the file. AeroSTEM will restrict disclosure of personnel files to authorized individuals within the School.  A request for

information contained in the personnel file must be directed to the Executive Director. Only the Executive Director or designee is authorized to release information about current or former employees.  Disclosure of information to outside sources will be limited. However, the School will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.

Credible complaints of substantiated investigations into or discipline for egregious misconduct will not be expunged from an employee's personnel file unless the complaint is heard by an arbitrator, administrative law judge, or the Board and the complaint is deemed to be false, not credible, unsubstantiated or a determination was made that discipline was not warranted.

# HOLIDAYS, VACATIONS AND LEAVES

## Holidays

The AeroSTEM calendar reflects any and all holidays observed by the School. The following holidays are generally observed by public entities, including AeroSTEM Academy.

    A. New Year's Day
    B. Martin Luther King Jr. Birthday
    C. Lincoln's Day
    D. Washington's Day
    E. Memorial Day
    F. Independence Day
    G. Juneteenth Day
    H. Labor Day
    I. Veteran's Day
    J. Thanksgiving
    K. Friday after Thanksgiving
    L. Day before Christmas
    M. Christmas Day

Generally, AeroSTEM Academy employees will receive time off with pay at their normal base rate for each observed holiday. However, exempt employees who work only during the academic calendar, such as teachers, are not scheduled to work during many of the above-listed holidays, and therefore are not eligible for holiday pay if worked.

In order to qualify for holiday pay, employees must work or be in paid status (e.g., sick leave, vacation) the scheduled workday immediately before and after the holiday. Only excused absences will be considered as exceptions. Employees will not be docked holiday pay for using paid sick leave prior to the paid holiday.

Recognized religious holidays may be taken off by an employee whose religion requires observance of the particular day. Employees must request the day off in advance by submitting a written notice to the Executive Director.

To qualify for holiday pay, all employees must work the last scheduled day before and the first scheduled day after the holiday unless the employee is absent:

- ➔ At their supervisor's request/approval;
- ➔ Due to closure of schools because of inclement weather;
- ➔ Due to sickness with a doctor's note verifying need for absence;
- ➔ Prior to or following Jury Duty or Bereavement Leave; or
- ➔ Due to a previously scheduled and approved PTO day.

Employees on a leave of absence are not eligible for holiday benefits that occur while on leave.

Temporary and part time employees are not eligible to receive holiday pay, unless otherwise provided for by specific agreement in writing.

## Vacation

While the School recognizes the importance of vacation time as a period of rest and rejuvenation away from the job, vacations must be scheduled with due consideration for "peak traffic periods" in the school.

Certificated employees (e.g. teachers, counselors, speech language pathologists, school psychologists, principals, directors, etc.), part-time employees, and temporary employees do not earn paid vacation.

Only full-time, non-certificated employees are eligible for vacation.

Any vacation time taken during the school year or otherwise should be coordinated and cleared by the Executive Director or a designee subject to scheduling. No vacation time may be taken by clerical staff during the first two (2) weeks of August unless specifically authorized by the Executive Director or a designee.

For clerical employees, vacation days should be taken when school is not in session, preferably between June 15 to August 1. Vacation time is figured on a school year beginning with the opening of school rather than on a fiscal year.

An employee whose employment terminates will be paid for accrued unused vacation days.

All earned and unused vacation shall be paid out by no later than June 30 of each year.

## Sick Leave

It is vital to AeroSTEM Academy for all employees to have reliable attendance. Absenteeism and tardiness negatively impact AeroSTEM Academy's ability to effectively provide instruction. It is important that employees adhere to established work schedules, and utilize sick leave only for its intended purpose, to ensure and maintain efficient, effective operations throughout the school.

To help prevent loss of earnings that may be caused by accident or illness, when the employee's place of business or childcare provider/school is closed due to a public health emergency, or by other emergencies, AeroSTEM Academy offers paid sick leave to its employees. Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition.

Employees may also take paid sick leave to receive medical care or other assistance to address instances of domestic violence, sexual assault, or stalking.

Paid sick leave is available to all School employees who work at least thirty (30) days within the span of a single calendar year from the start date of employment.

All full-time eligible employees shall be credited with 10 days of sick leave at the beginning of each work year or prorated hours for employees that are hired during the year. All part-time eligible employees shall be credited with 5 days of sick leave at the beginning of each work year or prorated hours for employees that are hired during the year.

Sick leave must be taken by eligible employees in increments of one (1) hour. Accrued sick and vacation leave may be used for absences for which the full and part-time employee is receiving compensation for lost wages under some other insurance program, as long as sick leave and other insurance programs combined do not exceed an employee's regular monthly paid income.

Upon a full or part-time employee's separation from the School, any unused sick leave will be certified to the employee's retirement system for possible service credit if transfer is requested by the employee within one year, per the rules and limitations of the retirement system.

The School does not pay full and part-time employees in lieu of unused sick leave.

Employees absent longer than three (3) days due to illness may be required to provide medical evidence of illness and/or medical certification of fitness to return to work satisfactory to the School. Two (2) days consecutive absence without notice to the School may be deemed a voluntary resignation by the employee.

Once an employee has exhausted sick leave, the employee may continue on an unpaid medical leave depending upon the facts and circumstances of the employee's basis for leave beyond accrued sick leave.  Employee requests for unpaid medical leave must be approved in advance by the School.

## Personal Necessity Leave

Full-time and Part-time classified employees are permitted to use sixteen (16) hours of their sick leave for personal necessity leave purposes each year so that personal business may be attended to during normal business hours. Whenever possible, personal necessity leave should be requested prior to the time off and approved by the Executive Director or a designee.

Personal time may be used in up to one (1) hour increments.  Personal necessity leave is not vacation, carried over from year to year, or paid out upon separation from employment.  Temporary Part-Time Hourly employees are not eligible for personal necessity leave.

## Unpaid Leave of Absence

AeroSTEM recognizes that special situations may arise where an employee must leave his or her job temporarily. At its discretion, the School may grant employees leaves of absence.  Any unpaid leave of absence must be approved in advance by the School.

The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period.

During a Family and Medical Leave Act, California Family Rights Act leave, and/or Pregnancy Disability Leave, the employee's medical and dental benefits will remain in force, provided the employee pays the appropriate premiums.   Otherwise, benefits are terminated the month any other type of leave begins.  If an employee fails to return from a leave and is subsequently terminated, the employee is entitled to all earned but unused vacation pay, provided that the vacation pay was earned prior to the

commencement of leave.  No vacation time is accrued during any type of unpaid leave of absence. Sick leave may not be earned while on unpaid leaves of absence.


## Family Care and Medical Leave

This explains how the School complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), both of which require the School to permit each eligible employee to take up to twelve (12) workweeks (or twenty-six (26) workweeks where indicated) of FMLA/CFRA leave in any twelve (12) month period for the purposes enumerated below.

A.  Employee Eligibility Criteria
    To be eligible for FMLA/CFRA leave, the employee must have been employed by the School for a total of at least twelve (12) months, worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the leave, and work at a location where the School has at least fifty (50) employees within seventy-five (75) miles (except for purposes of CFRA where the School must only have at least five (5) employees).

B.  Events That May Entitle an Employee To FMLA/CFRA Leave
    The twelve (12) week (or twenty-six (26) workweeks where indicated) FMLA/CFRA allowance includes any time taken (with or without pay) for any of the following reasons:
    a.  To care for the employee's newborn child or a child placed with the employee for adoption or foster care.  Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement.  If both parents are employed by the School, they each will be entitled to a separate twelve (12) weeks of leave for this purpose, which cannot be loaned or otherwise assigned from one employee to the other.
    b.  Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by the School's separate pregnancy disability policy).
        i.   A "serious health condition" is an illness, injury (including, but not limited to, on-the-job injuries), impairment, or physical or mental condition of the employee or a child, parent, or spouse of the

employee that involves either inpatient care or continuing treatment, including, but not limited to, treatment for substance abuse.

ii.     "Inpatient care" means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity.  A person is considered an "inpatient" when a health care facility formally admits him/her to the facility with the expectation that he/she will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.

iii.    "Incapacity" means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.

iv.     "Continuing treatment" means ongoing medical treatment or supervision by a health care provider.

c.  To care for a spouse, domestic partner, child, or parent with a serious health condition. A qualifying family member may also include a parent-in-law, grandparent, grandchild, sibling, or designated person for CFRA purposes. "Designated person" refers to any individual related by blood or whose association with the employee is the equivalent to a family relationship.

d.  When an employee is providing care to a spouse, son, daughter, parent, or next of kin who is a covered Armed Forces service member with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of additional FMLA leave in a single twelve (12) month period to provide said care.  CFRA does not provide leave specific to caring for a service member.

e.  For any "qualifying exigency" because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces. For CFRA purposes, this may also include a domestic partner.

C.  Amount of FMLA/CFRA Leave Which May Be Taken

a.  FMLA/CFRA leave can be taken in one (1) or more periods, but may not exceed twelve (12) workweeks total for any purpose in any twelve (12) month period, as described below, for any one, or combination of the above-described situations.  "Twelve workweeks" means the equivalent of twelve (12) of the employee's normally scheduled workweeks.  For a full-time employee who works five (5) eight-hour days per week, "twelve workweeks" means sixty (60) working and/or paid eight (8) hour days.

b. In addition to the twelve (12) workweeks of FMLA/CFRA leave that may be taken, an employee who is the spouse, son, daughter, parent, or next of kin of a covered Armed Forces service member may also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the servicemember.

c. The "twelve month period" in which twelve (12) weeks of FMLA and CFRA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA/CFRA leave.

d. If a holiday falls within a week taken as FMLA/CFRA leave, the week is nevertheless counted as a week of FMLA/CFRA leave. If, however, the School's business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days the School's activities have ceased do not count against the employee's FMLA or CFRA leave entitlement. Similarly, if an employee uses FMLA/CFRA leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee's leave entitlement unless the employee was otherwise scheduled and expected to work during the holiday.

D. Pay during FMLA/CFRA Leave

a. An employee on FMLA/CFRA leave because of his/her own serious health condition must use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave period. If an employee is receiving a partial wage replacement benefit during the FMLA/CFRA leave, the School and the employee may agree to have School-provided paid leave, such as vacation or sick time, supplement the partial wage replacement benefit unless otherwise prohibited by law.

b. An employee on FMLA/CFRA leave for baby-bonding or to care for a qualifying family member with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave.

c. If an employee has exhausted his/her sick leave, leave taken under FMLA/CFRA shall be unpaid leave.

d. The receipt of sick leave pay or State Disability Insurance benefits will not extend the length of the FMLA or CFRA leave. Sick pay accrues during any period of unpaid FMLA or CFRA leave only until the end of the month in which unpaid leave began.

E.  Health Benefits

The provisions of the School's various employee benefit plans govern continuing eligibility during FMLA/CFRA leave, and these provisions may change from time to time. The health benefits of employees on FMLA/CFRA leave will be paid by the School during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA/CFRA leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

If an employee is required to pay premiums for any part of his/her group health coverage, the School will provide the employee with advance written notice of the terms and conditions under which premium payments must be made.

AeroSTEM may recover the health benefit costs paid on behalf of an employee during his/her FMLA/CFRA leave if:

a.  The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have "failed to return from leave" if he/she works less than thirty (30) days after returning from FMLA/CFRA leave; and

b.  The employee's failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA/CFRA leave, or other circumstances beyond the control of the employee.

F.  Seniority

An employee on FMLA/CFRA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA/CFRA leave will return with the same seniority he/she had when the leave commenced.

G.  Medical Certifications

a.  An employee requesting FMLA/CFRA leave because of his/her own or a relative's serious health condition must provide medical certification from the appropriate health care provider on a form supplied by the School. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of the School's request for certification) may result in denial of the leave request until such certification is provided.

b.  The School will notify the employee in writing if the certification is incomplete or insufficient and will advise the employee what additional

information is necessary in order to make the certification complete and sufficient. The School may contact the employee's health care provider to authenticate a certification as needed.

c. If the School has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, the School may request a second opinion by a health care provider of its choice (paid for by the School). If the second opinion differs from the first one, the School will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.

d. Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.

H. Procedures for Requesting and Scheduling FMLA/CFRA Leave

a. An employee should request FMLA/CFRA leave by completing a Request for Leave form and submitting it to the Executive Director. An employee asking for a Request for Leave form will be given a copy of the School's then-current FMLA/CFRA leave policy.

b. Employees should provide not less than thirty (30) days' notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her qualifying family member. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA/CFRA leave was an emergency or was otherwise unforeseeable.

c. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.

d. If FMLA/CFRA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's qualifying family member, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.

e. If FMLA/CFRA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that the School will grant a request for FMLA/CFRA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.

f. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred

temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.

g. The School will respond to an FMLA/CFRA leave request no later than five (5) business days of receiving the request. If an FMLA/CFRA leave request is granted, the School will notify the employee in writing that the leave will be counted against the employee's FMLA/CFRA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

I. Return to Work

a. Upon timely return at the expiration of the FMLA/CFRA leave period, an employee is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA/CFRA leave.

b. When a request for FMLA/CFRA leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).

c. Before an employee will be permitted to return from FMLA/CFRA leave taken because of his/her own serious health condition, the employee must obtain a certification from his/her health care provider that he/she is able to resume work.

d. If an employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

J. Employment during Leave

No employee, including employees on FMLA/CFRA leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without the School's written permission will be deemed to have resigned from employment at the School.

## Pregnancy Disability Leave

This policy explains how the School complies with the California Pregnancy Disability Act, which requires the School to give each female employee an unpaid leave of absence of

up to four (4) months per pregnancy, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

A.  Employee Eligibility Criteria
    To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.
B.  Events That May Entitle an Employee to Pregnancy Disability Leave
    The four (4) month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:
    a.  The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or
    b.  The employee needs to take time off for prenatal care.
C.  Duration of Pregnancy Disability Leave
    Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total.  "Four months" means the number of days the employee would normally work within four months.  For a full-time employee who works five (5) eight (8) hour days per week, four (4) months means 693 hours of leave (40 hours per week times 17 $\frac{1}{3}$ weeks).

    For employees who work more or less than forty (40) hours per week, or who work on variable work schedules, the number of working days that constitutes four (4) months is calculated on a pro rata or proportional basis.  For example, for an employee who works twenty (20) hours per week, "four months" means 346.5 hours of leave entitlement (20 hours per week times 17 $\frac{1}{3}$ weeks).  For an employee who normally works forty-eight (48) hours per week, "four months" means 832 hours of leave entitlement (48 hours per week times 17 $\frac{1}{3}$ weeks).

At the end or depletion of an employee's pregnancy disability leave, an employee who has a physical or mental disability (which may or may not be due to pregnancy, childbirth, or related medical conditions) may be entitled to reasonable accommodation. Entitlement to additional leave must be determined on a case-by case basis, taking into account a number of considerations such as whether an extended leave is likely to be

effective in allowing the employee to return to work at the end of the leave, with or without further reasonable accommodation, and whether or not additional leave would create an undue hardship for the School.  The School is not required to provide an indefinite leave of absence as a reasonable accommodation.

D. Pay during Pregnancy Disability Leave
   a. An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued vacation time at the beginning of any otherwise unpaid leave period.
   b. The receipt of vacation pay, sick leave pay, or state disability insurance benefits, will not extend the length of pregnancy disability leave.
   c. Vacation and sick pay accrued during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

E. Health Benefits
   AeroSTEM shall provide continued health insurance coverage while an employee is on pregnancy disability leave consistent with applicable law.  The continuation of health benefits is for a maximum of four (4) months in a twelve (12)-month period.  AeroSTEM can recover premiums that it already paid on behalf of an employee if both of the following conditions are met:
   a. The employee fails to return from leave after the designated leave period expires.
   b. The employee's failure to return from leave is for a reason other than the following:
      i. The employee is taking leave under the California Family Rights Act.
      ii. There is a continuation, recurrence or onset of a health condition that entitles the employee to pregnancy disability leave.
      iii. There is a non-pregnancy related medical condition requiring further leave.
      iv. Any other circumstance beyond the control of the employee.

F. Seniority
   An employee on pregnancy disability leave remains an employee of the School and a leave will not constitute a break in service.  When an employee returns from pregnancy disability leave, she will return with the same seniority she had when the leave commenced.

G. Medical Certifications
   a. An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by the School.

Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.

b. Recertifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.

H. Requesting and Scheduling Pregnancy Disability Leave

a. An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to the Executive Director. An employee asking for a Request for Leave form will be referred to the School's then current pregnancy disability leave policy.

b. An employee should provide not less than thirty (30) days' notice or as soon as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.

c. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.

d. Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.

e. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.

f. The School will respond to a pregnancy disability leave request within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, the School will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

I. Return to Work

a. Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position at the time

reinstatement is requested. If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless one of the following is applicable:

    i.    The employer would not have offered a comparable position to the employee if she would have been continuously at work during the pregnancy disability leave.

    ii.    There is no comparable position available, to which the employee is either qualified or entitled, on the employee's scheduled date of reinstatement or within sixty (60) calendar days thereafter.  The School will take reasonable steps to provide notice to the employee if and when comparable positions become available during the sixty (60) day period.

    iii.    A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.

b.  When a request for pregnancy disability leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).

c.  In accordance with AeroSTEM policy, before an employee will be permitted to return from a pregnancy disability leave of three (3) days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.

d.  If the employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law.  If accommodation cannot be made, the employee will be medically separated from the School.

J.  Employment during Leave

No employee, including employees on pregnancy disability leave, may accept employment with any other employer without the School's written permission.  An employee who accepts such employment without written permission will be deemed to have resigned from employment.

## Industrial Injury Leave (Workers' Compensation)

AeroSTEM, in accordance with State law, provides insurance coverage for employees in case of work-related injuries.  The workers' compensation benefits provided to injured employees may include:

A.  Medical care;

B. Cash benefits, tax-free to replace lost wages; and

C. Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure employees receive any worker's compensation benefits to which they may be entitled, employees will need to:

A. Immediately report any work-related injury to the Business Director;

B. Seek medical treatment and follow-up care if required;

C. Complete a written Employee's Claim Form (DWC Form 1) and return it to the Business Director; and

D. Provide the School with a certification from a health care provider regarding the need for workers' compensation disability leave as well as the employee's eventual ability to return to work from the leave.

It is the School's policy that when there is a job-related injury, the first priority is to ensure that the injured employee receives appropriate medical attention. AeroSTEM, with the help of its insurance carrier, has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to the School's operation.

A. If an employee is injured on the job, he/she is to go or be taken to the approved medical center for treatment.  If injuries are such that they require the use of emergency medical systems ("EMS") such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.

B. All accidents and injuries must be reported to the Executive Director and to the individual responsible for reporting to the School's insurance carrier. Failure by an employee to report a work-related injury by the end of his/her shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by his/her personal physician at his/her own expense, but he/she is still required to go to the School's approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.

C. When there is a job-related injury that results in lost time, the employee must have a medical release from the School's approved medical facility before returning to work.

D. Any time there is a job-related injury, the School's policy requires drug/alcohol testing along with any medical treatment provided to the employee.

## Military and Military Spousal Leave of Absence

AeroSTEM shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Reemployment Rights Act of 1994 ("USERRA"). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, the School shall continue the employee's health benefits. For service of more than thirty (30) days, employee shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued vacation or paid time off as wage replacement during time served, provided such vacation/paid time off accrued prior to the leave.

Except for employees serving in the National Guard, AeroSTEM will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. For those employees serving in the National Guard, if he or she left a full-time position, the employee must apply for reemployment within forty (40) days of being released from active duty, and if he or she left part-time employment, the employee must apply for reemployment within five (5) days of being released from active duty.

An employee who was absent from work while fulfilling his or her covered service obligation under the USERRA or California law shall be credited, upon his or her return to the School, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

AeroSTEM shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide the School with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee's military spouse will be on leave from deployment, and (2) documentation certifying that the employee's military

spouse will be on leave from deployment during the time that the employee requests leave.

## Bereavement Leave

All employees who have worked for the School for at least thirty (30) days shall be eligible to take up to five (5) days of bereavement leave due to the death of a covered family member (spouse, child, parent, sibling, grandparent, grandchild, domestic partner, or parent-in-law). Full-time employees are entitled to up to three (3) days of pay during bereavement leave (or five [5] days of pay if out-of-state travel or travel of four hundred [400] miles or more is required).  For all other employees, bereavement leave shall be unpaid unless an employee elects to use available accrued/unused paid leave. Bereavement leave must be utilized within three (3) months of the covered family member's date of death.  Bereavement pay will not be used in computing overtime pay. Upon request, an employee may be required to provide documentation of the death of a covered family member.

## Jury Duty or Witness Leave

For all exempt employees, the School will pay for time off if an employee is called to serve on a jury provided the employee continues to perform work duties as assigned. For all nonexempt employees, the School will pay for up to three (3) days if an employee is called to serve on a jury.

## Voting Time Off

If an employee does not have sufficient time outside of working hours to vote in an official state-sanctioned election, the employee may take off enough working time to vote.  Such time off shall be taken at the beginning or the end of the regular working shift, whichever allows for more free time and the time taken off shall be combined with the voting time available outside of working hours to a maximum of two (2) hours combined.  Under these circumstances, an employee will be allowed a maximum of two (2) hours of time off during an election day without loss of pay.  When possible, an employee requesting time off to vote shall give the Executive Director at least two (2) days notice.

## School Appearance and Activities Leave

As required by law, AeroSTEM will permit an employee who is a parent or guardian (including a stepparent, foster parent, or grandparent) of school children, from kindergarten through grade twelve (12), or a child enrolled with a licensed child care

provider, up to forty (40) hours of unpaid time off per school year (up to eight (8) hours in any calendar month of the school year) to participate in activities of a child's school or child care.   If more than one (1) parent or guardian is an employee of AeroSTEM, the employee that first provides the leave request will be given the requested time off. Where necessary, additional time off will also be permitted where the school requires the employee(s) appearance.

The employee requesting school leave must provide reasonable advance notice of the planned absence.  The employee must use accrued but unused paid leave (e.g., vacation or sick leave) to be paid during the absence.

When requesting time off for school activities, the employee must provide verification of participation in an activity as soon as practicable.  When requesting time off for a required appearance, the employee(s) must provide a copy of the notice from the child's school requesting the presence of the employee.

## Bone Marrow and Organ Donor Leave

As required by law, eligible employees who require time off to donate bone marrow to another person may receive up to five (5) workdays off in a twelve (12)-month period. Eligible employees who require time off to donate an organ to another person may receive up to sixty (60) workdays off in a twelve (12) month period.

To be eligible for bone marrow or organ donation leave ("Donor Leave"), the employee must have been employed by the School for at least ninety (90) days immediately preceding the Donor Leave.

An employee requesting Donor Leave must provide written verification to the School that he or she is a donor and that there is a medical necessity for the donation of the organ or bone marrow.

Up to five (5) days of leave for bone marrow donation, and up to thirty (30) days of leave for organ donation, may be paid provided the employee uses five (5) days of accrued paid leave for bone marrow donation and two (2) weeks of accrued paid leave for organ donation.  If the employee has an insufficient number of paid leave days available, the leave will otherwise be paid.

Employees returning from Donor Leave will be reinstated to the position held before the leave began, or to a position with equivalent status, benefits, pay and other terms and

conditions of employment.  The School may refuse to reinstate an employee if the reason is unrelated to taking a Donor Leave.  A Donor Leave is not permitted to be taken concurrently with an FMLA/CFRA Leave.

## **Victims of Abuse Leave**

AeroSTEM provides reasonable and necessary unpaid leave and other reasonable accommodations to employees who are victims of domestic violence, sexual assault, stalking, or other crimes.  Such leave may be taken to attend legal proceedings or to obtain or attempt to obtain any relief necessary, including a restraining order, to ensure the employee's own health, safety or welfare, that of the employee's child or children or when a person whose immediate family member is deceased as the direct result of a crime. A crime includes a crime or public offense that would constitute a misdemeanor or felony if the crime had been committed in California by a competent adult, an act of terrorism against a resident of California (whether or not such act occurs within the state), and regardless of whether any person is arrested for, prosecuted for, or convicted of, committing the crime. Employees may also request unpaid leave for the following purposes:

A.  Seek medical attention for injuries caused by domestic violence, sexual assault, or stalking;

B.  Obtain services from a domestic violence shelter, program, or rape crisis center;

C.  Obtain psychological counseling for the domestic violence, sexual assault, or stalking;

D.  Participate in safety planning, such as relocation, to protect against future domestic violence, sexual assault, or stalking.

To request leave under this policy, an employee should provide AeroSTEM with as much advance notice as practicable under the circumstances. If advance notice is not possible, the employee requesting leave under this policy should provide AeroSTEM one (1) of the following certifications upon returning back to work:

A.  A police report indicating that the employee was a victim of domestic violence, sexual assault, or stalking.

B.  A court order protecting the employee from the perpetrator or other evidence from the court or prosecuting attorney that the employee appeared in court.

C.  Documentation from a licensed medical professional, domestic violence or sexual assault counselor, licensed health care provider, or counselor showing that the

employee's absence was due to treatment for injuries or abuse from domestic violence, sexual assault, or stalking.

D. Any other form of documentation that reasonably verifies that the crime or abuse occurred, including but not limited to, a written statement signed by the employee, or an individual acting on the employee's behalf, certifying that the absence is for a purpose authorized under the law.

Employees requesting leave under this policy may choose to use accrued paid leave. In addition, AeroSTEM will provide reasonable accommodations to employees who are victims of domestic violence, sexual assault or stalking for the employees' safety while at work. To request an accommodation under this policy, an employee should contact the Executive Director.

## Returning From Leave of Absence

Employees cannot return from a medical leave of absence without first providing a sufficient doctor's return to work authorization.

When business considerations require, the job of an employee on leave may be filled by a temporary or regular replacement. An employee should give the Executive Director thirty (30) days' notice before returning from leave. Whenever the School is notified of an employee's intent to return from a leave, the School will attempt to place the employee in his former position or in a comparable position with regard to salary and other terms and conditions for which the employee is qualified. However, re-employment cannot always be guaranteed. If employees need further information regarding Leaves of Absence, they should be sure to consult the Executive Director.

# DISCIPLINE AND TERMINATION OF EMPLOYMENT

## Rules of Conduct

The following conduct is prohibited and will not be tolerated by the School. This list of prohibited conduct is illustrative only and applies to all employees of the School; other types of conduct that threaten security, personal safety, employee welfare and the School's operations also may be prohibited. Further, the specification of this list of conduct in no way alters the at-will employment relationship as to at-will employees of the School. If an employee is working under a contract with the School which grants procedural rights prior to termination, the procedural terms in the contract shall apply.

A. Insubordination - refusing to perform a task or duty assigned or act in accordance with instructions provided by an employee's manager or proper authority.

B. Unprofessional conduct.

C. Inefficiency - including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job, duties or responsibilities.

D. Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter is strictly prohibited on School property by non-employees and by employees. This rule does not cover periods of time when employees are off their jobs, such as lunch periods and break times. However, employees properly off their jobs are prohibited from such activity with other employees who are performing their work tasks.

E. Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of School property.

F. Fighting or instigating a fight on School premises.

G. Violations of the drug and alcohol policy.

H. Using or possessing firearms, weapons or explosives of any kind on School premises.

I. Gambling on School premises.

J. Tampering with or falsifying any report or record including, but not limited to, personnel, absentee, sickness or production reports or records, specifically including applications for employment and time cards.

K. Recording the clock card, when applicable, of another employee or permitting or arranging for another employee to record the clock card.

L. Use of profane, abusive or threatening language in conversations with other employees and/or intimidating or interfering with other employees.

M. Conducting personal business during business hours and/or unauthorized use of telephone lines for personal calls.

N. Excessive absenteeism or tardiness excused or unexcused.

O. Posting any notices on School premises without prior written approval of management, unless posting is on a School bulletin board designated for employee postings.

P. Immoral or indecent conduct.

Q. Conviction of a criminal act.

R. Engaging in sabotage or espionage (industrial or otherwise)

S. Violations of the sexual harassment policy.

T. Failure to report a job-related accident to the employee's manager or failure to take or follow prescribed tests, procedures or treatment.

U. Sleeping during work hours.

V. Release of confidential information without authorization.

W. Any other conduct detrimental to other employees or the School's interests or its efficient operations.

X. Refusal to speak to supervisors or other employees.

Y. Dishonesty.

Z. Failure to possess or maintain the credential/certificate required of the position.

For employees who possess an employment contract which provides for other than at-will employment, the procedures and process for termination during the contract shall be specified in the contract.

## Off-Duty Conduct

While the School does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with the School's legitimate business interests.  For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect the School or its own integrity, reputation, or credibility.  Illegal or immoral off-duty conduct by an employee that adversely affects the School's legitimate business interests or the employee's ability to perform his or her work will not be tolerated.

While employed by the School, employees are expected to devote their energies to their jobs with the School.  For this reason, second jobs are strongly discouraged.  The following types of additional employment elsewhere are strictly prohibited:

A. Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at our School.

B. Additional employment that creates a conflict of interest or is incompatible with the employee's position with our School.
C. Additional employment that impairs or has a detrimental effect on the employee's work performance with our School.
D. Additional employment that requires the employee to conduct work or related activities on the School's property during the employer's working hours or using our School's facilities and/or equipment; and
E. Additional employment that directly or indirectly competes with the business or the interests of our School.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to the School explaining the details of the additional employment. If the additional employment is authorized, the School assumes no responsibility for it. AeroSTEM shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any time.

## Unauthorized Leave/Position Abandonment

Unauthorized leave is defined as non-performance of assigned duties and responsibilities. Such unauthorized leave may include but is not limited to refusal to provide service, unauthorized use of leave or leave benefits, excessive absences or tardiness, non-attendance at required meetings and failure to perform required assignments. An employee is considered to have 'abandoned his/her position' and voluntarily terminated service if he/she fails to report to his/her scheduled work assignment, without any notice, for two (2) consecutive workdays.

Following this two (2) day period, the Executive Director/designee shall notify the employee, in writing, that he/she has voluntarily terminated his/her position. Notification shall be sent by registered mail to the most recent address on file in the School Office as provided by the employee.

## Termination of Employment

Should it become necessary for an employee to terminate their at-will employment with the School, employees should notify the Executive Director regarding their intention as far in advance as possible. At least two (2) weeks' notice is expected whenever possible.

When an employee terminates their at-will employment, they will be entitled to all earned but unused vacation pay. If an employee is participating in the medical and/or dental plan, they will be provided information on your rights under COBRA.

# INTERNAL COMPLAINT REVIEW

(BP 19-08)

The purpose of the "Internal Complaint Review Policy" is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the Executive Director or Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment, discrimination, and retaliation are addressed under the School's "Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation."

## Internal Complaints

(Complaints by Employees Against Employees)

This section of the policy is for use when a School employee raises a complaint or concern about a coworker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Executive Director or designee:

A. The complainant will bring the matter to the attention of the Executive Director as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and

B. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Executive Director or designee will then investigate the facts and provide a solution or explanation;

C. If the complaint is about the Executive Director, the complainant may file his or her complaint in a signed writing to the President of the School's Board of Directors, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board President or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction.  However, the School values each employee's ability to express concerns and the need for resolution without fear of adverse consequences to employment.

## Policy for Complaints Against Employees

 (Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Executive Director or Board President (if the complaint concerns the Executive Director) as soon as possible after the events that give rise to the complainant's concerns.  The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, Executive Director (or designee) shall abide by the following process:

A. The Executive Director or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
B. In the event that the Executive Director (or designee) finds that a complaint against an employee is valid, the Executive Director (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Executive Director (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
C. The Executive Director's (or designee) decision relating to the complaint shall be final.

## General Requirements

A. Confidentiality:  All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
B. Non-Retaliation:  All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

C. Resolution:  The Board (if a complaint is about the Executive Director) or the Executive Director or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

## AMENDMENT TO EMPLOYEE HANDBOOK

This Employee Handbook contains the employment policies and practices of the School in effect at the time of publication.

AeroSTEM reserves the right to amend, delete or otherwise modify this Handbook at any time provided that such modifications are in writing and duly approved by the employer.

Any written changes to the Handbook will be distributed to all employees.  No oral statements can in any way alter the provisions of this Handbook.

# APPENDIX A

# HARASSMENT/DISCRIMINATION/RETALIATION COMPLAINT FORM

It is the policy of the School that all of its employees be free from harassment, discrimination, and retaliation.  This form is provided for you to report what you believe to be harassment, discrimination, or retaliation so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment, discrimination, or retaliation.

If you are an employee of the School, you may file this form with the Executive Director or Board President.

Please review the School's policies concerning harassment, discrimination, and retaliation for a definition of such unlawful conduct and a description of the types of conduct that are considered unlawful.

AeroSTEM will undertake every effort to handle the investigation of your complaint in a confidential manner.  In that regard, the School will disclose the contents of your complaint only to those persons having a need to know.  For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged offender.

In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future.  Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.

Charges of harassment, discrimination, and retaliation are taken very seriously by the School both because of the harm caused by such unlawful conduct, and because of the potential sanctions that may be taken against the offender.  It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name: _____ Date :_____

Date of Alleged Incident(s): _____

Name of Person(s) you believe harassed, or discriminated or retaliated against, you or

someone else: _____

_____

_____

List any witnesses that were present: _____

_____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

_____
_____
_____
_____
_____
_____
_____
_____

I acknowledge that I have read and that I understand the above statements.  I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Signature of Complainant: _____     Date: _____

Print Name: _____

Received by: _____     Date: _____

## APPENDIX B

## <u>INTERNAL COMPLAINT FORM</u>

Your Name: _____     Date : _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____
_____

List any witnesses that were present: _____
_____

Where did the incident(s) occur? _____
_____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

_____
_____
_____
_____
_____
_____

I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.  I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.  I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant: _____     Date: _____

Print Name: _____

Received by: _____     Date: _____

# APPENDIX C
## Tri-County Schools Insurance Group Plan Information

25/26 Benefits Information Folder

| EMPLOYEE ONLY - PLANS | Waiver | CDHP Low | CDHP | PPO Low | Basic | Standard | Premier | Premier Plus |
|---|---|---|---|---|---|---|---|---|
| MEDICAL | $369 | $610 | $674 | $635 | $847 | $984 | $1,180 | $1,393 |
| DENTAL | | $70 | $70 | $70 | $70 | $70 | $70 | $70 |
| VISION | | $18 | $18 | $18 | $18 | $18 | $18 | $18 |
| **PREMIUM TOTAL** | | $698 | $762 | $723 | $935 | $1,072 | $1,268 | $1,481 |
| **ALLOWANCE** | | $1,033 | $1,033 | $1,033 | $1,033 | $1,033 | $1,033 | $1,033 |
| FT 12-month Employee Pays | | $0 | $0 | $0 | $0 | $39 | $235 | $448 |
| FT 11-month Employee Pays | | $0 | $0 | $0 | $0 | $42.55 | $256.36 | $488.73 |

| EMPLOYEE + 1 - PLANS | | CDHP Low | CDHP | PPO Low | Basic | Standard | Premier | Premier Plus |
|---|---|---|---|---|---|---|---|---|
| MEDICAL | | $1,221 | $1,350 | $1,271 | $1,695 | $1,968 | $2,361 | $2,787 |
| DENTAL | | $126 | $126 | $126 | $126 | $126 | $126 | $126 |
| VISION | | $26 | $26 | $26 | $26 | $26 | $26 | $26 |
| **PREMIUM TOTAL** | | $1,373 | $1,502 | $1,423 | $1,847 | $2,120 | $2,513 | $2,939 |
| **ALLOWANCE** | | $1,033 | $1,033 | $1,033 | $1,033 | $1,033 | $1,033 | $1,033 |
| FT 12-month Employee Pays | | $340 | $469 | $390 | $814 | $1,087 | $1,480 | $1,906 |
| FT 11-month Employee Pays | | $370.91 | $511.64 | $425.45 | $888.00 | $1,185.82 | $1,614.55 | $2,079.27 |

| EMPLOYEE + FAMILY - PLANS | | CDHP Low | CDHP | PPO Low | Basic | Standard | Premier | Premier Plus |
|---|---|---|---|---|---|---|---|---|
| MEDICAL | | $1,649 | $1,823 | $1,716 | $2,287 | $2,656 | $3,188 | $3,762 |
| DENTAL | | $179 | $179 | $179 | $179 | $179 | $179 | $179 |
| VISION | | $46 | $46 | $46 | $46 | $46 | $46 | $46 |
| **PREMIUM TOTAL** | | $1,874 | $2,048 | $1,941 | $2,512 | $2,881 | $3,413 | $3,987 |
| **ALLOWANCE** | | $1,033 | $1,033 | $1,033 | $1,033 | $1,033 | $1,033 | $1,033 |
| FT 12-month Employee Pays | | $841 | $1,015 | $908 | $1,479 | $1,848 | $2,380 | $2,954 |
| FT 11-month Employee Pays | | $917.45 | $1,107.27 | $990.55 | $1,613.45 | $2,016.00 | $2,596.35 | $3,222.55 |
| Life Amt. = $100,000 | Premium = $12.25 | | | | | | | |

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# Family Handbook

82 Second Street, Yuba City, CA 95991

(530) 742-2531

info@aerostem.org

# Mission

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.

# Vision

Graduates from AeroSTEM Academy will have a growth mindset, have determined a college and/or career field, acquired an accompanying real-world STEM skill set, and will be prepared to successfully enter the next phase of their post-secondary education and/or career pathway.

# Desired Character Traits

AeroSTEM Academy expects students and staff to be ACES by demonstrating the following character traits while a part of our community.
- ➔ **A**daptable (able to adjust to new conditions)
- ➔ **C**ollaborative (work with others towards a common goal)
- ➔ **E**mpathetic (aware of others)
- ➔ **S**teadfast (firm in purpose and determination)

# HANDBOOK DISCLAIMER

To assist families in understanding their rights, AeroSTEM Academy has included summaries of some current laws in this handbook. Of course, as those rights change due to revisions in applicable law, AeroSTEM Academy will comply with the revisions in applicable law. This handbook will be deemed to be revised to be consistent with applicable legal revisions whenever such legal revisions become effective even though the handbook language has not been changed. This handbook does not create rights beyond those required by applicable law.

This handbook refers to many AeroSTEM Academy policies. Some of the policies are included in this handbook. To view the policies in their entirety please contact the main office.

# Nondiscrimination Statement:

AeroSTEM Academy does not discriminate against any student or employee on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

AeroSTEM Academy adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA").

AeroSTEM Academy is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin);The Age Discrimination in Employment Act of 1967; The Age Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of the ADA (mental or physical disability). AeroSTEM Academy also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation.  AeroSTEM Academy does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which AeroSTEM Academy does business, or any other individual, student, or volunteer.  This applies to all employees, students, or volunteers and relationships, regardless of position or gender. AeroSTEM Academy will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.  Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the AeroSTEM Academy Uniform Complaint Procedures ("UCP") Compliance Officer.

# Student Enrollment

## Admission

AeroSTEM Academy is a 5th through 12th grade public charter school. As such, we admit any student who applies provided the student meets California State residency requirements.

AeroSTEM Academy is nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).

AeroSTEM Academy shall admit all pupils who wish to attend the Charter School to the extent that space allows. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School.

AeroSTEM Academy will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission shall be limited to students who reside in Sutter County or adjacent counties as required by Education Code Section 51747.3.

## Enrollment Process

Basic student contact information will be collected through the school's website from families who are interested in enrolling in AeroSTEM Academy. Following a publicly advertised enrollment period, interested students will be counted to determine if a public lottery is needed. If the number of applications for admission exceeds the number of available openings in an area or program, admission is determined by a random public drawing (or "lottery"). Please ask to see our Charter document for information regarding enrollment preferences and process.

Enrollment is completed by:
➔ Submitting student registration information online or by paper
➔ Submitting requested documents according to law requirements
➔ Signing a Master Agreement (Independent study students only)
➔ Signing an Acknowledgement of Responsibilities (Independent study students only)

# Learning Through AeroSTEM Academy

The role of an AeroSTEM Academy teacher is to support instruction, guidance, accountability, documentation and oversight through the curriculum.

AeroSTEM Academy Teachers will:
- ➔ Explain the following:
    - ◆ Curriculum
    - ◆ Support options
    - ◆ Class schedule and structures
    - ◆ At-home learning
    - ◆ High School graduation requirements
    - ◆ Portfolio management
    - ◆ Parent training
    - ◆ Online learning platforms
    - ◆ Field trips and events
    - ◆ Acknowledgement of Responsibilities and accountability system
    - ◆ Assist the family in completing all the enrollment forms
- ➔ Refer the family to the Student and Parent Handbook found on AeroSTEM Academy's website (or provide a paper copy)
- ➔ Coordinate and assess the student's current academic levels
- ➔ Provide assistance in how to monitor daily learning
- ➔ Respond to questions during business hours
- ➔ Act as a liaison between other certificated staff (i.e. HS Counselor, Director of Special Education,etc.)
- ➔ Conduct parent meetings, when needed) to maintain current communication
- ➔ Provide direct instruction through core and STEM classes conducted at the school
- ➔ Post assignments, assignment evaluations and assignment resources through online learning platform
- ➔ Provide learning feedback as appropriate through online learning platform
- ➔ Attend IEP meetings of students under direct supervision
- ➔ Verify student attendance records

# Honor Code

The honor code dates back as far as 1779 and was first established at The College of William and Mary at the directive of Thomas Jefferson. An honor code is a set of rules and ideals that express the school's principles and standards. Focused mainly, but not solely, on academic honesty, an honor code allows for a standard that students can hold to when attending AeroSTEM Academy. The Honor Code will articulate the interest to the school community in maintaining our high standards. The goal of AeroSTEM Academy is to help every student reach his or her highest potential.

One of the goals of AeroSTEM Academy is to support students in developing wisdom and leadership. Our Honor Code is tied to that goal. It is our intention that students, at home, at school, and on field trips will demonstrate character and respect for themselves, others and the environment by:

- ➔ Choosing their speech carefully and thoughtfully, eliminating profane and vulgar language.
- ➔ Choosing to conduct themselves with honesty and integrity by not engaging in theft, cheating, plagiarism, or untruthful statements.
- ➔ Choosing to exhibit a positive attitude about themselves and the world around them.
- ➔ Choosing to respect others' boundaries, both physical and psychological, so that the environment is safe and free from violence and harassment.
- ➔ Choosing to respect others' possessions.
- ➔ Choosing to be kind and considerate at all times, using acceptable problem solving skills to work out differences.
- ➔ Choosing a healthy lifestyle that would preclude the use, possession or distribution of drugs, alcohol or tobacco.
- ➔ Choosing to care for the buildings and locations made available to our school, eliminating vandalism or careless neglect.
- ➔ Choosing to respect the natural environment and the issues surrounding the stewardship of our planet.

## Honor Code Pledge

As an AeroSTEM Academy student, I pledge to be a person of integrity. I will not give or receive unapproved assistance in any academic exercise. I will commit myself to honesty, respect, responsibility, and trust.

## Explanation of the Honor Code

Responsibility, respect for self and others, regard for the welfare of the community, pride in accomplishments, and the rights of everyone, involve each of us being persons of integrity whose actions demonstrate the honor code commitment.

Any actions, whether intentional or unintentional, which disregard honesty and diminish the integrity of both the individual and the community go against the established honor code. Moreover, such actions do not give the teacher the opportunity to evaluate the student fairly or offer assistance when it is needed. They also deprive the student of a valid learning experience, which is crucial to educating the whole person.While a member of the AeroSTEM Academy community, each student is expected to conduct himself/herself with integrity and to uphold the Honor Code.

Though not exhaustive, the following represent examples of actions that may violate the Honor Code:

➔ Cheating: Copying work or giving your own work to another; unauthorized use of study aids or collaboration during testing; obtaining or distributing copies of testing materials; giving or receiving information regarding a test before, during, or after the test
➔ Plagiarism: Representing others' ideas or expressions, whether published or unpublished, as your own without proper citation of credit
➔ Falsifying data/ citations: Buying, selling, giving, or receiving term papers, notebooks, or the like, from any source including the Internet
➔ Fabricating academic documentation (e.g., letters of reference, transcript, etc.)
➔ Abuse of Media Center privileges: Defacing books or any item belonging to the school thus depriving others of their use
➔ Purposeful destruction, theft, or misuse of electronic media (computer hardware or software)
➔ Lying to an administrator or teacher during investigations of academic dishonesty

## Procedures / Sanctions for Honor Code Violations

With regard to issues concerning the Honor Code, the teacher will initially speak with the student to ascertain the facts. The details of this conversation, as well as the facts which are discussed, will be recorded. All materials pertinent to the situation will be given to the Administration. Administration will meet with the student to make a determination regarding the upholding of the Honor Code Pledge.

Students are expected to abide by the Honor Code, Suspension and Expulsion Policy, and all other Policies outlined in the Student/Parent Handbook. Parents will be notified of any difficulties. Repetitive or severe infractions may result in suspension of school privileges. Please find policies on our website or request a copy at the main office.

## Parent Responsibilities

Parents play a key role in the success of their students. By enrolling at AeroSTEM Academy, parents are showing a desire to take a greater part in their student's educational program than is common in many traditional school programs.  AeroSTEM Academy parents can expect to undertake the following responsibilities:

➔ Supply cost of replacement or repair for willfully damaged, lost or destroyed books, computers, software and other school property loaned to my child
➔ Acknowledge that learning resources including: print, non-print, technology, etc., is property of the school and all materials must be returned to the school upon proper notice
➔ Contact the Teacher prior to the due date to make alternative arrangements if special or extenuating circumstances prohibit student from turning in the assigned work by the due date
➔ Ensure daily attendance of their children
➔ Ensure that homework is completed and turned in on time
➔ Encourage their children to participate in extracurricular and curricular activities
➔ Monitor and regulate devise use and viewing by their children
➔ Volunteer at their children's school or other school activities to the extent feasible
➔ Participate in decisions related to the education of their own children or the total school program as appropriate

## School Campus Use

The school campus provides opportunities for students to reinforce academic skills, borrow materials, access computers, receive individualized tutoring, attend class instruction, participate in special events, and attend assessment sessions.

The school campus is a closed campus.  All students must remain on campus until the end of their learning day.  A parent/guardian may sign a student out of school at any time.

# Technology and Internet Use

AeroSTEM Academy relies on technology as a primary function of education. Each student is issued a computer for educational use and access to the Internet as a means of enriching educational goals, and reaching technological proficiency as outlined by The National Education Technology Standards (NETS).

In order for this school to continue making these resources available, students must take responsibility for appropriate and lawful use of these resources. Student misconduct will result in consequences such as temporary or permanent ban from such resources or possible removal from the school. The signatures on the contract are legally binding and indicate that the parties who signed have read the terms and conditions carefully and understand their significance.

Policies, guidelines and rules described below refer but are not limited to, all technological devices and peripherals including computers, digital cameras, video equipment, software, sound equipment, the internet, MP3 players, calculators, printers etc. that are owned by, leased to, and/or on loan to AeroSTEM Academy.

Policies, guidelines and rules also include use of student's personal technology devices used on site.

# Terms and Conditions (for Technology and Internet Use)

## Acceptable uses of Technology

The use of school computers or other technological equipment must be in support of education and is consistent with the educational objectives of this district. Use of another organization's network or computing resources must comply with the rules appropriate for that network including:
- ➔ Class work or assignments as directed by and supervised by a teacher
- ➔ Complete homework assignments as instructed by a teacher but independently conducted
- ➔ Research for education purposes
- ➔ Use of approved educational software
- ➔ Training or development of computer use skills supervised by a teacher or computer technician.
- ➔ Personal discovery of an acceptable nature ("surfing the Internet")
- ➔ Appropriate behavior and common courtesy are expected at all times.
- ➔ Print or copy assignments or documents with specific permission only.

## Prohibited uses of Technology
- ➔ Transmission of material in violation of any US or state regulation. This includes, but is not limited to: copyrighted material; illegal, threatening, harassing, violent or obscene material, and matters protected by trade secrets.

➔ Altering or removing computer files not belonging to the user, installing unlicensed software, creating links to inappropriate materials, disconnecting equipment, and vandalism of any kind

➔ Use for commercial activities

➔ Use for product advertisement or political lobbying

➔ Any transmission or reception of pornographic material is expressly prohibited and will result in the cancellation of computer privileges.

➔ Change of Internet Browser settings or any computer preferences or settings

➔ Attempt to steal or learn others' passwords including the administrator's passwords or internet passwords

➔ Use of any 'hacking software" or possession and distribution of any software tool

➔ Transmitting spyware, viruses, or other malware to computers

➔ Transmitting inappropriate messages or comments through use of common messaging or social networking sites

➔ Violating any other building, classroom or student conduct rules through the use of technology.

➔ Food and drink are not allowed in any computer area.

➔ Outside software is not permitted in any computer area; no software is to be downloaded, stored, or installed on any computer or in any computer account.

➔ Pirated software (warez) and MP3s are not to be downloaded or stored on any computer or in any user's account.

➔ All copyright laws are to be observed. Copyrighted material is not to be placed in the system without the author's permission.

➔ Do not move or disconnect any affixed computer or peripheral device or piece/part of any equipment. Contact the Technology Director or teacher concerning problems with any of the equipment.

➔ Do not read, delete, copy, modify or attempt to access other's emails.

➔ Do not give out personal identification information about yourself or others, including personal address, social security number, and phone number.

➔ Do not use the network in such a way that you would disrupt the use of the network by other users.

➔ Do not use the system to encourage the use of drugs, alcohol, tobacco, or any illegal/inappropriate activities.

## Security

Security on any computer system is a high priority, especially when the system involves many users. If you can identify a security problem on the network, notify your teacher or the School Director. You are not permitted to use another individual's account, and you should never allow anyone else to access your account. If, at any time, you feel that your password may have been compromised, see the Technology Support staff member immediately to have your password changed. You are responsible

for all activity that occurs with your account. Attempts to login to the network as a system administrator or gain unauthorized access will result in the cancellation of your computer privileges.

## Vandalism

Vandalism will result in the cancellation of your computer privileges, which could also result in release from the school program. Vandalism is defined as any malicious attempt to alter, harm, or destroy data of another user, computers, accessories, the Internet, or any of the above listed agencies or other networks that are connected to the Internet. This includes, but is not limited to, the uploading, downloading, or creation of computer viruses.

## Restitution and Consequences of Contract Violation

Students may be suspended or subject to other disciplinary actions for violation of this contract as provided in the current school Student/Parent Handbook under the provisions of Education Code 48900 (k): disruption of school activities and willful defiance of the valid authority of the school.

Students will be required to provide restitution for damages to school equipment while the student is logged into any computer. In the case of no physical damage, but the requirement of staff or student aide time to reconfigure a system, students will be charged at the rate of $50/hour for a minimum of one hour.

## Privileges and Consequences

The use of school computers and the use of the Internet are privileges, and unacceptable use will result in the cancellation of those privileges. The School Director may revoke privileges at any time and for an extended period of time as deemed appropriate. A student who has his/her computer privileges revoked may also be subject to release from the school program entirely.

## Indemnification

AeroSTEM Academy makes no guarantees of any kind, whether expressed or implied, for the service they are providing. AeroSTEM Academy will not be responsible for any damages suffered. This includes loss of electronic data resulting from faulty software or equipment, delays, non-deliveries, miss-deliveries, or service interruptions caused by their negligence or your errors or omissions. Use of any information obtained via the school computers and/or the Internet is at your own risk.

## Duration of Agreement

The duration of the computer use agreement begins at time of signing and ends when the computer has been returned and cleared of damages. This agreement is binding. Please find policies on our website or request a copy at the main office.

# State Assessment

In order to continue to offer innovative educational programs, charter schools must abide by the laws that govern them.  According to California charter school law, we must demonstrate that our students are learning at a level equivalent to or greater than that of children in traditional schools.  If we cannot, we risk losing our charter and the students risk losing this option.

We recognize that standardized tests do not always accurately reflect a student's knowledge and skills. However, we know that academic progress is one of the many benefits of programs like ours.  And while we have the opportunity to see, first hand, how much our children are learning, testing creates an avenue with which we can demonstrate to the California Department of Education, and to the Western Association of Schools and Colleges and the California Charter School Association, our accrediting institutions, what we already know to be true.

With this in mind, we urge you to prepare your student to participate in the standardized state testing assessment program mandated by the State. The individual results will not be used by the state to track or label the students in any way.

## California Assessment of Student Performance and Progress ("CAASPP")

The School shall annually administer required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress.)  Notwithstanding any other provision of law, a parent's or guardian's written request to School officials to excuse his or her child from any or all parts of the state assessments shall be granted.

# Teacher Qualification Information

All parents may request information regarding the professional qualifications of AeroSTEM Academy teachers.

# Educational Materials

Students are issued the materials they need to begin study at the beginning of the school year. Parents may review the catalog(s) and curriculum for each course of study at any time.

All materials provided to the student are the property of the school. Families must return the materials when the student is finished using them. If these materials are not accounted for at the end of the school year, the teacher must submit a missing materials form that will be used to charge the families for the missing resources where appropriate.

# Grading Practices

AeroSTEM Academy values both academic and learning behaviors.  We want to provide students, parents, and staff with honest and clear communication about how a student is progressing academically, as well as how their learning behaviors impact their progress.

The goal of standards-focused grading is to improve student learning by reporting grades that are accurate, meaningful, consistent, support learning, and that provide students more details on what they are expected to learn and the progress they have made in their learning.

By changing our mindset around how we respond to assessments and by shifting our grading practices to reflect what students know and are able to do, student achievement will improve.

Teachers will base a student's grade solely on the quality of the student's academic work and his/her mastery of course content based on the standards.

Students will have the opportunity to demonstrate this mastery through a variety of methods, including, but not limited to: tests, projects, portfolios, and/or class discussion as appropriate.

Other elements that are not a direct measure of knowledge and understanding of course content, such as attendance, effort, student conduct, and work habits, shall not be factored into the academic grade, but may be reported separately.

## Differences from Traditional Grading Practices
➔ Grades are reported as A, B, C, D, F not percentage on report card
  ◆ Assignments will continue to  have a percentage grade reflecting the level of mastery
➔ Shift from how many points do I have to what knowledge did I demonstrate
➔ Separate academic and learning behavior grade scales
➔ No extra credit
➔ Formative and summative assignments
  ◆ Only summative assignments count for final grades
➔ No mark down on late assignments
➔ Assignment questions will have standards attached to them
➔ Relies heavily on rubrics

## Formative Assessments (for learning)

Formative data collection occurs during learning and is used as feedback for students and teachers. These assessments are used to promote student growth and reflect progress towards the learning goal. It is used by teachers to adjust instruction to improve student achievement.

➔ To learn more
➔ During learning
➔ Practice
➔ Tells students about their learning, and teachers about their teaching
➔ Tells students and teachers direction of where they need to go
➔ Part of the improvement process
➔ Indicator (to teacher and student) of how student will perform on future summative assessments

## Summative Assessments (of learning)

Summative scores are used to determine whether students have learned what they were expected to learn. Students can demonstrate their understanding by applying their knowledge through a varied process or product.

➔ Standards-aligned assessments (Learning targets on formative assessments match those that will be assessed on summative assessment)
➔ After formative learning has occurred
➔ Sufficient Practice (practice aligned to the learning target)
➔ Feedback (timely, specific, aligned to the learning target)
➔ Opportunity to improve learning based on feedback from the teacher

## Grading Scales

| Academic Scale | | |
|---|---|---|
| **Grade** | **Scale %** | **Outcome** |
| A | 90 - 100 | Student demonstrates a deep understanding of knowledge/skills and applies them to new situations |
| B | 80 - 89 | Student consistently understands and applies knowledge/skills. |
| C | 70 - 79 | Student inconsistently understands and applies knowledge/skills. |
| D | 60 - 69 | Student has shown minimal signs of understanding and ability to apply knowledge/skills |
| F | 0 - 59 | Student has not submitted the requisite amount of evidence to justify a passing level. Either whole pieces of evidence are missing or the submitted evidence is incomplete |

| Learning Behaviors Scale | | | | |
|---|---|---|---|---|
| **Grade** | **Description** | **Rubric** | **Behavior** | **Outcome** |
| A/B Consistently | | 80 - 100 | Engagement | Student consistently engages in learning across multiple settings (one-on-one, in groups, teacher-led, class discussions, etc.). |
| | | | Work Completion | Student consistently completes quality work in a timely manner. |
| C Sometimes | | 0 - 79 | Engagement | Student sometimes engages in learning across multiple settings (one-on-one, in groups, teacher-led, class discussions, etc.). |
| | | | Work Completion | Student sometimes completes quality work in a timely manner. |
| D/F Rarely | | 0 - 69 | Engagement | Student rarely engages in learning across multiple settings (one-on-one, in groups, teacher-led, class discussions, etc.). |
| | | | Work Completion | Student rarely completes quality work in a timely manner. |

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# Dual Enrollment

Students may, when deemed appropriate, take Community College courses while concurrently enrolled in AeroSTEM Academy. In order to do this, a teacher and high school counselor must verify that a student has the ability to be successful in this environment and adhere to the following process:
➔ Contact the community college to verify its concurrent enrollment process
➔ Complete the college concurrent enrollment form
➔ Register for classes
➔ Inform the teacher of the required text

Charter law states that a student may not be concurrently enrolled full time in two schools. Therefore students enrolled in AeroSTEM Academy may not take more than the number of allowed units per semester at a Community College and must concurrently carry no less than 20 units with AeroSTEM Academy.

# General Information

## Attendance

Absences and tardies affect the learning of all students on campus. Please ensure students are at school and on time every day. Consistent attendance is a key factor in your child's success at school. Please try to schedule appointments before/after school and vacations during school breaks.

Students must attend school daily and remain in school the entire instructional day. Absences are only excused for health reasons, attendance at a family member's funeral (one day in California and three days out of state or country), court appearances, or religious holidays.

Students must arrive at school on time.  Please check your child's arrival time and help them to be at school on time. Students must check in at the office before class if they arrive after the official start time.

If your child is absent, you must notify office personnel of the absence and the reason for the absence. If a student is absent 14 days or more for illness in a school year, further absences must be verified by a physician. Excessive unexcused absences will be reported to the Student Attendance Review Board.

## Drop Off/Pick Up

Students must be dropped off, at the school, no earlier than 15 minutes before their program/activity begins and picked up no later than 15 minutes after their program/activity ends.

If a student is going to be picked up by anyone other than his/her parent, the parent must add the name(s) to the emergency card.

## Breakfast and Lunches

Breakfast and lunch will be available through the universal meal program and provided to students irregardless if they qualify for free or reduced lunch program. Students may also bring their own sack lunches.

The office can not accept meal delivery orders (UberEats, DoorDash, etc) at the school office for students. If a student orders from those entities, the service will be turned away. A parent dropping off lunch due to a forgotten lunch or special occasion is acceptable, but routine meal delivery is not allowed.

## Volunteering

AeroASTEM Academy  values our family volunteers. The needs of each classroom teacher differ when it comes to classroom volunteers. Please follow these guidelines when planning to support your classroom or speciality teacher:
➔ Connect with your classroom teacher at least 24 hours prior to coming in to volunteer in the classroom. This will give the teacher a chance to be prepared and make your volunteer time as efficient as possible.
➔ Check in at the front office to receive a volunteer badge.
➔ If volunteering in a classroom, support all students in the classroom, or your group, as instructed by the classroom teacher.
➔ If volunteering to prepare materials, please respect the teacher workroom shared space.

## Social Media Use

AeroASTEM Academy recognizes the rights of students, faculty, staff, and employees who want to participate in online social networking. These guidelines are designed to create an atmosphere of good will, honesty, and individual accountability. AeroSTEM Academy students, faculty, and staff should always keep in mind that information produced, shared, and retrieved by them is a reflection on the school community and is subject to school policies. When accessing, creating, or contributing to blogs, wikis, podcasts, or other social media forms for classroom or independent study use, adherence to these guidelines is expected. Failure to meet or follow these guidelines may result in disciplinary action.

Compliance with the following rules and guidelines when participating in social media activities is required.  Violation of these guidelines may result in disciplinary action.

➔ In the online environment, students must follow AeroSTEM Academy's Student Honor Code and conduct themselves online as on campus.

➔ Students will maintain confidentiality regarding both school related and personal information.

➔ Students will ensure honest and accurate posts to the Internet.

➔ Students will be respectful and avoid comments that may be hurtful when responding to others.

➔ Students will not engage in any discriminatory, harassing, or retaliatory behavior in violation of school policy.

➔ Unless authorized, students will not represent themselves as spokespersons for AeroSTEM Academy. The school reserves the right to request school-related posted content without permission to be removed from the Internet.

➔ Students will use discretion and be conscious of long-lasting impressions on many varied audiences.

➔ Students will respect copyright, fair use, and financial disclosure rules and regulations.

➔ Students should keep their passwords secure and never share them with others.

## Personal Technology

We recognize that cell phones and electronics have become common tools for communication. However, they can also significantly distract the learning environment and are vulnerable to theft.

Students are allowed to carry cell phones and electronics to school. As AeroSTEM Academy provides devices for learning, cell phones must be silenced and stored in the student's backpacks and/or secured in a storage container before entering classrooms. Smart watches must be silenced and not utilized as a communication tool (send or receive messages) during school hours. The school accepts no responsibility for lost, stolen, or damaged cell phones or electronics.

Any violation of the cell phone/electronic device policy may result in the phone/watch being held until the end of the day or for parent pick up. Staff will communicate with parents/guardians when a device is confiscated.

If a student refuses, the parent will be called to pick up the device at that time and the student will have to check the device into the office at the start of school or not bring the device to school.

## Visitors

All visitors must check in at the front office. Visitors will be asked to present a valid state-issued ID. All visitors who enter the school intending to travel beyond the main office, or stay for a meeting in the office, etc., will be issued a badge. The visitor badges must be returned to the office after the visit.

## Medication at School

Students may not have medications (including over-the-counter medications such as Tylenol and cough drops) in their possession on school grounds or during any school-sponsored event unless indicated by the student's physician on a medication form.

Policy requires that medications must be stored in the school office and that both parent/guardian and physician sign a form specifying dosage and administration time.

Some medications (e.g., inhalers for asthma) may be carried by the student if indicated by the student's physician on a medication form and cleared by the school personnel .

# Dress Code

Parents or guardians of students are primarily responsible for establishing and implementing appropriate dress and grooming standards. AeroSTEM Academy is responsible for establishing a classroom and campus atmosphere that creates the appropriate environment for teaching and learning. The dress code aims to optimize a productive learning environment, protect all students' health, safety, and welfare, allow for self-expression, and ensure all students are treated equitably.

Clothing worn on campus must promote a safe atmosphere conducive to learning. Certain body parts and undergarments must be covered for all students at all times.

**Students Must Wear:**
➔ A shirt (with opaque fabric in the front, back, and on the sides under the arms) that covers the majority of the torso
➔ Pants or the equivalent (for example, a skirt, sweatpants, leggings, a dress or shorts)
➔ Shoes

**Students May Wear:**
(as long as these items do not violate the General Dress Code policy above)
➔ Religious headwear
➔ Ripped jeans, as long as undergarments are not exposed
➔ Tank tops and shorts
➔ Slides or sandals, as long as appropriate footwear for PE is worn

**Students Cannot Wear:**
➔ Hats can not be worn inside buildings
➔ Images or language that depict weapons or violence
➔ Images or language depicting/suggesting drugs, alcohol, vaping or paraphernalia, any illegal item or activity, or gang activity
➔ Hate speech, profanity, or images or language that are overly sexual in nature
➔ Images or language that creates a hostile or intimidating environment
➔ Any clothing that reveals visible undergarments
➔ The head may not be covered indoors by a hood/hoodie
➔ Accessories that could be considered dangerous or could be used as a weapon
➔ Any item that obscures the face (except as a religious observance or for health purposes)
➔ Blankets in replacement of jackets or sweatshirts

If a student's attire, clothing, jewelry, accessories, or appearance violates the dress code outlined above, or becomes a distraction to the learning environment, they may be asked to change and/or a parent/guardian may be contacted. Repeated offenses may result in disciplinary action.

# Behavior Management

AeroSTEM Academy follows the Positive Behavior Intervention and Supports (PBIS) framework. Students need to have clear expectations for their behavior and be acknowledged for their positive behavior. Expectations for the rules are defined on all areas of the campus and are in effect while on campus, during all school-sponsored activities, and during transportation.

When students violate the expectations, behavior is managed by all school staff, including paraeducators, clerical, teachers, and administrators. Staff may provide appropriate consequences. More serious behavior errors will be referred to the office, and the student will conference with an administrator. If a more serious behavior occurs and your child is sent to the office, you will be notified by a school administrator promptly with either a phone call or email.

# Discrimination & Sexual Harassment

AeroSTEM Academy has strict policies against harassment, discrimination, and sexual harassment. Teachers will discuss these policies and reporting procedures with their students in an age-appropriate way. All harassment reports will be evaluated for Title IX violations if appropriate. If sexual harassment is found following an investigation, the Title IX Coordinator or designee, in consultation with the Coordinator, shall promptly stop the sexual harassment, prevent a recurrence, implement remedies, and address any continuing effects.

# Bullying Prevention

AeroSTEM Academy promotes a safe environment for all students and staff. Bullying is recognized as targeted behaviors that are ongoing and pervasive after being reported. Issues of reported bullying will be dealt with immediately to support student and staff safety.

AeroSTEM Academy recognizes the harmful effects of bullying on student well-being, learning, and attendance and desires to provide a safe school environment that protects students from physical and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel or retaliate against them for filing a complaint or participating in the complaint resolution process.

# Conflict Resolution

AeroSTEM Academy believes that all students have a right to a safe and healthy school environment. Part of a healthy environment is the freedom to openly disagree. With this freedom comes the responsibility to discuss and resolve disagreements with respect for the rights and opinions of others.

To prevent conflict, AeroSTEM Academy will incorporate conflict resolution education and problem solving techniques into the curriculum and campus programs. This is an important step in promoting respect and acceptance, developing new ways of communicating, understanding, accepting differing values and cultures within the school community and ensuring a safe and healthy learning environment.

AeroSTEM Academy will provide training to develop the knowledge, attitudes, and skills students need to choose alternatives to self-destructive, violent behavior and dissolve interpersonal and intergroup conflict.

Conflict Resolution includes, but is not limited to, the following:
- ➔ Students are to resolve their disputes without resorting to violence.
- ➔ Students are encouraged to help fellow students resolve problems peaceably.
- ➔ Students can rely on staff trained in conflict resolution to intervene in any dispute likely to result in violence.
- ➔ Students needing help in resolving a disagreement, or students observing conflict may contact a staff member.
- ➔ Students and/or employees engaging in harassment or bullying are subject to disciplinary action.

If the complainant student or the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact the School Director/ designee within five (5) school days. An appeal may be filed directly with the Executive Director within that timeline.

Note that when harassment or bullying is based upon one of the legally protected characteristics, a complainant may also fill out a Uniform Complaint Procedures ("UCP") complaint form at any time during the process, consistent with the procedures laid out in this Handbook.

## Uniform Complaint Procedures

AeroSTEM Academy has the primary responsibility to insure compliance with applicable state and federal laws and regulations and has established procedures to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs and the charging of unlawful pupil fees.

AeroSTEM Academy shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure ("UCP") adopted by our Governing Board. Unlawful discrimination, harassment, intimidation, or bullying complaints may be based on actual or perceived

characteristics of age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, genetic information, physical disability, mental disability, medical condition, marital status, nationality, national origin, race or ethnicity, religion, sex, sexual orientation, or on a person's association with a person or group with one or more of these actual or perceived characteristics, in any AeroSTEM Academy program or activity that receives or benefits from state financial assistance.

The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in:
➔ Foster and Homeless Youth Services
➔ Career Technical and Technical Education and Training Programs
➔ Regional Occupational Centers and Special Education Programs
➔ Every Student Succeeds Act / No Child Left Behind Act (2001) Programs (Titles I-VII)

A complaint of noncompliance with laws relating to pupil fees may be filed pursuant to the local UCP. A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.  A pupil fee includes, but is not limited to, all of the following:

➔ A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
➔ A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
➔ A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.
➔ A pupil fee complaint shall not be filed later than one (1) year from the date the alleged violation occurred.

Complaints of noncompliance with laws relating to pupil fees are filed with the Executive Director of a school. A complaint regarding pupil fees may be filed anonymously if the complaint provides evidence or information to support an allegation of noncompliance with laws relating to pupil fees.  Complaints other than complaints relating to pupil fees must be filed in writing with the following compliance officer:

Executive Director, AeroSTEM Academy
82 Second Street, Yuba City, CA 95991

Complaints alleging discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the

date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying, unless the time for filing is extended by the Executive Director or his or her designee in writing.

Complaints will be investigated and a written Decision or report will be sent to the complainant within sixty (60) days from the receipt of the complaint. This sixty (60) day time period may be extended by written agreement of the complainant. The compliance officer responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and in accordance with the AeroSTEM Academy's procedures.

The complainant has a right to appeal AeroSTEM Academy's Decision to the California Department of Education ("CDE") by filing a written appeal within fifteen (15) days of receiving the Decision. The appeal must include a copy of the complaint filed with the School and a copy of AeroSTEM Academy's Decision.

Civil law remedies may be available under state or federal discrimination, harassment, intimidation, or bullying laws, if applicable. In appropriate cases, an appeal may be filed pursuant to Education Code Section 262.3. A complainant may pursue available civil law remedies outside of AeroSTEM Academy's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

Please find policies on our website or request a copy at the main office.

# Child Find

We are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. The School provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act ("IDEIA"), Education Code requirements, and applicable policies and procedures of the El Dorado County Office of Education Charter SELPA.

These services are available for special education students enrolled at the School. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. The School collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

# Section 504

The School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise subjected to discrimination under any program of the School. Any student who has an objectively identified disability, which substantially limits a major life activity, including, but not limited to learning, is eligible for accommodations by the School. The parent of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the School Director. A copy of the School's Section 504 policies and procedures is available upon request.

# Homeless Students

The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence due to economic hardship. It includes children and youths who (42 USC 11434(a)):

➔ Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;

➔ Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;

➔ Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

➔ Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the School Liaison.

School Liaison:  The Executive Director or designee designates the following staff person as the School Liaison for homeless students ((42 USC 11432(g)(1)(J) & (e)(3)(C).):

Executive Director, AeroSTEM Academy

82 Second Street, Yuba City, CA 95991

The School Liaison shall ensure that (42 U.S.C. 11432(g)):

➔ Homeless students are identified by school personnel and through coordination activities with other entities and agencies.

➔ Homeless students enroll in, and have a full and equal opportunity to succeed at AeroSTEM Academy.

➔ Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by Academy, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.

➔ Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.

➔ Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.

➔ Enrollment/admissions disputes are mediated in accordance with law, AeroSTEM Academy charter, and Board policy.

➔ Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.

➔ School personnel providing services receive professional development and other support.

➔ The School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.

➔ Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

Please find policies on our website or request a copy at the main office.

# Emergency Procedures

In the event of an emergency (fire, earthquake, storm, etc.), AeroSTEM Academy staff will follow the safety guidelines outlined in the AeroSTEM Academy Safety Plan. This plan can be produced upon request in our front office. Typically, during a safety emergency, all staff will remain at the school until all children have safely exited the site, in a place of safety, or released to parents/guardians, unless directed otherwise. Teachers will keep their classes in their rooms unless directed otherwise by an administrator or designee. Teachers will remain with their classes and are responsible for accounting for each child in their class. Teachers will be responsible for signing out children to parents/guardians or other designated adults.

# Suicide Prevention

AeroSTEM Academy recognizes that school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and offer appropriate referral and/or assistance. To attempt to reduce suicidal behavior and its impact on students and families, AeroSTEM Academy has developed strategies for suicide prevention, intervention, postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior.

# Relationship with the Sutter County Superintendent of Schools

AeroSTEM Academy is a California public charter school operating under the sponsorship of the Sutter County Superintendent of Schools. AeroSTEM Academy is a non-profit public benefit corporation and adheres to the laws governing nonprofit corporations in the state of California.

# Pupil Records

The Family Educational Rights and Privacy Act ("FERPA") affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 5 business days after the day the School receives a request for access. Parents or eligible students should submit to the School Director or designee a written request that identifies the records they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the School to amend a record should write to the School Director or designee, clearly identify the part of the record they want changed, and specify why it should be changed. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the School discloses personally identifiable information ("PII") from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

    One exception, which permits disclosure without consent, is disclosure to School officials with legitimate educational interests. A School official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the School board. A School official also may include a volunteer or contractor outside of the School who performs an institutional service of function for which the School would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another School official in performing his or her tasks. A School official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

    Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

    Family Policy Compliance Office
    U.S. Department of Education
    400 Maryland Avenue, SW Washington, DC 20202

FERPA permits the disclosure of PII from a student's education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations.

Except for disclosures to School officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the School to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A School may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student:

1. To other School officials, including teachers, within the educational agency or institution whom the School has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1)).

2. To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2)).

3. To authorize representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35).

4. In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4)).

5. To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7)).

6. To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8)).

7. To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9)).

8. To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10).

9. Information the School has designated as "directory information" under §99.37. (§99.31(a)(11)).

"Directory Information" is information that is generally not considered harmful or an invasion of privacy if released. Directory information can be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish year books. The School has designated the following information as directory information:

1. Student's name
2. Student's address
3. Parent's/guardian's address
4. Telephone listing
5. Student's electronic mail address
6. Parent's/guardian's electronic mail address
7. Photograph
8. Date and place of birth
9. Dates of attendance
10. Grade level
11. Weight and height of members of athletic teams
12. Degrees, honors, and awards received
13. The most recent educational agency or institution attended
14. Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's social security number, in whole or in part, cannot be used for this purpose.)

If you do not want the School to disclose directory information from your child's education records without your prior written consent, you must notify the School in writing at the time of enrollment or re-enrollment. Please notify the School Director at:

Executive Director, AeroSTEM Academy
82 Second Street, Yuba City, CA 95991

# Comprehensive School Safety Plan

82 Second Street
Yuba City, CA 95991
(530) 742-2531

**School Site Mission**

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. Dream. Discover. Design.

# Contents

## I.  Introduction

A.  The purpose of the AeroSTEM Academy Comprehensive School Safety Plan is to identify and respond to incidents by outlining the responsibilities and duties of AeroSTEM and its employees. Developing, maintaining, and exercising the plan empowers employees in an incident to act quickly and knowledgeably. In addition, the plan educates staff, faculty, students, and other key stakeholders on their roles and responsibilities before, during, and after an incident. This plan provides parents and other members of the community with assurances that AeroSTEM has established guidelines and procedures to respond to incidents/hazards in an effective way.

The developed guidelines and procedures for dealing with existing and potential student and school incidents, and incidents that may occur at AeroSTEM are defined in the plan below. The basic plan and the functional and hazard-specific annexes outline an organized, systematic method to mitigate, prevent, prepare for, respond to, and recover from incidents. An assessment reviewed by the AeroSTEM Board of Director, Charter Council, Safety and Staff in relation to the current status of school crime committed on campus and at school related functions is completed by reviewing school discipline, suspension and expulsion data, and the California Healthy Kids Survey.  Local law enforcement has been consulted (Ed. Code 39294,1) and collaborates with AeroSTEM. Other local agencies, such as health care and emergency services, are consulted as needed. (Ed Code 39294.2) Faculty and staff have been trained to assess the seriousness of incidents and respond according to these established procedures and guidelines. AeroSTEM schedules in-service training for faculty, staff, and students.  AeroSTEM conducts earthquake, fire, and intruder drills as required by California education codes.

Lastly, developing, maintaining, and exercising the School Safety Plan increases AeroSTEM's legal protection. AeroSTEM is committed to providing students with quality educational experiences in a safe and secure school environment.  Policies and procedures are assessed, modified, and updated on an ongoing basis to ensure that the plan is an effective and integral part of the county's efforts to provide an optimal learning environment and safe work environment for all employees and students.

B.  The AeroSTEM Academy Safety Plan outlines the expectations of staff/faculty, and students; roles and responsibilities; direction and control systems; internal and external communications plans; training and sustainability plans; authority and references as defined by local, tribal, State, and Federal government mandates; common and specialized procedures; and specific hazard vulnerabilities and responses/recovery.

## II.   Situation Overview

### A. Building Population

1.  AeroSTEM Academy is located on the Sutter County Airport and is housed in six portable buildings and a staff/visitor parking lot.

### B. School Population

1.  AeroSTEM Academy is located at 82 Second St. Yuba City, CA, has a student population of 110 students. AeroSTEM provides a site based education for 5th through 12 grade students. A before and after school is operated for students daily.

## III.   Planning Assumptions & Limitations

### A. Planning Assumptions

1.  Stating the planning assumptions allows AeroSTEM to deviate from the plan if certain assumptions prove not to be true during operations. The School Safety Plan assumes:
2.  The community will continue to be exposed and subject to hazards and incidents described in the Hazard Analysis Summary, as well as lesser hazards and others that may develop in the future.
3.  A major disaster could occur at any time, and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible; however, some emergency situations occur with little or no warning.
4.  A single site incident (e.g., fire, gas main breakage) could occur at any time without warning and the employees of AeroSTEM  affected cannot, and should not, wait for direction from local response agencies. Action is required immediately to save lives and protect school property.
5.  Following a major or catastrophic incident, the office may have to rely on its own resources to be self-sustaining for up to 72 hours. Education and training is conducted throughout the school year on disaster preparedness.
6.  There may be a number of injuries of varying degrees of seriousness to students, staff, and visitors. Rapid and appropriate response will reduce the number and severity of injuries. There are staff members on each site that are trained in CPR and First Aid.
7.  Outside assistance from local fire, law enforcement, and emergency managers will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the staff to be prepared to carry out the initial incident response until responders arrive at the incident scene.
8.  Proper prevention and mitigation actions, such as creating a positive office environment, Continuity of Operations plans, fire inspections and drills will prevent or reduce incident-related losses.

9. Maintaining the School Safety Plan and providing frequent opportunities for stakeholders (staff, students, board members, first responders, etc.) to exercise the plan can improve readiness to respond to incidents.

10. A spirit of volunteerism among employees will result in their willingness to provide assistance and support to incident management efforts. School staff recognize their role as Disaster Service Workers.

## B. Limitations

1. There is no guarantee implied by this plan of a perfect incident management system. As personnel and resources may be overwhelmed, AeroSTEM can only endeavor to make every reasonable effort to manage the situation, with the resources and information available at the time.

## IV. Concepts of Operation

This plan is based upon the concept that the incident management functions that must be performed by the office and school site staff generally parallel some of their routine day-to-day functions. To the extent possible, the same personnel and material resources used for day-to-day activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required for those routine functions will be redirected to accomplish assigned incident management tasks

### A. National Incident Management System (NIMS)

1. The National Incident Management System (NIMS) is a set of principles that provides a systematic, proactive approach guiding government agencies at all levels, nongovernmental organizations, and the private sector to work seamlessly to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life or property and harm to the environment. This system ensures that those involved in incident response/recovery understand what their roles are and have the tools they need to be effective.

2. According to Homeland Security Presidential Directive 5 and the U.S. Department of Education, school districts are among local agencies that must adopt NIMS if they receive Federal grant funds. AeroSTEM recognizes that staff will be first responders during an incident. Adopting NIMS enables staff and students to respond more effectively to an incident and enhances cooperation, coordination, and communication among school officials, first responders, and emergency managers. AeroSTEM works with local government agencies to remain NIMS compliant.

3. NIMS compliance for school districts includes completing the following:
   a) Adopt the use of the Incident Command System (ICS). ICS-100 is a Web-based course available free from the Federal Emergency Management Agency (FEMA) Emergency Management Institute.
   b) Complete NIMS awareness course IS-700 NIMS: An Introduction. IS-700 is a Web-based course available free from the Emergency Management Institute.
   c) Participate in the local government's NIMS preparedness program and incorporate the school plan into the community EOP.
   d) Train and exercise the plan. All staff and students are expected to participate in training and exercising the plan's procedures and hazard-specific incident plans. School sites are charged with ensuring that the training and equipment necessary for an appropriate response/recovery operation are in place.

## B. Implementation of the Incident Command System (ICS)

1. In a major emergency or disaster, the AeroSTEM office may be damaged or need to be evacuated, people may be injured, and/or other incident management activities may need to be initiated. These activities must be organized and coordinated to ensure efficient incident management. The Incident Command System (ICS) will be used to manage all incidents and major planned events.
2. The Incident Commander at AeroSTEM will be delegated the authority to direct all incident activities until command is passed to appropriate local law enforcement or fire service personnel. The Incident Commander will establish an incident command post (ICP) and provide an assessment of the situation to the County Superintendent or other designated officials, identify incident management resources required, and direct the on-scene incident management activities from the ICP. If no Incident Commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a qualified Incident Commander or local law enforcement or fire service personnel.

## C. Initial Response

1. Support personnel and teachers are usually first on the scene of an incident. As Disaster Service Workers, staff members are expected to take charge and manage the incident until it is resolved or command is transferred to someone more qualified and/or to an emergency responder agency with legal authority to assume responsibility. Staff will seek guidance and direction from local officials and seek technical assistance from State and Federal agencies and industry where appropriate.
2. The School site administrator or his/her designee is responsible for activating the School Safety Plan, including common and specialized procedures as well as hazard-specific incident plans found in annexes. The School site administrator or designee will assign an

Incident Commander based who is most qualified for that type of incident. The Incident Commander will transfer command to local law enforcement or fire service personnel as appropriate.

## V.  Organization and Assignment of Responsibilities

This section establishes the operational organization that will be relied on to manage the incident and includes:

1. A list of the kinds of tasks to be performed by position and organization.
2. An overview of who does what.

The school Administrator is not able to manage all the aspects associated with an incident without assistance. The office and school site Administrators rely on other personnel to perform tasks that will ensure the safety of students and staff during a crisis or critical incident. The Incident Command System (ICS) uses a team approach to manage incidents. AeroSTEM follows the site specific/incident specific appendix to the comprehensive school safety plan.

Staff may be required to remain at school to assist in an incident. In the event that this School Safety Plan is activated, staff will be assigned to serve within the Incident Command System based on their expertise and training and the needs of the incident.

### A. Executive Director

1. The Executive Director may serve as the Incident Commander or delegate that authority to a qualified individual. At all times, the Executive Director still retains the overall responsibility for the safety of staff and students on the school site. However, delegating the authority to manage the incident allows the Executive Director to focus on policy-level activities and interfacing with other agencies, staff, and parents.  Command of an incident is transferred to local law enforcement or fire service personnel as appropriate.

   The Incident Commander responsibilities include:

   a) Assume overall direction of all incident management procedures based on actions and procedures outlined in this Comprehensive School Safety Plan.
   b) Take steps deemed necessary to ensure the safety of students, staff, and other individuals.
   c) Determine whether to implement incident management protocols (e.g., Evacuation, Reverse Evacuation, Hold, Lockdown, etc.), as described more fully in the functional annexes in this document.
   d) Arrange for transfer of students, staff, and other individuals when safety is threatened by a disaster.
   e) Work with emergency services personnel. (Depending on the incident, community agencies such as law enforcement or fire department may have jurisdiction for investigations, rescue procedures, etc.)

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## B. Site Teachers

On any school site, teachers and support staff shall be responsible for the supervision of students and shall remain with students until directed otherwise.
Responsibilities include:

a) Supervise students under their charge.

b) Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.

c) Direct students in their charge to inside or outside assembly areas, in accordance with signals, warning, written notification, or intercom orders according to established incident management procedures.

d) Give appropriate action command during an incident.

e) Take attendance when class relocates to an outside or inside assembly area or evacuates to another location.

f) Report missing students to the Incident Commander or designee through direct communication.

g) Execute assignments as directed by the Incident Commander or ICS supervisor.

h) Obtain first aid services for injured students from the school nurse or person trained in first aid. Arrange for first aid for those unable to be moved.

i) Render first aid if necessary. School staff will be encouraged to be trained and certified in first aid and CPR.

## C. Counselor/Director

1. Counselors and Director provide assistance with the overall direction of the incident management procedures at the site.

2. Responsibilities may include:

a) Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.

b) Direct students in their charge according to established incident management protocols.

c) Render first aid if necessary.

d) Assist in the transfer of students, staff, and other individuals when their safety is threatened by a disaster.

e) Execute assignments as directed by the Incident Commander or ICS supervisor.

### D. Office Staff

1. Responsibilities include:
   a) Answer phones and assist in receiving and providing consistent information to callers.
   b) Provide for the safety of essential documents.
   c) Execute assignments as directed by the Incident Commander or ICS supervisor.
   d) Provide assistance to the Superintendent and Policy/Coordination Group.
   e) Monitor radio emergency broadcasts.
   f) Assist with health incidents as needed, acting as messengers, etc.
   g) Document date, time, incident, and response information.

### E. Visitors

1. Responsibilities include:
   a) Encourage and support school safety, violence prevention, and incident preparedness programs within the school.
   b) Participate in volunteer service projects for promoting school incident preparedness.
   c) Provide the school with requested information concerning the incident, early and late dismissals, and other related release information.
   d) Practice incident management preparedness in the home to reinforce school training and ensure family safety.
   e) Understanding their roles during a school emergency.

## VI. Incident Management Team

### A. School Incident Command System (ICS)

To provide for the effective direction, control, and coordination of an incident, either single-site or multi-incidents, the School Safety Plan will be activated including the implementation of the Incident Command System (ICS). The Incident Commander is delegated the authority to direct tactical on-scene operations until a coordinated incident management framework can be established with local authorities. The Policy Group is responsible for providing the Incident Commander with strategic guidance, information analysis, and needed resources.

The ICS is organized into the following functional areas:

1. Incident Command
   a) Directs the incident management activities using strategic guidance provided by the Policy Group.
   b) Establish and manage the Command Post, establish the incident organization, and determine strategies to implement protocols and adapt as needed.

c) Monitor incident safety conditions and develop measures for ensuring the safety of building occupants (including students, staff, volunteers, and responders).

d) Coordinate media relations and information dissemination with Administration.

e) Develop working knowledge of local/regional agencies; serve as the primary on-scene contact for outside agencies assigned to an incident, and assist in accessing services when the need arises.

f) Document all activities.

2. Operations Section

Directs all tactical operations of an incident including implementation of response/recovery activities according to established incident management procedures and protocols, care of students, first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents.

Specific responsibilities include:

a) Analyze staffing to develop a Parent-Student Reunification Plan, and implement an incident action plan for school sites affected by incident.

b) Monitor site utilities (i.e., electric, gas, water, heat/ventilation/air conditioning) and shut off only if danger exists or directed by Incident Commander, and assist in securing the facility.

c) Establish medical triage with staff trained in first aid and CPR, provide and oversee care given to injured persons, distribute supplies, and request additional supplies from the Logistics Section.

d) Provide and access psychological first aid services for those in need, and access local/regional providers for ongoing crisis counseling for students, staff, and parents.

e) Coordinate the rationed distribution of food and water, establish secondary toilet facilities in the event of water or plumbing failure, and request needed supplies from the Logistics Section.

f) Document all activities.

g) In the event that systems are overwhelmed and staff is needed to assist, additional teams may be activated. As needed, the types of Teams described in the following table may be established within the Operations Section. AeroSTEMI staff may be assigned to specific sites to assist in operations.

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(1) Operations Section Teams

| Teams | Potential Responsibilities |
|---|---|
| Search & Rescue Team | Search & Rescue Teams search the entire school facility, entering only after they have checked the outside for signs of structural damage and determined that it is safe to enter. Search & Rescue Teams are responsible for ensuring that all students and staff evacuate the building (or, if it is unsafe to move the persons, that their locations are documented so that professional responders can locate them easily and extricate them).<br><br>Search and Rescue Teams are also responsible for:<br>➔ Identifying and marking unsafe areas.<br>➔ Conducting initial damage assessment.<br>➔ Obtaining injury and missing student reports from teachers. |
| First Aid Team | First Aid Teams provide triage, treatment, and psychological first aid services. First Aid Teams are responsible for:<br>Setting up a first aid area for students.<br>Assessing and treating injuries.<br><br>Note: The Logistics Section provides care to responders (if needed). The Operations Section First Aid Team is dedicated to students or other disaster victims. |
| Evacuation/ Shelter Care Team | Evacuation, shelter, and student care in an incident are among the most important tasks faced by schools. These tasks include student accounting, protection from weather, providing for sanitation needs, and providing for food and water. The Evacuation/Shelter/Care Team is responsible for:<br>➔ Accounting for the whereabouts of all students, staff, and volunteers.<br>➔ Setting up a secure assembly area.<br>➔ Managing sheltering and sanitation operations.<br>➔ Managing student feeding and hydration.<br>➔ Coordinating with the Student Release Team.<br>➔ Coordinating with the Logistics Section to secure the needed space and supplies. |
| Facility & Security Response Team | The Facility & Security Response Team is responsible for:<br>Locating all utilities and turning them off, if necessary. |

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| | Securing and isolating fire/HazMat.<br>Assessing and notifying officials of fire/HazMat.<br>Conducting perimeter control. |
|---|---|
| Crisis Intervention Team | The Crisis Intervention Team is responsible for:<br>➔ Assessing the need for onsite mental health support.<br>➔ Determining need for outside agency assistance.<br>➔ Providing onsite intervention/counseling.<br>➔ Monitoring well-being of the school Incident Management Team, staff, and students, and reporting all findings to the OperationsSection Chief. |
| Student Release Team | Reunification refers to getting students reunited with their parents or guardians in an efficient and orderly manner. Reunification can be an enormous challenge and takes a lot of planning.<br>The Student Release Team is responsible for:<br>➔ Setting up a secure reunion area.<br>➔ Checking student emergency cards for authorized releases.<br>➔ Completing release logs.<br>➔ Coordinating with the Public Information Officer on external messages. |

3. Planning Section
   a) Collects, evaluates, and disseminates information needed to measure the size, scope, and seriousness of an incident and to plan appropriate incident management activities.
   b) Duties may include:
      (1) Assist Incident Commander in the collection and evaluation of information about an incident as it develops (including site map and area map of related events), assist with ongoing planning efforts, and maintain incident time log.
      (2) Document all activities.
4. Logistics Section
   Supports incident management operations by securing and providing needed personnel, equipment, facilities, resources, and services required for incident resolution; coordinating personnel; assembling and deploying volunteer teams; and facilitating communication among incident responders. This function may involve a major role in an extended incident. Additional responsibilities include:
   a) Establish and oversee communications centers and activities during an incident (two-way radio, battery-powered radio, written updates, etc.), and develop a telephone tree for after-hours communication.

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     b)  Establish and maintain school and classroom preparedness kits, coordinate access to and distribution of supplies during an incident, and monitor inventory of supplies and equipment.

     c)  Document all activities

5.  Finance/Administration Section

Oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for staff, submitting documentation for reimbursement at local, state and federal level, and recovering school records following an incident.

Additional duties may include:

a)  Assume responsibility for overall documentation and recordkeeping activities; when possible, photograph or videotape damage to property.

b)  Develop a system to monitor and track expenses and financial losses, and secure all records.
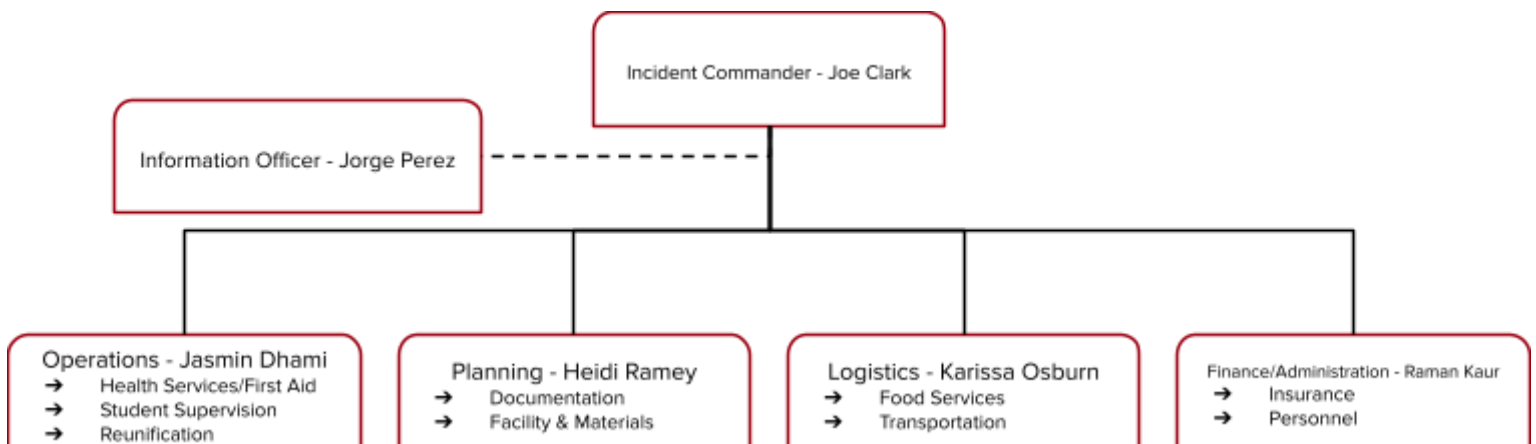


## VII.  Communications

### A. Internal

1.  Staff will be notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the situation evolve. The following practices will be utilized to disseminate information internally when appropriate:

a)  Telephone: A telephone tree is a simple, widely used system for notifying staff of an incident when they are not at the office. The tree originates with the Executive Director, who contacts the members of the staff.

b)  ParentSquarer is a phone system available to make all calls to programmed staff, schools, and parents.

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    c) Text messages may be sent to cell phones; as well all-call may be sent to cell phone numbers.

    d) Emails may be sent to staff as an effective communication tool.

**B. <u>External</u>**

Communicating with the larger school community begins before an incident occurs. In the event of an incident, parents, media, and first responders will require clear and concise messages from AeroSTEM about the incident, what is being done about it, and the safety of the students and staff.

1. Parent Communication

    a) Before an incident occurs, AeroSTEM will:

       (1) Develop a relationship with families so that they trust and know how to access alerts and incident information.

       (2) Be prepared with translation services for non-English-speaking families and students with limited English proficiency.

    b) In the event of an incident, AeroSTEM will:

       (1) Disseminate information via automated phone calls and emails to inform parents, staff and the board about exactly what is known to have happened.

       (2) Implement the plan to manage phone calls and parents who arrive at school or at school site as requested.

       (3) Describe how the school office is handling the situation.

       (4) Provide information regarding possible reactions of their children and ways to talk with them.

       (5) Provide a phone number, website address, or recorded hotline where parents can receive updated incident information.

       (6) Inform parents and students when and where school will resume.

    c) After an incident, AeroSTEM and/or the designee will:

       (1) Schedule and attend an open question-and-answer meeting for parents as soon as possible.

2. Media Communication

    a) In the event of an incident, the Incident Commander will:

       (1) Designate a Public Information Officer.

       (2) Establish an off-campus briefing area for media representatives.

       (3) Determine the need to establish or participate in a Joint Information Center.

       (4) Coordinate messages with involved and appropriate entities.

    b) All AeroSTEM employees are to refer all requests for information and questions to the designated spokesperson or Joint Information Center (if established).

3. Rumor Management

a) In addressing rumors, the most effective strategy is to provide facts as soon as possible. To combat rumors, AeroSTEM will:

    (1) Provide appropriate information to internal groups including administrators, teachers, students, custodians, and secretaries. These people are primary sources of information and are likely to be contacted in their neighborhoods, at grocery stores, etc.

    (2) Hold a staff meeting before staff members are allowed to go home so that what is (and is not) known can be clearly communicated.

    (3) Designate and brief personnel answering calls to help control misinformation.

    (4) Conduct briefings for community representatives directly associated with the school.

    (5) Enlist the help of the media to provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled.

b) After the immediate incident response period, AeroSTEM will conduct public meetings as needed. These meetings are designed to provide the opportunity for people to ask questions and receive accurate information.

4. First Responders Communication

a) The Incident Commander will maintain communication with first responders during an incident. Transfer of command will occur when first responders arrive on the scene to assume management of the incident under their jurisdiction.

5. Post Incident Communication

After the safety and status of staff and students have been assured, and emergency conditions have abated following an incident, staff/faculty will assemble to support the restoration of the school's educational programs. Defining mission-critical operations and staffing will be a starting point for the recovery process. Collecting and disseminating information will facilitate the recovery process.
The staff/school site teams will:

a) Conduct a comprehensive assessment of the physical and operational recovery needs. Assess physical security, data access, and all other critical services (e.g., plumbing, electrical).

b) Examine critical information technology assets and personnel resources, and determine the impact on the school operations for each asset and resource that is unavailable or damaged.

c) Document damaged facilities, lost equipment and resources, and special personnel expenses that will be required for insurance claims and requests for State and Federal assistance.

d) Provide detailed facilities data to Administration so that they can estimate temporary space reallocation needs and strategies.

e) Arrange for ongoing status reports during the recovery activities to:

(1)  estimate when the educational program can be fully operational

(2)  identify special facility, equipment, and personnel issues or resources that will facilitate the resumption of classes.

f)  Educate school personnel, students, and parents on available crisis counseling services.

g)  School sites will advise the District and County Office of recovery status.

h)  Identify recordkeeping requirements and sources of financial aid for State and Federal disaster assistance.

i)  Establish absentee policies for staff/teachers/students after an incident.

j)  Establish an agreement with mental health organizations to provide counseling to students and their families after an incident.

k)  Develop alternative teaching methods for students unable to return immediately to classes: correspondence classes, videoconferencing, tele-group tutoring, etc.

l)  Create a plan for conducting classes when facilities are damaged (e.g., alternative sites, half-day sessions, portable classrooms).

m)  Get stakeholder input on prevention and mitigation measures that can be incorporated into short-term and long-term recovery plans.

## C. Communication Tools

Some common internal and external communication tools that NCSOS may use include the following:

1.  Standard telephone - VOIP

2.  Cellular telephones: These phones may be the only tool working when electric service is out; they are useful to faculty/staff en route to or from a site. The use of text messaging is the most effective form of communication when systems are overwhelmed.

3.  Intercom systems: The intercom system includes teacher-initiated communication with the office using a handset rather than a wall-mounted speaker.

4.  Bullhorns and megaphones: A battery-powered bullhorn is part of the school's emergency to-go kit to address students and staff who are assembling outside the school. Procedures governing storage and use will help ensure readiness for use.

5.  Two-way radio: Two-way radios provide a reliable method of communication between rooms and buildings at a single site. All staff will be trained to understand how to operate the two-way radio.

6.  Computers: A wireless laptop computer may be used for communication. Email may be a useful tool for updating information for staff, other schools in an affected area, and the County offices. An assigned staff member(s) will post information such as school evacuation, closure, or relocation on the home page of the school and district Website.

7.  Fax machines: Possible uses include off-campus accidents where lists of students and staff members involved, their locations, and needed telephone numbers can be quickly and accurately communicated.

8. Alarm systems on school sites: Bells or buzzers are in place and sound in different ways to signal different types of incidents – for example, fire, lockdown, or special alert (with instructions to follow). All staff/faculty, support staff, students, and volunteers will be trained on what the sounds mean and how to respond to them.
9. Whistles: Whistles should be included in crisis kits in order to signal a need for immediate attention or assistance.
10. Runners—hand-carried notes may be used for communication as need dictates.

## VIII. Administration, Finance, and Logistics

### A. Agreements and Contracts

1. If school resources prove to be inadequate during an incident, AeroSTEM will request assistance from local emergency services, and other agencies.  All requests will be approved by the Business Office.  AeroSTEM will follow all requirements of local, state and federal funding requirements for disaster relief.

### B. Recordkeeping

1. Administrative Controls
The Business Office is responsible for establishing the administrative controls necessary to manage the expenditure of funds and to provide reasonable accountability and justification for expenditures made to support incident management operations for all sites in the district. These administrative controls will be done in accordance with the established local fiscal policies and standard cost accounting procedures.
2. Activity Logs
3. The ICS Section Chiefs will maintain accurate logs recording key incident management activities, including:
   a) Activation or deactivation of incident facilities.
   b) Significant changes in the incident situation.
   c) Major commitments of resources or requests for additional resources from external sources.
   d) Issuance of protective action recommendations to the staff and students.
   e) Evacuations.
   f) Casualties.
   g) Containment or termination of the incident.

### C. Incident Costs

1. Annual Incident Management Costs
The ICS Finance and Administration Section is responsible for maintaining records summarizing the use of personnel, equipment, and supplies to obtain an estimate of annual incident response costs that can be used in preparing future school budgets.
2. Incident Costs

The ICS Finance and Administration Section Chief will maintain detailed records of costs for incident management and operations to include:

a) Personnel costs, especially overtime costs,

b) Equipment operations costs,

c) Costs for leased or rented equipment,

d) Costs for contract services to support incident management operations, and

e) Costs of specialized supplies expended for incident management operations.

These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the State and/or Federal government.

**D. Preservation of Records**

1. In order to continue normal school operations following an incident vital records must be protected. These include legal documents and student files as well as property and tax records. The principal causes of damage to records are fire and water; therefore, essential records should be protected accordingly.

## IX. Plan Development, Maintenance, and Distribution

A. This plan was developed for the AeroSTEM students, staff, and parents to standardize and coordinate the emergency preparedness measures taken, and to integrate emergency response procedures within the school. The plan must be adapted to address the requirements, specific needs, and capabilities of the school. The administration or his/her designee will be responsible for adding and updating site specific information to the school safety plan

B. This plan will be reviewed and updated if needed on an annual basis by AeroSTEM administration or designee(s). This plan will be presented (in parts) to the Charter council for input. This plan will be approved by the Executive Director and School Board. This plan will be distributed to school personnel who have roles and responsibilities for planning and responding to emergencies and disasters. This plan will be shared with community emergency response partners upon request. This plan will not be posted on any website in its entirety and will not be released to persons outside the school without direct approval of the Executive Director

## X. Authorities and References

The following are summaries of emergency crisis related State Education Codes and Government Codes that pertain to schools. Refer to the entire citation for specific requirements.

A. California Government Code 3100

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1. This code states in part, "All public employees are hereby declared disaster service workers and take an oath of affirmation as such upon hire."

B. California Government Code 8550-8551, Disaster Service Act

1. This code ensures preparations within the state will be adequate to deal with emergencies and covers use of all available manpower to be used when necessary as Disaster Service Workers.

C. National Incident Management System (HSPD-5)

1. On February 28, 2003, President George W. Bush issued Homeland Security Presidential Directive 5, directing the Secretary of Homeland Security to develop and administer a National Incident Management System and a National Response Framework. HSPD-5 requires Federal departments and agencies to make the adoption of NIMS by state and local organizations a condition for Federal preparedness assistance grants, contracts, and other activities by July 1, 2005. HSPD-5 states in part:

    a) "All K-12 schools receiving Federal preparedness monies through the U.S. Department of Education, the U.S. Department of Homeland Security, and/or the U.S. Department of Health and Human Services are required to support the implementation of NIMS. Award recipients of the Department of Education's Readiness and Emergency Management for Schools (REMS) funding are required to implement, in conjunction with community partners, identified NIMS compliance activities."

2. The NIMS components schools need to implement are:

    a) Command and Management; the use of the Incident Command System (ICS)
    b) Multi-Agency Coordination Systems (MACS), and Public Information Systems.
    c) Preparedness actions to establish and sustain prescribed levels of capability necessary to execute a full range of incident management operations.
    d) Resource Management to coordinate the application of tools, processes and systems which provide incident managers with timely and appropriate resources during an incident. Resources include personnel, equipment, and supplies.
    e) Communication and information Management; the means to develop a common operating picture for communications and system interoperability.

3. The National Incident Management System places requirements for standardized training in courses on NIMS and ICS. School staff should be trained according to their responsibilities during an emergency or disaster. Staff members who may be considered emergency personnel should complete training that incorporates the principles of ICS100, ICS200, and IS700 courses at a minimum.

D. Presidential Policy Directive 8 (PPD8)

1. PPD8 is a National Preparedness document that describes the Nation's approach to preparing for threats and hazards that pose the greatest risk. PPD8 states National preparedness is the shared responsibility of our whole community, including individuals,

private and non-profit sectors, faith based organizations, and Federal, state, and local governments. The requirements for Emergency Operations Plans to address preventing, protecting, mitigating, responding to, and recovering from emergency and disaster incidents are covered in PPD8.

E.  Homeland Security Act of 2002

1.  This act defines school districts as "Local Agencies" which requires schools in the district to be compliant with HSPD-5 and PPD8. It also requires school districts to have emergency operations plans per the U.S. Government Accountability Office.

F.  The FEMA Guide for Developing High Quality School Emergency Operations Plans

1.  This guide was updated March of 2013 and replaces all existing school emergency operations planning guides. The FEMA guide lists criteria for school emergency operations plans to be considered in compliance with PPD8. The guide also addresses the creation and usage of school emergency planning committees.

G.  California Education Codes 32280 through 32289 Inclusive

1.  These education codes govern all aspects of school safety and emergency management in California K-12 public schools. It is the intent of this legislation that schools in California develop a Comprehensive Safety Plan to address all areas related to school and student safety through a systematic planning process. It is the responsibility of the school schools to develop or cause to be developed all components of the Comprehensive Safety Plan (CA. Ed Code 3281-a). The Comprehensive Safety Plan must be reviewed yearly and submitted to the School's Executive Director or designee by March 1 st of each year (Ed Code 32286-a). The Standardized School Emergency Operations Plan is one component of the Comprehensive Safety Plan. Other components of the Comprehensive Safety Plan are outlined in the Education Codes (CA. Ed Code 32282-a). The WCS Standardized All-Hazards Emergency Operations Plan meets all requirements of the emergency planning section of the Comprehensive Safety Plan. Each school must have a School Site Council, and the members of this council serve as the Site Safety Committee for purpose of review of safety and emergency plans specific to that school (CA. Ed Code 32281-b1). The membership of the Site Safety Council is specifically outlined in this Education Code. Each California school must also have a Safety Committee responsible for review of the Comprehensive Safety Plan.

H.  California Assembly Bill 9 (AB9)

1.  AB9, also named Seth's Law based on circumstances related to the Seth Walsh case, mandates public K-12 schools in California meet certain criteria in terms of anti-bullying programs. AB9 was implemented on July 1, 2012 and requires public schools in California to update their anti-bullying policies and programs to protect students who are bullied based on their actual or perceived sexual orientation, gender identity, race, ethnicity, nationality, gender, or disability. AB9 also requires public schools in California to provide an anonymous

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reporting tool to students for purposes of reporting bullying and for schools to follow up on all reports of bullying.

I. Family Education Rights to Privacy Act (FERPA)
1. Code of Federal Regulations (CFR) part 99 as it applies to vital records storage and release of student information.
J. Americans With Disabilities Act (ADA) 42USC
1. Codes as they relate to individualized emergency plans and procedures for persons with disabilities.

# XI. Climate

A. Board Reporting
1. The Board of Directors will be presented with an annual update that includes an assessment of office referral, attendance rates, suspension and expulsion information and survey results.
B. Climate Survey
1. Students will be given a chance to participate in at least one climate survey result annually. The school will also utilize healthy kids survey information when appropriate.

# XII. Functional Annexes (Actions)

**Sequencing the Actions**

The five actions of the Standard Response Protocol can work together as situations evolve and information is gathered. Here are some examples of how this can, and has, been done.

HOLD ESCALATES TO LOCKDOWN
The school receives a vague or anonymous report, through social media, of a student carrying a weapon. There is neither an immediate confirmation of it nor a substantiated threat. School personnel needs time to locate the student and send security/SRO to locate and confront the student in a very low-key way. They initiate the Hold Action during the search. Additional information and evidence may lead to a Lockdown because an imminent threat is detected.

LOCKDOWN MISTAKE SHIFTS TO SECURE The Police Department received reports from passers-by of a person with a rifle on the bike path adjacent to an elementary school. They called the school directly and directed them to put the school in Lockdown, which was incorrect but this can happen when there are many unknown factors. Officers and District Security Teams were on the scene within 2-5 minutes and a suspect was taken into custody within that time. Personnel on-site were able to quickly confirm the building wasn't breached. The Lockdown was shifted to a Secure Action, with each classroom being released by school and security

personnel. Releasing each classroom instead of using a public address is to retain continuity for releasing any Lockdown.

SECURE ESCALATES TO LOCKDOWN Recently there was a shooting in a park adjacent to a high school. The school was immediately placed in Secure, however, several victims and witness students ran back inside before the doors could be secured. In this case, it was unknown exactly who entered the building. The Secure Action shifted to Lockdown as a precaution while officers searched the building. It was determined to be safe within about 30 minutes, but the Lockdown was not immediately lifted. Moving to Hold at that point may have been a better choice in order to manage the situation and maintain tactical control of the building while allowing some monitored movement inside.

HOLD TO EVACUATE Utilize a Hold Action for a brief time during an unexpected fire alarm that is not accompanied by immediate signs of smoke or fire. This allows safety/security teams to scan for actual signs of fire, or other ambush type threats before Evacuating the building. An Evacuation would still occur per fire department requirements, but the tactical pause to gather information before evacuating allows for more situational awareness.



**Hold**   **Secure**   **Lockdown**   **Evacuate**   **Shelter**

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**A. Hold**

1. HOLD IN YOUR ROOM OR AREA
   a) There are situations that require students and staff to remain in their classrooms or stay out of access areas. For example, an altercation in the hallway may require keeping students out of the halls until it is resolved.  A medical issue may require only one area to be cleared, with halls still open in case outside medical assistance is required. There may be a need for students who are not in a classroom to proceed to an area where they can be supervised and remain safe.

2. ACTIONS
   a) Students and teachers are to remain in their classroom or area, even if there is a scheduled class change until the all-clear is announced.
   b) Students and staff in common areas, like a cafeteria or a gym, may be asked to remain in those areas or move to adjoining areas like a locker room.
   c) Students and staff outside of the building should remain outside unless the administration directs otherwise.
   d) It is suggested that prior to closing the classroom door, teachers should sweep the hallway for nearby students.
   e) Additionally, teachers should take attendance, note the time, and conduct classroom activities as usual.

3. RESPONSIBILITY
   a) Students
      (1) Clear the hallways and remain in room or area until the "All Clear" is announced
      (2) Do business as usual
   b) Adults
      (1) Close and lock door
      (2) Account for students and adults
      (3) Do business as usual

4. EXAMPLES OF HOLD CONDITIONS
   a) The following are some examples of when a school might initiate a Hold:
      (1) An altercation in a hallway;
      (2) A medical issue that needs attention;
      (3) Unfinished maintenance operation in a common area during class changes.

## B. Secure

1. SECURE GET INSIDE, LOCK OUTSIDE DOORS.
   a) The Secure Action is called when there is a threat or hazard outside of the school building. Whether it's due to violence or criminal activity in the immediate neighborhood or a dangerous animal in the playground, Secure uses the security of the physical facility to act as protection.
2. ACTIONS
   a) The Secure Action demands bringing people into a secure building and locking all outside access points.
   b) Where possible, classroom activities would continue uninterrupted. Classes being held outside would return to the building and, if possible, continue inside the building.
   c) There may be occasions when students expect to be able to leave the building - end of classes, job commitment, etc. Depending on the condition, this may have to be delayed until the area is safe.
   d) During the training period, it should be emphasized to students as well as their parents that they may be inconvenienced by these directives, but their cooperation is important to ensure their safety
3. RESPONSIBILITY
   a) Students
      (1) Return to inside of building
      (2) Do business as usual
   b) Adults
      (1) Bring everyone indoors
      (2) Lock outside doors
      (3) Increase situational awareness
      (4) Account for students and adults
      (5) Do business as usual
4. EXAMPLES OF SECURE CONDITIONS
   a) The following are some examples of when a school might initiate a Secure:
      (1) An unknown or unauthorized person on the grounds
      (2) Dangerous animal on or near the grounds
      (3) Criminal activity in the area
      (4) Planned police activity in the neighborhood

## C. Lockdown

1. LOCKDOWN LOCKS, LIGHTS, OUT OF SIGHT
   a) Lockdown is called when there is a threat or hazard inside the school building. Lockdown uses classroom and school security actions to protect students and staff from the threat.

2. ACTIONS
   a) The Lockdown Action demands locking individual classroom doors, offices and other securable areas, moving occupants out of the line of sight of corridor windows, turning off lights to make the room seem unoccupied, and having occupants maintain silence.
   b) There is no call to action to lock the building's exterior access points. Rather, the protocol advises leaving the perimeter as is. If the exterior doors are already locked, leave them locked but do have a conversation with your local responders so they understand and can gain access during a Lockdown.
   c) No indication of occupancy should be revealed until first responders open the door.
   d) If the location of the threat is apparent and people do not have the option to get behind a door, it is appropriate to self-evacuate away from the threat.

3. RESPONSIBILITY
   a) Students
      (1) Move away from sight Maintain silence
      (2) Do not open the door
   b) Adults
      (1) Recover students from hallway if possible
      (2) Lock the classroom door
      (3) Turn out the lights
      (4) Move away from sight
      (5) Maintain silence
      (6) Do not open the door
      (7) Prepare to evade or defend

4. EXAMPLES OF LOCKDOWN CONDITIONS
   a) The following are some examples of when a school might initiate a Lockdown:
      (1) Dangerous animal within a school building
      (2) Intruder
      (3) An angry or violent parent or student
      (4) Report of a weapon
      (5) Active assailant

### D. Evacuate

1. EVACUATE TO A LOCATION
   a) Evacuate is called when there is a need to move people from one location to another for safety reasons.
2. An on-site evacuation is conducted usually because of a mechanical failure that would disrupt the school day, such as a power outage. If it can't be resolved quickly, the school may have to plan for early dismissal.
3. An offsite evacuation may be necessary when it's no longer safe to stay in the building such as a gas leak or bomb threat. In this case, people will be allowed to bring their personal items with them.
4. If there has been a violent event at the school, an off-site evacuation will almost always be necessary since the school will be deemed a crime scene. People may or may not be able to bring their personal items with them.
5. REUNIFICATION AFTER AN EVACUATION
   a) When the students and staff are evacuated off-site, they may be walking to a different location or being transported to the location and there will be an organized reunification of students and parents/guardians at that site.
6. RESPONSIBILITY
   a) Students
      (1) Leave stuff behind if required to
      (2) If possible, bring your phone
      (3) Follow instructions
   b) Adults
      (1) Lead students to Evacuation location
      (2) Account for students and adults
      (3) Notify if missing, extra or injured students or adults
7. EXAMPLES OF EVACUATE CONDITIONS
   a) The following are some examples of when a school might initiate a Evacuate:
      (1) Bomb Threat
      (2) Gas Leak
      (3) Water Leak

### E. Shelter
1. SHELTER STATE THE HAZARD AND SAFETY STRATEGY
   a) Shelter is called when specific protective actions are needed based on a threat or hazard. Training should include response to threats such as tornadoes, earthquakes, hazardous materials situations or other local threats.
2. SAFETY STRATEGIES MAY INCLUDE
   a) Evacuate to Shelter area
   b) Seal the room
   c) Drop, cover and hold
   d) Get to high ground
3. ACTIONS
   a) Collaboration with local responders, the National Weather Service, and other local, regional and state resources will help in developing specific actions for your district response.
4. RESPONSIBILITY
   a) Students
      (1) Use appropriate safety strategy for the hazard
   b) Adults
      (1) Lead students to Evacuation location
      (2) Account for students and adults
      (3) Notify if missing, extra or injured students or adults
5. EXAMPLES OF SHELTER CONDITIONS
   a) The following are some examples of when a school might initiate a Shelter:
      (1) Tornado
      (2) Severe weather
      (3) Wildfires
      (4) Flooding
      (5) Hazmat spill or release
      (6) Earthquake

## XIII. Hazard/Threat Specific Procedures
### A. Active Shooter/Armed Assailant
1. Emergency Action – Active Shooter/Armed Assailant
   a) Immediate response to a rapidly changing incident is critical. In most cases, initiate LOCKDOWN procedures to isolate students from danger or send them to a secure area. Safety must always be the foremost consideration. An Active Assailant incident is

described as an immediate and imminent threat to safety posed by person(s) on or near the campus who are armed with weapons and intent on causing death or injury to students or staff. In these incidents, anyone witnessing the threat may order a lockdown by whatever means available. 911 should immediately be called, preferably by someone with knowledge of the incident. The caller should remain on the phone with police if possible in order to give updated information.

b) Safely locking down students and staff to keep the threat away is the first course of action, but alternatives such as running away from the danger to a safe area, enhancing door and window security by any method available, and fighting back or taking other actions to defeat the assailant are options to be considered while waiting for the arrival of law enforcement. The obligation and primary concern for school staff in an Active Assailant situation is to keep as many students and staff members as possible safe during the time it takes for law enforcement to arrive on scene and address the problem. The methods used to achieve this require common sense decision making and may vary depending upon the situation, threat level, and location of the threat.

c) Once the situation is deemed safe by law enforcement, the principal again takes control of the school in the position of school Incident Commander. Unified Command is established and communications are set up with the Executive Director to address issues such as student/parental reunification, relocation of students, school closure, and other issues related to the continuity of school operations.

2. Administrator Actions
   a) Remain calm. Do not confront the assailant(s) if possible.
   b) Assess the situation, and if possible, have someone call 911 to get law enforcement responding while this informational assessment is being done. Assess for the following:
      (1) Is the assailant in the school?
      (2) Has the assailant been identified?
      (3) Has the weapon been found and/or secured?
   c) Depending on the situation, initiate LOCKDOWN or RUNNING TO A SAFE PLACE as appropriate.
   d) Call 911 or direct a staff member to do so if this has not yet been done. Provide essential details of the situation, i.e., suspect, location, weapons, number of persons involved, motive, injuries/casualties, actions taken by the school (e.g. LOCKDOWN). If the school is in lockdown, advise law enforcement where they should enter and have that entrance monitored by staff to let law enforcement into the school if it is safe to do so.
   e) Initiate Incident Command and fill positions as needed as soon as the incident has stabilized and it is safe to do so.

f) Identify command post location for school. Law enforcement will probably set up their own command post in a separate location. Assist police in entering the school and provide officers with critical information.

g) Ensure injured students and staff members receive medical attention.

h) If the assailant has left, secure all exterior doors to prevent re-entry.

i) If a firearm is known to exist and was left behind, do not touch it. Allow a law enforcement officer to take possession of the weapon.

j) Keep the crime scene secure.

k) Isolate and separate witnesses.

l) Gather information for police about the incident and everyone involved with it:
   (1) Name of suspect(s)
   (2) Location of shooting
   (3) Number and identification of casualties and injured
   (4) Current location of the shooter(s)

m) Prepare written statements for telephone callers and media. Refer media inquiries to designated Public Information Officer or administrator.

n) Prepare letter for students to take home to their families.

o) Arrange for immediate crisis counseling for students and staff.

p) Provide liaison for family members of injured students and staff members.

q) Debrief with staff and law enforcement officers.

r) Provide informational updates to staff, students and their families during the following few days.

3. Staff Actions
   a) Remain calm.
   b) Alert the principal/site administrator, and call 911 if possible and it is safe to do so. 911 may have already been called, but calling again is acceptable if the staff member is unsure if law enforcement has been notified.
   c) Take immediate action to prevent casualties. Isolate the suspect and/or area. Move others to a safe area to protect them from danger. Institute LOCKDOWN or EVACUATION, as appropriate. Running to a safe place or fighting back to disable the assailant may be options to explore based on the threat level and location of the threat.
   d) Provide first aid for victims, if this can be done safely without placing the staff member or other students in danger. The threat level may prohibit staff members from safely reaching an injured victim. Life safety should enter into this decision.
   e) Account for all students if possible. Maintain order in assembly area and await arrival of law enforcement.
   f) Assist police officers – provide identity, location and description of individual and weapons.

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**B. Aircraft Crash**

1. Emergency Action – Aircraft Crash
   a) AeroSTEM is located at the Sutter County Airport, so the possibility of an aircraft crash which would affect the school is increased. Emergency response will depend on the size of the aircraft, nature of the crash, and proximity to the school. If it is safe to remain inside the building, all students should be kept in the school under supervision. The crash may also result in an explosion, chemical spill or utility interruption.

2. Aircraft crashes into the school
   a) Administrator Actions
      (1) Notify police and fire department (call 911).
      (2) Determine immediate response procedures, which may include EVACUATION, OFF-SITE EVACUATION, or HOLD
      (3) Set up incident Command at site and initiate Unified Command with responding agencies.
      (4) Arrange for first aid treatment and removal of injured occupants from building.
      (5) Secure area to prevent unauthorized access until the Fire Department arrives. Ensure that students and staff remain at a safe distance from the crash.
      (6) Account for all building occupants and determine extent of injuries.
      (7) If evacuation was done, do not re-enter building until the authorities provide clearance to do so
   b) Staff Actions
      (1) Notify administration and alert emergency responders via 911 as soon as it is safe to do so.
      (2) Move students away from immediate vicinity of the crash.
      (3) EVACUATE students from the building using primary and/or alternate fire routes to a safe assembly area away from the crash scene if a threat is posed to the school by the crash. If safe to remain at the school, initiate a lock out or hold response. Take class roster and emergency backpack.
      (4) Check school site to assure that all students have evacuated if evacuation has been ordered.
      (5) Take attendance at the assembly area or in classrooms to obtain 100% accountability.
      (6) Report missing students to the office and emergency response personnel.
      (7) Maintain control of the students a safe distance from the crash site.
      (8) Care for the injured, if any.
      (9) Escort students back to the to the school site when emergency response officials have determined it is safe to return to the building.
      (10) Determine if parental reunification or controlled release is needed.

3. Aircraft crashes near school

a) Administrator Actions

    (1) Notify police and fire department (call 911).

    (2) Set up Incident Command and initiate Unified Command with responding agencies if needed.

    (3) Initiate HOLD , if warranted.

    (4) Ensure students and staff outside are directed to designated areas until further instructions are received.

    (5) Ensure that students and staff remain at a safe distance from the crash.

    (6) Fire department officials will secure area to prevent unauthorized access. Do not enter affected areas until the appropriate authorities provide clearance to do. This may affect student pick up, so prepare for parental communication.

    (7) Determine if parental reunification or early release is needed.

b) Staff Actions

    (1) Notify administration.

    (2) Move students away from immediate vicinity of the crash.

    (3) Remain inside with students unless subsequent explosions or fire endanger the building.

## C. Air Quality & Wildfire Smoke Annex

1. Emergency Action – Air Quality

    a) Severe air pollution, often due to smoke from fires or dust storms, may affect students and staff who are susceptible to respiratory problems. Air quality alerts are often issued during these incidents. Should an alert be issued, preparations should be made to address this pre-incident if possible.

2. Administrator Actions

    a) Develop and maintain a file of students and staff who have or are susceptible to respiratory problems. The file should contain data on the location of such persons at different times during the day. HIPPA guidelines must be followed when identifying students or staff with respiratory problems.

    b) Meet with physical education teachers and other teachers directing strenuous activity programs and determine alternate programs available during an air pollution episode.

    c) When notified by the district office or news media of a smog advisory, inform all staff to stay indoors and minimize physical activity.

    d) Cancel any events that require the use of vehicles.

    e) Urge staff and high school students to minimize use of vehicles.

3. Staff Actions

    a) Remain indoors with students.

    b) Minimize physical activity.

    c) Keep windows and doors closed.

    d) Resume normal activities after the All Clear signal is given.

## D. Animal Disturbance

1. Emergency Action – Animal Disturbance
   a) If there is a wild, dangerous, or uncontrollable animal on campus, implement this procedure if the animal threatens the safety of the students and staff.
2. Administrator Actions
   a) Isolate the students from the animal. Close doors and keep students inside as a means to isolating the animal.
   b) If the animal is outside, keep students inside and institute a HOLD.
   c) If the animal is inside, initiate an EVACUATION outside to a protected area away from the animal.
   d) Contact the local Animal Control office or law enforcement for assistance in removing the animal if this cannot be safely done by school staff.
   e) If the animal injures anyone, seek medical assistance by calling 911.
   f) Notify parent/guardian and recommended health advisor for proper protocol.
3. Staff Actions
   a) If the animal is outside, keep students inside. Lock doors and keep students away from the windows.
   b) If the animal is inside, EVACUATE students to a sheltered area away from the animal.
   c) Notify the principal if there are any injuries and ensure medical aid has been called if needed.

## E. Bioterrorism/Hazardous Materials

1. Emergency Action – Hazardous Materials
   a) The nature of the material and the proximity of the incident to the school site will determine which emergency ACTION should be implemented. Police, Fire or Public Health Department may order EVACUATION of the school. It may be determined that HOLD IN PLACE is a better option than evacuation for the initial response. This procedure also applies to BIOLOGICAL AGENT RELEASE and CHEMICAL ACCIDENTS.
2. Administrator Actions
   a) Call 911, if necessary.
   b) If there is a threat of airborne toxicity, shut-off ventilation system in affected area when necessary. HVAC filters will keep out some toxins, so conferring with emergency responders for air quality information is necessary. If SHELTER IN PLACE is determined to be the course of action, move all students and staff indoors and await information from emergency responders.
   c) Initiate EVACUATION if this is the determined course of action. Any toxic cloud that can affect students in their classrooms would very likely affect them outside on the school

grounds as well. If evacuating by foot, move crosswind to avoid fumes, never upwind or downwind.

    d) Isolate anyone suspected of being contaminated with a substance that could be transferred to others until public safety personnel carry out decontamination procedures.

    e) Initiate the Incident Command System and set up Unified Command with emergency responders.

    f) Wait for instructions from emergency responders. The local fire department, Cal Fire, or

    g) California Highway Patrol will be lead agencies.

    h) Do not allow the return of students to the school grounds or buildings until public safety officials declare the area safe.

    i) Upon return to school, ensure that all classrooms are adequately aired.

3. Staff Actions

    a) Follow standard student assembly, accounting and reporting procedures. Do not take unsafe actions such as returning to the building before it has been declared safe.

## F. Bomb Threat

1. Emergency Action – Bomb Threat

    a) In the event that the school receives a bomb threat by telephone, follow the Bomb Threat Checklist to document information about the threat. Keep the caller on the telephone as long as possible and listen carefully to all information the caller provides. Make a note of any voice characteristics, accents, or background noises and complete the Bomb Threat Checklist as soon as possible.

2. Person receiving threat by phone

    a) Listen for distinctive wording of the threat and any possible background noise that may identify the location the call is coming from. Do not interrupt caller. Specific wording of the threat is important, so take notes if possible.

    b) Keep the caller on the line with statements such as, "I am sorry, I did not understand you. What did you say?"

    c) Alert someone else by prearranged signal to notify law enforcement while the caller is on the line if possible. Check for caller I.D. if available.

    d) Notify administrator immediately after completing the call.

    e) Complete the Bomb Threat Checklist.

3. Person receiving threat by mail or note

    a) Note the manner in which the threat was delivered, where it was found and who found it.

    b) Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement.

c) Caution students against picking up or touching any strange objects or packages.

d) Notify administrator.

4. Administrator Actions

a) Call 911.

b) If the caller is still on the phone or has just disconnected, have someone contact the I.T. department to see if the number the caller used can be identified.

c) Instruct staff and students in the area to turn off cellular phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies. Law enforcement will want this step taken, even though radio and cell traffic probably wouldn't set off a device

d) Determine whether to evacuate the threatened building and adjoining buildings. If the suspected bomb or suspicious package is in a corridor, modify evacuation routes to bypass the corridor.

e) Not all bomb threats result in evacuation. An unauthored threat with no specific information and no accompanying suspicious circumstances could be a hoax. This is especially true in cyber-threats via social media. "SWATTING" is a term used to get a police response or have the school closed based on an unauthored threat, usually through social media. The administrator should examine the totality of the threat before deciding on evacuation.  If there is limited data, there is limited threat. Specific wording should be analyzed and a social media monitoring tool is helpful in making these decisions. Some actions should be taken and law enforcement should still be contacted. These threats are still criminal and must be reported to law enforcement.

f) Use the intercom, personal notification by designated persons, or the P.A. system to evacuate the threatened rooms if evacuation is decided upon.

g) If it is necessary to evacuate the entire school, use of the fire alarm is an option. If the fire alarm is used to evacuate the school, a follow up phone call to the fire department should be made to explain the situation and avoid an unnecessary response

h) Set up Incident Command and establish communications with responding emergency agencies. Unified Command should be utilized. Set up the Incident Command Post a safe distance from the area of threat and fill I.C.S. positions as needed.

i) Direct a search team to look for suspicious packages, boxes or foreign objects if the situation dictates this can be done safely. Law enforcement typically will not search the school for a non-specific threat, but anything looking out of the ordinary should be treated as a suspicious package and reported to law enforcement.

j) Do not return to the school building until it has been inspected and determined safe by proper authorities.

k) Avoid publicizing the threat any more than necessary. This could trigger additional future threats.

5. Search Team Actions
   a) Do not enter an area unless it is safe to do so. Use a systematic, rapid and thorough approach to search the building and surrounding areas.
   b) Check classrooms and work areas, public areas (offices, bathrooms,etc), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
   c) If suspicious item is found, make no attempt to investigate or examine object.
6. Staff Actions
   a) If evacuation is ordered, evacuate students as quickly as possible, using primary or alternate routes.
   b) Upon arrival at the designated safe site, take attendance. Notify the administrator of any missing students.
   c) Do not return to the building until emergency response officials determine it is safe.
   d) Take whatever actions necessary to obtain 100% student accountability. Only trained emergency responders should be used to check the interior of buildings for missing students if it has been determined it is unsafe for staff members to re-enter school buildings.

## G. Earthquake

1. Emergency Action - Earthquake
   a) Earthquakes strike without warning. Fire alarms or sprinkler systems may be activated by the shaking. The effect of an earthquake from one building to another will vary. Elevators and stairways will need to be inspected for damage before they can be used. The major shock is usually followed by numerous aftershocks, which may last for weeks. The major threat of injury during an earthquake is from falling objects, glass shards and debris. Many injuries are sustained while entering or leaving buildings. Therefore, it is important to quickly move away from windows, free-standing partitions and shelves and take the best available cover under a sturdy desk or table, in a doorway or against an inside wall. All other actions must wait until the shaking stops. If persons are protected from falling objects, the rolling motion of the earth may be frightening but not necessarily dangerous.
2. Inside Building
   a) Administrator Actions
      (1) Direct inspection and assessment of school buildings. Report building damage and suspected breaks in utility lines or pipes to fire department responders.
      (2) Evacuation may not be necessary in a minor earthquake. If evacuation is ordered, follow procedure and check accountability of students and staff.
      (3) Send a search and rescue team to look for missing or trapped students and staff.
      (4) Post guards a safe distance away from building entrances to assure no one re-enters.

    (5) Notify the County Office of school and personnel status. Determine who will inform the public information media as appropriate.

    (6) Do NOT re-enter the building until it is determined to be safe by the appropriate facilities inspector.

    (7) Contact the Executive Director to determine whether to close school. If school must be closed, notify staff members, students and parents.

  b) Staff Actions

    (1) Give DROP, COVER and HOLD commands. Instruct students to move away from windows, bookshelves and heavy suspended light fixtures. Get under the table or other sturdy furniture with back to windows.

    (2) Check for injuries, and render First Aid.

    (3) After shaking stops, evacuate the building if ordered. If there is structural damage, staff may initiate evacuation without an order being given. The Executive Director. should be advised.

    (4) Avoid evacuation routes with heavy architectural ornaments over the entrances. Do not return to the building. Bring attendance roster and emergency backpack.

    (5) Check attendance at the assembly area. Report any missing students to Executive Director.

    (6) Warn students to avoid touching electrical wires and keep a safe distance from any downed power lines.

    (7) Stay alert for aftershocks

    (8) Do NOT re-enter building until it is determined to be safe.

3. Outside Building

  a) Staff Actions

    (1) Move students away from buildings, trees, overhead wires, and poles. Get under table or other sturdy furniture with back to windows. If not near any furniture, drop to knees, clasp both hands behind neck, bury face in arms, make body as small as possible, close eyes, and cover ears with forearms. If notebooks or jackets are handy, hold over head for added protection. Maintain position until shaking stops.

    (2) After shaking stops, check for injuries, and render first aid.

    (3) Check attendance. Report any missing students to Executive Director..

    (4) Stay alert for aftershocks.

    (5) Keep a safe distance from any downed power lines

    (6) Do NOT re-enter building until it is determined to be safe.

    (7) Follow instructions of Executive Director.

4. During Non-School Hours

  a) Administrator Actions

(1) If on scene, inspect school buildings with Maintenance/Building and Grounds personnel to assess damage and determine corrective actions.

(2) If not on scene, do not report to the school without first checking with Executive Director.

(3) Confer with the Executive Director if damage is apparent to determine the advisability of closing the school.

(4) Notify fire department and utility company of suspected breaks in utility lines or pipes.

(5) If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangements such as portable classrooms if damage is significant and school closing will be of some duration..

## H. Fire

1. Emergency Action – Fire

   a) Should any fire endanger the students or staff, it is important to act quickly and decisively to prevent injuries and contain the spread of the fire. All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and employees should be instructed to crawl along the floor, close to walls, which will make breathing easier and provide direction. Before opening any door, place a hand an inch from the door near the bottom to see if it is hot. Be prepared to close the door quickly at the first sign of fire. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate that the "fire is out"

2. Within School Building

   a) Administrator Actions

   (1) Sound the fire alarm (activate pull station) to implement EVACUATION of the building.

   (2) If the fire alarm activation has signaled the possible fire, this means notification has already gone to fire services and they have begun their response.

   (3) Immediately EVACUATE the school using the primary or alternate fire routes.

   (4) If there is an actual fire, notify the Fire Department via 911 to give them updated information as soon as it is safe to do so.

   (5) Direct sweep team to be sure all students and personnel have left the building if safe to do so. If smoke or flames are visible, a sweep team should not remain inside the building or return to the building.

   (6) Ensure that access roads are kept open for emergency vehicles.

   (7) Initiate the Incident Command System and prepare to accept emergency response.

   (8) Notify the appropriate utility company of suspected breaks in utility lines or pipes.

   (9) Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so. Sweep teams or search teams for missing students should not return to the school unless it is safe to do so.

(10) If this was a false alarm, determine the cause and if it is safe to return to the building.

b) Staff Actions

(1) EVACUATE students from the building to the staging area using primary or alternate fire routes and take any necessary emergency equipment if safe to do so.

(2) Take the red/green file with you to the evacuation staging area.

(3) Locking doors and taking personal property is not an immediate priority if not safe to do so. Maintain control of the students a safe distance from the fire and firefighting equipment.

(4) If the evacuation route or the staging area itself are unsafe due to fire, use an alternate route or alternate staging area that is safe. Keep all students in your care with you, even if they are not in your class.

(5) Take attendance in the staging area. Report missing students to the office and emergency response personnel. Do not return to the school to look for students.

(6) Maintain supervision of students until the Fire Department determines it is safe to return to the school building.

(7) Await further instructions from the administrator, but be prepared to move students on your own should a threat to safety arise.

3. Near the School

a) Administrator Actions

(1) Notify the Fire Department (call 911). Fire Department personnel will direct operations once on site.

(2) Determine the need to implement an EVACUATION. If the fire threatens the school, execute the actions above. If not, continue with the school routine.

(3) If necessary, begin evacuation of school site to previously identified safe site using school evacuation plan.

(4) Initiate the Incident Command System and fill positions as needed while monitoring the situation.


I. **Intruder (Not Active Shooter/Armed Assailant)**

1. Emergency Action – Intruder on Campus

a) All public schools are required to post signs at points of entry to their campuses or buildings from streets and parking lots. To prevent intruders on campus, keep doors secure, use sign-in sheets or computerized visitor monitoring systems for visitors, and cameras and staff to monitor entryways

b) When scheduling a meeting with an individual known to be aggressive, arrange for another staff member or a law enforcement officer to be present.

c) Be available to deal with the media and bystanders and keep site clear of visitors

2. Administrator Actions

a)  Initiate LOCKDOWN.

b)  Request intruder to leave campus. Remain calm. Be courteous and confident. Keep distance from the intruder. Speak in a soft, non-threatening manner. Avoid hostile-type actions, except in cases when necessary to safeguard person or property. Listen to the intruder. Give him or her the opportunity to vent. Attempt to be helpful.

c)  As soon as the conversation or actions of the individual become threatening or violent, call 911 immediately. Provide description and location of intruder.

d)  Keep subject in view until police or law enforcement arrives.

e)  Take measures to keep subject away from students and building.

f)  Designate an administrator or staff member to coordinate with public safety at their command post; provide a site map and keys to public safety personnel.

3.  Staff Actions

a)  Notify the administrator. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon.

b)  Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.

c)  Isolate intruder from students. Lock classroom and office doors. Close blinds and stay clear of windows and panes of glass. Remain inside rooms until the ALL CLEAR instruction is announced.

## J. <u>Medical Emergency</u>

1.  Emergency Action – Medical Emergency

a)  Medical accidents and emergencies can occur at any time and may involve a student or staff member. Some emergencies may only need first aid care, while others may require immediate medical attention. This is not a First Aid manual. When in doubt, call 911 for assistance. All staff members should have the authority to call 911 if they determine the need for immediate medical assistance. Medical emergencies involving any student or employee must be reported to the Administrator as soon as possible. REMEMBER TO USE UNIVERSAL PRECAUTIONS FOR POTENTIAL EXPOSURE TO ANY BODILY FLUIDS.

2.  Administrator Actions

a)  Assess the victim (ABC – Airway, Breathing, and Circulation. Call 911, if appropriate. Provide:

(1) School name, address including nearest cross street(s) and fastest way for ambulance to reach the building.

(2) Exact location within the building and best way to approach.

(3) Nature of the emergency and how it occurred.

(4) Approximate age of injured person.

(5) Caller's name and phone number (a phone number that will be answered).

b)  Do not hang up until advised to do so by dispatcher.

   c) Have a staff member notify the administrator for an informational advisement as soon as possible.

   d) Move all students and non-essential staff inside the school into a HOLD response so they do not hinder emergency responders.

   e) Assign a staff member to meet emergency responders and show them where the injured person is.

   f) Assemble emergency care and contact information of victim.

   g) Monitor medical status of victim, even if he or she is transported to the hospital.

   h) Assign a staff member to remain with individual, even if he or she is transported to the hospital.

   i) Notify parents/guardian if the victim is a student. Describe type of illness or injury, medical care being administered, and location where student has been transported.

   j) Advise staff of situation (when appropriate). Follow-up with parents.

3. Staff Actions

   a) Assess the scene to determine what assistance is needed. Call 911 or advise the office staff to do so. Direct students away from the scene of the emergency.

   b) Notify Administrator.

   c) Stay calm. Keep individual warm with a coat or blanket if needed.

   d) Ask trained first aid personnel, if available at the scene, to begin first aid until paramedics arrive. Do not move the individual unless there is danger of further injury due to leaving them in place.

   e) Do not give the individual anything to eat or drink.

## K. Utility Failure

1. Emergency Action – Utility Failure

   a) Failure of any of the utilities (electricity, gas, water) during school hours constitutes a condition that must be dealt with on a situational basis. Advance notice may be received from a utility company regarding loss of service. In many cases, such loss of service will be of short duration and require no special action other than notifying staff of the temporary interruption of service.

2. Administrator Actions

   a) Notify utility company. Provide the following information:

     (1) Affected areas of the school site

     (2) Type of problem or outage

     (3) Expected duration of the outage, if known

   b) Determine length of time service will be interrupted

   c) Determine desired action, which may include relocation of students and staff, notification of parents, and alternate food service.

d) If disruption in service will severely hamper school operation, notify students and staff by appropriate means.

e) Use messengers with oral or written word as an alternate means of faculty notification.

f) Implement plan to provide services without utilities or with alternate utilities.

## L. Procedures For Preventing Opioid And Fentanyl Use And Overdose

1. Prevention

   a) Distribute materials to and/or discuss with students content conducive to preventing drug use/abuse such as, but not limited to:

   (1) How opioids and fentanyl affect the body's systems.

   (2) Refusal strategies

   (3) The signs and symptoms of use/abuse

   (4) The science of addiction

   b) Distribute safety advice to families regarding opioid overdose prevention.

   c) Creating a supportive, safe and orderly environment conducive to learning by regularly assessing school climate and using data to develop goals and objectives to address gaps.

   d) Providing training to staff on building protective factors in students, as well as recognizing the signs and symptoms of use/abuse.

   e) Add additional strategies used at the school.

2. Emergency Action - Overdose

   Overdose is common among persons who use illicit opioids such as heroin and among those who misuse medications prescribed for pain such as oxycodone, hydrocodone, methadone, buprenorphine, and morphine. The incidence of opioid overdose is rising nationwide. In 2016, more than 42,000 of the drug overdose deaths in the United States involved some type of opioid, including heroin.

   To address the problem, emergency medical personnel, health care professionals, school personnel, people who use drugs, and other community members who may witness and respond to an overdose are being trained in the use of the opioid antagonist medication naloxone, which can reverse the potentially fatal respiratory depression caused by opioid overdose. (Note that naloxone has no effect on non-opioid overdoses, such as those involving cocaine, benzodiazepines, or alcohol).

   The steps outlined in this section are recommended to reduce the number of deaths resulting from opioid overdoses.

   a) Evaluate For Signs Of Opioid Overdose

   (1) Signs of OVERDOSE, which often results in death if not treated, include:

   (a) Unconsciousness or inability to awaken.

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       (b) Slow or shallow breathing or breathing difficulty such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened.

       (c) Fingernails or lips turning blue/purple.

    (2) If an opioid overdose is suspected, stimulate the person:

       (a) Call the person's name.

       (b) If this doesn't work, vigorously grind knuckles into the sternum (the breastbone in middle of chest) or rub knuckles on the person's upper lip.

       (c) If the person responds, assess whether he or she can maintain responsiveness and breathing.

       (d) Continue to monitor the person, including breathing and alertness, and try to keep the person awake and alert.

    (3) If the person does not respond, call 911, provide rescue breathing if the person is not breathing on their own, and administer one dose of naloxone.

  b) Call 911 For Help

    (1) AN OPIOID OVERDOSE NEEDS IMMEDIATE MEDICAL ATTENTION.

    (2) An essential step is to get someone with medical expertise to see the person as soon as possible. If no emergency medical services (EMS) or other trained personnel is on the scene, activate the 911 emergency system immediately. All you have to say is "Someone is unresponsive and not breathing." Be sure to give a specific address and/or description of your location. After calling 911, follow the dispatcher's instructions. If appropriate, the 911 operator will instruct you to begin CPR (technique based on rescuer's level of training).

  c) Administer Naloxone

    (1) If the person overdosing does not respond within 2 to 3 minutes after administering a dose of naloxone, administer a second dose of naloxone.
Naloxone should be administered to anyone who presents with signs of opioid overdose or when opioid overdose is suspected. Naloxone is approved by the Food and Drug Administration (FDA) and has been used for decades by EMS personnel to reverse opioid overdose and resuscitate individuals who have overdosed on opioids. Research has shown that women, older people, and those without obvious signs of opioid use disorder are undertreated with naloxone and, as a result, have a higher death rate. Therefore, it is also important to consider naloxone administration in women and the elderly found unresponsive with opioid overdose.

Naloxone can be given by intranasal spray and by intramuscular (into the muscle), subcutaneous (under the skin), or intravenous injection.

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All naloxone products are effective in reversing opioid overdose, including fentanyl-involved opioid overdoses, although overdoses involving potent (e.g., fentanyl) or large quantities of opioids may require more doses of naloxone.

DURATION OF EFFECT. The duration of effect of naloxone depends on dose, route of administration, and overdose symptoms and is shorter than the effects of some opioids. The goal of naloxone therapy should be to restore adequate spontaneous breathing, but not necessarily complete arousal.

More than one dose of naloxone may be needed to revive someone who is overdosing. People who have taken longer acting or more potent opioids may require additional intravenous bolus doses or an infusion of naloxone.

Comfort the person being treated, as withdrawal triggered by naloxone can feel unpleasant. Some people may become agitated or confused, which may improve by providing reassurance and explaining what is happening.

SAFETY OF NALOXONE. The safety profile of naloxone is remarkably high, especially when used in low doses and titrated to effect. When given to individuals who are not opioid intoxicated or opioid dependent, naloxone produces no clinical effects, even at high doses. Moreover, although rapid opioid withdrawal in opioid-tolerant individuals may be unpleasant, it is not life threatening.

Naloxone can be used in life-threatening opioid overdose circumstances in pregnant women.

The FDA has approved an injectable naloxone, an intranasal naloxone, and a naloxone auto-injector as emergency treatments for opioid overdose. People receiving naloxone kits that include a syringe and naloxone ampules or vials should receive brief training on how to assemble and administer the naloxone to the victim. The nasal spray is a prefilled, needle-free device that requires no assembly and that can deliver a single dose into one nostril. The auto-injector is injected into the outer thigh to deliver naloxone to the muscle (intramuscular) or under the skin (subcutaneous). Once turned on, the currently available device provides verbal instruction to the user describing how to deliver the medication, similar to automated defibrillators. Both the nasal spray and naloxone auto-injector are packaged in a carton containing two doses to allow for repeat dosing if needed.

FENTANYL-INVOLVED OVERDOSES. Suspected opioid overdoses, including suspected fentanyl- involved overdoses, should be treated according to standard protocols. However, because of the higher potency of fentanyl and fentanyl analogs compared to that of heroin, multiple doses of naloxone may be required to reverse the opioid-induced respiratory depression from a fentanyl-involved overdose. Many anecdotes report more rapid respiratory depression with fentanyl than with heroin, although other reports do not reflect such rapid depression.

Because of these effects, quicker oxygenation efforts and naloxone delivery may be warranted with fentanyl-involved overdoses compared with heroin-only overdoses. However, naloxone is an appropriate response for all opioid overdoses, including fentanyl-involved overdoses.

d) Support The Person's Breathing
  (1) Ventilatory support is an important intervention and may be lifesaving on its own. Rescue breathing can be very effective in supporting respiration, and chest compressions can provide ventilatory support.
  (2) Rescue breathing for adults involves the following steps:
      (a) Be sure the person's airway is clear (check that nothing inside the person's mouth or throat is blocking the airway).
      (b) Place one hand on the person's chin, tilt the head back, and pinch the nose closed.
      (c) Place your mouth over the person's mouth to make a seal and give two slow breaths.
      (d) Watch for the person's chest (but not the stomach) to rise.
      (e) Follow up with one breath every 5 seconds.
  (3) Chest compressions for adults involve the following steps:
      (a) Place the person on his or her back.
      (b) Press hard and fast on the center of the chest.
      (c) Keep your arms extended.
e) Monitor The Person's Response
  (1) All people should be monitored for recurrence of signs and symptoms of opioid toxicity for at least 4 hours from the last dose of naloxone or discontinuation of the naloxone infusion. People who have overdosed on long-acting opioids should have more prolonged monitoring.

Most people respond by returning to spontaneous breathing. The response generally occurs within 2 to 3 minutes of naloxone administration. (Continue resuscitation while waiting for the naloxone to take effect.)

Because naloxone has a relatively short duration of effect, overdose symptoms may return. Therefore, it is essential to get the person to an emergency department or other source of medical care as quickly as possible, even if the person revives after the initial dose of naloxone and seems to feel better.

SIGNS OF OPIOID WITHDRAWAL. The signs and symptoms of opioid withdrawal in an individual who is physically dependent on opioids may include body aches, diarrhea, tachycardia, fever, runny nose, sneezing, piloerection (gooseflesh), sweating, yawning, nausea or vomiting, nervousness, restlessness or irritability, shivering or trembling, abdominal cramps, weakness, tearing, insomnia, opioid craving, dilated pupils, and increased blood pressure. These symptoms are uncomfortable, but not life threatening. After an overdose, a person dependent on opioids should be medically monitored for safety and offered assistance to get into treatment for opioid use disorder.

If a person does not respond to naloxone, an alternative explanation for the clinical symptoms should be considered. The most likely explanation is that the person is not overdosing on an opioid but rather some other substance or may be experiencing a non-overdose medical emergency.

In all cases, support of ventilation, oxygenation, and blood pressure should be sufficient to prevent the complications of opioid overdose and should be given priority if the response to naloxone is not prompt

f)  Do's And Don'ts When Responding To Opioid Overdose
   (1) DO attend to the person's breathing and cardiovascular support needs by administering oxygen or performing rescue breathing and/or chest compressions.
   (2) DO administer naloxone and utilize a second dose, if no response to the first dose.
   (3) DO put the person in the "recovery position" on the side, if you must leave the person unattended for any reason.
   (4) DO stay with the person and keep the person warm.
   (5) DON'T slap or forcefully try to stimulate the person; it will only cause further injury. If you cannot wake the person by shouting, rubbing your knuckles on the sternum (center of the chest or rib cage), or light pinching, the person may be unconscious.

(6) DON'T put the person into a cold bath or shower. This increases the risk of falling, drowning, or going into shock.

(7) DON'T inject the person with any substance (e.g., saltwater, milk, stimulants). The only safe and appropriate treatment is naloxone.

(8) DON'T try to make the person vomit drugs that may have been swallowed. Choking or inhaling vomit into the lungs can cause a fatal injury.

(9) NOTE: All naloxone products have an expiration date, so it is important to check the expiration date and obtain replacement naloxone as needed.

## XIV.    Appendix
### A. Board Policies
1. Background Check
2. Bullying Prevention Policies & Procedures
3. Child Abuse Reporting Procedures
4. Discrimination & Harassment Policy
5. Immunization
6. Medication in School
7. Mental Health and Suicide Prevention
8. Notification of Dangerous Pupils Procedures
9. Safe and Orderly Environment
10. Safe Ingress and Egress Procedures
11. Sexual or Gender-Based Harassment
12. Staff and Student Interaction Policy
13. Suspension & Expulsion Policies

### B. School Maps

1. Evacuation routes



2. Location of shut off valves/Fire Alarms

### C. Emergency Contacts

The California Standardized Emergency Management System (SEMS) is organized at five (5) levels, which enables the most efficient coordination of services in an emergency situation. All California counties operate under the SEMS.

Emergency oversight for AeroSTEM Academy is through the County. This requires that notification be given to the County Office of Education, as well as your local agencies. Upon notification from you, the Director/designee will notify the County Office of Education.

| All Emergencies: | | 911 |
|---|---|---|
| Emergency Contact: | Joseph Clark | 916.838.9988 |
| Emergency Alternates: | Jasmin Dhami | 530-415-9462 |
| Yuba City Police: | | 530-822-4660 |
| Fire Dept. | | 530-822-4686 |
| Bi-County Ambulance: | | 530-743-1893 |
| Rideout Memorial Hospital | | 530-751-4300 |
| PG&E: | | 1-800-743-5000 |
| Red Cross: | | 530-673-1460 |
| Sutter County Office of Education: | | 530-822-2900 |
| City of Yuba City: | | 530-822-4602 |
| Office of Emergency Management, Sacramento, Bomb Squad Coordination | | 916-262-1744 |

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**D. <u>Instructional Continuity Plan</u>**

This Instructional Continuity Plan (ICP) was last revised on  6/3/2025 and adopted by AeroSTEM Academy Board of Directors on  6/10/2025  to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

I.   Introduction and Intent

   A.   This Instructional Continuity Plan (ICP) ensures that students receive uninterrupted instruction and services during emergency situations affecting school operations. This plan provides AeroSTEM Academy a structured decision-making framework to determine instructional methods, schooling locations, independent study compliance, communication protocols, resource allocation, and transportation strategies to ensure students continue to receive education and access to supports and services when they need it most. This plan serves as a guide with considerations for Leadership and is not to be interpreted as finite due to the unique complexities faced during emergencies.

II.   Objectives

   A.   Support the physical safety, mental health and wellbeing of staff, students, and their families.

   B.   Account for all staff and students and determine their needs through timely communication.

   C.   Ensure staff, students, and their families have ongoing access to information, resources, services, and supports to meet their needs.

   D.   Provide education as soon as practicable to students with the following prioritization as feasible:

      1.   Full day, in-person instruction

      2.   Hybrid instruction (part time in-person instruction and remote learning)

      3.   Remote learning with live virtual instruction (synchronous)

      4.   Remote learning independently (asynchronous)

   E.   Reopen schools as soon as it is safe to do so

III.  Decision-Making Matrix for Instruction & Services

A.  The following matrix guides potential emergency response decisions based on the severity and nature of the disruption:

| Emergency Type | Primary Instructional Method | Alternative Schooling Locations | Independent Study Compliance | Communication Methods | Resource Allocation | Transportation Plan |
|---|---|---|---|---|---|---|
| **Natural Disaster (Earthquake, Wildfire, Flood)** | Remote Learning / Hybrid | Partner Schools, Neighboring School Districts, Community Centers or other location | Ensure ADA compliance with IS Contracts | Emergency Alerts, Automated Phone Calls/Texts, Website Updates, Social Media, Hotline, Communication Platform, Phone Trees | Deploy Remote Learning Materials (iPads, Hotspots, Textbooks, Paper/Pencils, etc.), Emergency Meals | Coordinate with Local Transit for Adjusted Bus Routes |
| **Public Health Emergency (Pandemic, Epidemic)** | Remote Learning/ Hybrid | Outdoor Locations, Hybrid, Full Remote Learning | Parent Agreements, Daily Virtual Check-ins | Emergency Alerts, Automated Phone Calls/Texts, Website Updates, Social Media, Hotline, Communication Platform, Virtual Meetings | Deploy Remote Learning Materials (iPads, Hotspots, Textbooks, Paper/Pencils, etc.), Emergency Meals | Coordinate with Local Transit for Adjusted Bus Schedule (if feasible) |
| **Power Outage** | Paper-Based Instruction / Hybrid | Open Schools in Unaffected Zones/ Partner Schools | Modify Assignments, Paper-Based Work | Automated Phone Calls/Texts, District Website Updates, Phone Trees | Print Materials, Generator Access, Emergency Meals | Coordinate with Local Transit for Limited Routes to Open Sites and Adjusted Bus Routes |
| **Facility Damage (Fire, Structural Issues)** | Hybrid / Relocation-Based | Partner Schools, Portable Classrooms | Individualized IS Agreements, Daily Virtual Check-ins | Automated Calls/Texts, Email/Communication Platform Updates, Website Updates | Temporary Facilities, Shared Resources, Meal Distribution | Coordinate with Local Transit for Adjusted Bus Routes |
| **Security Threat (Active Threat, Civil Unrest)** | Shelter-in-Place or Full Remote Learning | EOC-assigned Safety Centers | IS Plans with Daily Virtual Check-ins | Text Alerts, Two-Way Radio, Community Briefings | Online & Local Learning Resources, Deploy Remote Learning Materials | Lockdown Transport Coordination per EOC |

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IV. Instructional Continuity & Compliance

    A. AeroSTEM Academy strives to provide students in-person, full-day instruction as soon as practicable. In no more than 10 instructional days following the emergency, RUSD will enact instruction for students for in-person learning or remote learning in accordance with the emergency situation. School sites will have defined metrics to return to site-based learning including, but not limited to:

        1. Evacuation orders lifted

        2. Power and utilities functioning

        3. Healthy air quality

        4. Access to safe and clean water

        5. Campus free from debris and hazards

        6. Internet fiber lines connected and functioning

        7. Staff to cover those affected by the fires

        8. Kitchens up and running for meals

    B. Instructional Preparedness

        1. AeroSTEM Academy teachers are trained in the adopted technology and platforms. AeroSTEM Academy has a 1 to 1 Chromebook supply for students that is maintained by the qualified staff with student safety protocols installed. Students and families are familiar with adopted technology as it is integrated into the curriculum and instruction methodologies during non-emergency schooling.

    C. Alternative Schooling Locations

        1. AeroSTEM Academy will coordinate externally with neighboring districts, community partners, local agencies, and county offices of education to relocate students if necessary to maintain the highest quality of education and peer interaction feasible.

    D. Hybrid Learning Models

        1. When remote learning is necessary, AeroSTEM Academy will strive to achieve at minimum a combination of in-person and remote learning based on safety assessments as soon as practicable.

    E. Independent Study (IS) Requirements

        1. AeroSTEM Academy will ensure compliance with California Education Code 51745-51749.6 for independent study when remote learning is necessary, including written agreements, synchronous instructional requirements, instruction by an appropriately certificated teacher, use of district-adopted curriculum, and progress tracking because in-person learning is not possible.

    F. Materials, Supplies, and Technology Support

        1. AeroSTEM Academy will facilitate distribution of materials needed to support remote learning including but not limited to paper, pencils, text/workbooks, district-provided devices, headphones, internet access solutions (ex. Hot spots, WIFI locations, etc.), digital

platforms (e.g., Otus, Zoom, Learning Management Systems), etc., to ensure equitable access to learning.

V.   Communication Methods

   A.  AeroSTEM Academy will facilitate communication efforts to staff and families within five days following the emergency to establish two-way communication and access to supports. AeroSTEM Academy will account for staff and students and identify their needs.

      1.  Immediate Emergency Alerts

         a)  AeroSTEM Academy will support staff, student, and their families access to information through emergency alerts via text and emails, automated phone calls and texts, district website updates, social media, hotline, and/or local media broadcasts postings with multilingual and ADA support for accessibility as feasible.

      2.  Parent & Staff Updates

         a)  AeroSTEM Academy will use the established parent communication platform, email notifications, online webinars, phone trees, and/or district website postings with multilingual and ADA support for accessibility as feasible.

      3.  Student Engagement

         a)  AeroSTEM Academy will ensure regular check-ins through virtual platforms with qualified staff, certificated staff instructional supervision, service provision through virtual platforms or alternative locations, counselor support hotlines and care centers (as feasible), digital learning tools, and access to community support as feasible.

VI.   Resource Allocation

   A.  Technology & Learning Materials for Remote Learning

      1.  AeroSTEM Academy will distribute remote learning supplies for equitable access such as electronic device, hot spots, learning material/curriculum (offline learning packets, textbooks, workbooks, reading books, etc.), and supplies (paper, pencils, etc.) via arranged family pick-up or drop-off in coordination with EOC and/or community partner agencies.

   B.  Mental Health & Counseling Services

      1.  AeroSTEM Academy will provide staff, students, and their families with information and access to mental health resources, such as virtual and in-person counseling availability, crisis response teams, community outreach programs, mental wellness digital tools (apps, websites, etc.) in coordination with state and local agencies and community partners.

   C.  Meal Distribution & Nutrition Access

      1.  AeroSTEM Academy will coordinate with community partners to coordinate access to nutrition for students such as use of alternative school sites, partnership with neighboring districts, emergency meal sites, collaboration with food banks, grab-and-go meal programs, and home meal delivery options for students in need.

VII.     Transportation & Logistics

    A.   Alternative Routes

       1.   AeroSTEM Academy will utilize public and private transportation resources through collaboration with local transportation providers for re-designated transportation plans based on emergency type and the accessibility of roads.

    B.   Coordination with Local Agencies

       1.   AeroSTEM Academy will continue to partner with transit authorities, emergency management offices, and law enforcement to ensure safe student transport.

    C.   Family Support

       1.   AeroSTEM Academy may provide access and information for carpool coordination for families, cost coverage for emergency use of public transportation, and enacts emergency pick-up protocols consistent with family reunification planning

VIII.     Plan Review & Updates

    A.   This Instructional Continuity Plan will be reviewed and updated annually by the appropriate educational stakeholders and approved by AeroSTEM Academy in conjunction with the Comprehensive School Site Safety Plan. Updates may reflect, but are not limited to, new state requirements, AeroSTEM Academy curriculum and resources, community needs, and technological advancements.

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# CONSOLIDATED APPLICATION AND REPORTING SYSTEM (CARS)

## AeroSTEM Academy (51 10512 0138040)

**Home** | Data Entry Forms | Certification Preview | Certify Data | Reports | Contacts | FAQs

# Home

## Current Submissions and Deadlines

Data collection forms that are listed below are open, available for editing, have upcoming deadlines, and/or are overdue to be certified. Data collection forms that have been certified, have had their deadlines pass, are open and available for editing can be found under the Data Entry Forms tab. All data collection forms, if applicable to your local educational agency (LEA), whether open or closed, certified or unsubmitted, can be viewed as uneditable reports under the Reports tab.

8 Data Collection(s) found.

| Fiscal Year 2023-24 | Deadline | Status |
|---|---|---|
| Title II, Part A Fiscal Year Expenditure Report, 24 Months | June 30, 2025 | Certified<br>AeroSTEM, 5/15/2025 6:36 PM |

| Fiscal Year 2024-25 | Deadline | Status |
|---|---|---|
| Title II, Part A Fiscal Year Expenditure Report, 12 Months | June 30, 2025 | Certified<br>AeroSTEM, 5/15/2025 6:36 PM |
| Homeless Education Policy, Requirements, and Implementation | June 30, 2025 | Certified<br>AeroSTEM, 5/27/2025 12:36 PM |

| Fiscal Year 2025-26 | Deadline | Status |
|---|---|---|
| Protected Prayer Certification | June 30, 2025 | Certified<br>AeroSTEM, 5/15/2025 6:36 PM |
| LCAP Federal Addendum Certification | June 30, 2025 | Certified<br>AeroSTEM, 5/27/2025 12:36 PM |
| Application for Funding | June 30, 2025 | Certified<br>AeroSTEM, 5/15/2025 6:36 PM |
| Title III English Learner Student Program Subgrant Budget | June 30, 2025 | Certified<br>AeroSTEM, 5/15/2025 6:36 PM |
| Substitute System for Time Accounting | June 30, 2025 | Certified<br>AeroSTEM, 5/15/2025 6:36 PM |

## 2023–24 Title II, Part A Fiscal Year Expenditure Report, 24 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2023 through June 30, 2025.

**CDE Program Contact:**

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov , 916-323-4636
Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

| | |
|---|---:|
| 2023–24 Title II, Part A allocation | $4,898 |
| Transferred–in amount | $0 |
| Transferred–out amount | $0 |
| 2023–24 Total allocation | $4,898 |

**Professional Development Expenditures**

| | |
|---|---:|
| Professional development for teachers | $678 |
| Professional development for administrators | $0 |
| Consulting/Professional services | $0 |
| Induction programs | $0 |
| Books and other supplies | $0 |
| Dues and membership | $0 |
| Travel and conferences | $3,994 |

**Personnel and Other Authorized Activities**

| | |
|---|---:|
| Certificated personnel salaries | $0 |
| Classified personnel salaries | $0 |
| Employee benefits | $0 |
| Developing or improving an evaluation system | $0 |
| Recruitment activities | $0 |
| Retention activities | $0 |
| Class size reduction | $0 |

**Program Expenditures**

| | |
|---|---:|
| Direct administrative costs | $0 |
| Indirect costs | $226 |
| Equitable services for nonprofit private schools | $0 |
| Total expenditures | $4,898 |
| 2023–24 Unspent funds | $0 |

# 2024–25 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2024 through June 30, 2025.

**CDE Program Contact:**

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov , 916-323-4636
Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

| | |
|---|---:|
| 2024–25 Title II, Part A allocation | $3,835 |
| Transferred–in amount | $0 |
| Transferred–out amount | $0 |
| 2024–25 Total allocation | $3,835 |

**Professional Development Expenditures**

| | |
|---|---:|
| Professional development for teachers | $2,322 |
| Professional development for administrators | $0 |
| Consulting/Professional services | $0 |
| Induction programs | $0 |
| Books and other supplies | $0 |
| Dues and membership | $0 |
| Travel and conferences | $0 |

**Personnel and Other Authorized Activities**

| | |
|---|---:|
| Certificated personnel salaries | $0 |
| Classified personnel salaries | $0 |
| Employee benefits | $0 |
| Developing or improving an evaluation system | $0 |
| Recruitment activities | $0 |
| Retention activities | $0 |
| Class size reduction | $0 |

**Program Expenditures**

| | |
|---|---:|
| Direct administrative costs | $0 |
| Indirect costs | $138 |
| Equitable services for nonprofit private schools | $0 |
| Total expenditures | $2,460 |
| 2024–25 Unspent funds | $1,375 |

**California Department of Education**

AeroSTEM Academy (51 10512 0138040)

**Consolidated Application**

Status: Certified
Saved by: Pang Vue
Date: 5/27/2025 12:36 PM

# 2024–25 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

**CDE Program Contact:**

Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov , 916-327-9692
Deborah Avalos, Integrated Student Support and Programs Office, DAvalos@cde.ca.gov, 916-319-0599

## Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths;

2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:

a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;

b) Includes a dispute resolution process;

c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;

3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

## Homeless Liaison Contact Information

| | |
|---|---:|
| Homeless liaison first name | Joe |
| Homeless liaison last name | Clark |
| Homeless liaison title | Executive Director |
| Homeless liaison email address (Format: abc@xyz.zyx) | jclark@aerostem.org |
| Homeless liaison telephone number (Format: 999-999-9999) | 530-742-2531 |
| Homeless liaison telephone extension | |
| Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00) | 0.10 |

## Homeless Liaison Training Information

**California Department of Education**

AeroSTEM Academy (51 10512 0138040)

**Consolidated Application**

Status: Certified
Saved by: Pang Vue
Date: 5/27/2025 12:36 PM

# 2024–25 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

**CDE Program Contact:**

Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov , 916-327-9692
Deborah Avalos, Integrated Student Support and Programs Office, DAvalos@cde.ca.gov, 916-319-0599

| | |
|---|---|
| Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years | Yes |
| Has the homeless liaison provided training to the following personnel: | |
| Principals and other school leaders | Yes |
| Attendance officers and registrars | Yes |
| Teachers and instructional assistants | Yes |
| School counselors | Yes |

## Homeless Education Policy and Requirements

| | |
|---|---|
| Does the LEA have a written homeless education policy | Yes |
| No policy comment | |
| Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters) | |
| Date LEA's board approved the homeless education policy | 12/08/2017 |
| Does the LEA meet the above federal requirements | Yes |
| Compliance comment | |
| Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters) | |

## Housing Questionnaire Identifying Homeless Children

| | |
|---|---|
| Does your LEA use a housing questionnaire to assist with the identification of homeless children and youth | Yes |
| Does the housing questionnaire include best practices, rights, and protections afforded to homeless children and youth | Yes |
| Is the housing questionnaire made available in paper form | Yes |
| Did your LEA administer the housing questionnaire to all student body during the school year | Yes |

## Title I, Part A Homeless Expenditures

| | |
|---|---|
| 2024–25 Title I, Part A LEA allocation | $34,058 |
| 2024–25 Title I, Part A direct or indirect services to homeless children reservation | $100 |

# 2024–25 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

**CDE Program Contact:**

Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov , 916-327-9692
Deborah Avalos, Integrated Student Support and Programs Office, DAvalos@cde.ca.gov, 916-319-0599

| | |
|---|---|
| Amount of 2024–25 Title I, Part A funds expended or encumbered for direct or indirect services for homeless children | $100 |
| Homeless services provided<br><br>(Maximum 500 characters) | We provide transportation and other services as necessary. |
| No expenditures or encumbrances comment<br><br>Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters) | |

**California Department of Education**

**Consolidated Application**

AeroSTEM Academy (51 10512 0138040)

Status: Certified
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Date: 5/15/2025 6:36 PM

# 2025–26 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

**CDE Program Contact:**

Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

## Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

| | |
|---|---|
| The authorized representative agrees to the above statement | Yes |
| Authorized Representative's Full Name | Joe Clark |
| Authorized Representative's Title | Executive Director |
| Authorized Representative's Signature Date | 05/16/2025 |
| Comment<br><br>If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters) | |

**California Department of Education**

AeroSTEM Academy (51 10512 0138040)

**Consolidated Application**

Status: Certified
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Date: 5/27/2025 12:36 PM

## 2025–26 LCAP Federal Addendum Certification

**CDE Program Contact:**
Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

### Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

### Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

| | |
|---|---|
| **County Office of Education (COE) or District**<br><br>For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP | |
| **Direct Funded Charter**<br>Enter the adoption date of the current LCAP | 06/28/2021 |
| Authorized Representative's Full Name | Joe Clark |
| Authorized Representative's Title | Executive Director |

**California Department of Education**

**Consolidated Application**

AeroSTEM Academy (51 10512 0138040)

Status: Certified
Saved by: Pang Vue
Date: 5/15/2025 6:36 PM

# 2025–26 Application for Funding

**CDE Program Contact:**

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

## Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

| | |
|---|---|
| By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year | Yes |

## District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

| | |
|---|---|
| By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year | No |

## Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

| | |
|---|---|
| **Title I, Part A (Basic Grant)** | Yes |
| ESSA Sec. 1111et seq.<br>SACS 3010 | |
| **Title II, Part A (Supporting Effective Instruction)** | Yes |
| ESEA Sec. 2104<br>SACS 4035 | |
| **Title III English Learner** | Yes |
| ESEA Sec. 3102<br>SACS 4203 | |
| **Title III Immigrant** | No |
| ESEA Sec. 3102<br>SACS 4201 | |
| **Title IV, Part A (Student and School Support)** | Yes |
| ESSA Sec. 4101<br>SACS 4127 | |

California Department of Education

Consolidated Application

AeroSTEM Academy (51 10512 0138040)

Status: Certified
Saved by: Pang Vue
Date: 5/15/2025 6:36 PM

# 2025–26 Title III English Learner Student Program Subgrant Budget

The purpose of this data collection form is to provide a proposed budget for English learner (EL) Student Program Subgrant funds only per the Title III English Learner Students Program requirements (ESSA, Sections 3114, 3115, & 3116).

**CDE Program Contact:**

Annie Abreu Park, Language Policy and Leadership Office, AAbreuPark@cde.ca.gov, 916-319-9620
Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

## Estimated Allocation Calculation

| | |
|---|---:|
| Estimated English learner per student allocation | $125.64 |
| Estimated English learner student count | 4 |
| Estimated English learner student program allocation | $503 |

### Note: $10,000 minimum program eligibility criteria

If the local educational agency's estimated English learner student program allocation is less than $10,000, then it does not meet the minimum program eligibility criteria for direct funding status and requires further action. To receive instructions regarding the consortium application process, please go to the California Department of Education Title III EL Student Program Consortium Details web page located at https://www.cde.ca.gov/sp/ml/elconsortium.asp.

## Budget

| | |
|---|---:|
| Professional development activities | $0 |
| Program and other authorized activities | $495 |
| English Proficiency and Academic Achievement | $0 |
| Parent, family, and community engagement | $0 |
| Direct administrative costs<br><br>(Amount cannot exceed 2% of the estimated English learner student program allocation) | $0 |
| Indirect costs<br><br>(LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs) | $8 |
| Total budget | $503 |

# 2025–26 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education (CDE) oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

**CDE Program Contact:**

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the CDE web site at https://www.cde.ca.gov/fg/ac/sa/.

| | |
|---|---|
| 2025–26 Request for authorization | Yes |
| LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system<br><br>(Maximum 500 characters) | No known deficiencies |

**California Department of Education**

AeroSTEM Academy (51 10512 0138040)

**Consolidated Application**

Status: Certified
Saved by: Pang Vue
Date: 5/15/2025 6:36 PM

# 2025–26 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca24assurancestoc.asp.

**CDE Program Contact:**

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

## Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

| | |
|---|---|
| Authorized Representative's Full Name | Joe Clark |
| Authorized Representative's Signature | |
| Authorized Representative's Title | Executive Director |
| Authorized Representative's Signature Date | 05/16/2025 |

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# 2025-26 Local Performance Indicator Self-Reflection

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

# Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

# Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

# Local Indicators

The local indicators address the following state priority areas:

**Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)**

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.

- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and

- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

## Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

## Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

## School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

## Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

## Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

## Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

# Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

## Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

| Academic Year | Total Teaching FTE | Clear | Out-of-Field | Intern | Ineffective | Incomplete | Unknown | N/A |
|---|---|---|---|---|---|---|---|---|
| 2024 - 2025 | 6 | 4 | | 2 | | | | |

| Access to Instructional Materials | Number | Percent |
|---|---|---|
| Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home | 0 | 0% |

| Facility Conditions | Number |
|---|---|
| Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies) | 0 |

# Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

**OPTION 1: Narrative Summary (Limited to 3,000 characters)**
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

# Implementation of State Academic Standards (LCFF Priority 2)

**OPTION 2: Reflection Tool**

**Recently Adopted Academic Standards and/or Curriculum Frameworks**

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

   Rating Scale (lowest to highest):
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

| Academic Standards | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| ELA – Common Core State Standards for ELA | | | | | 5 |
| ELD (Aligned to ELA Standards) | | | 3 | | |
| Mathematics – Common Core State Standards for Mathematics | | | | 4 | |
| Next Generation Science Standards | | | 3 | | |
| History-Social Science | | | | 4 | |

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

   Rating Scale (lowest to highest):
   - 1 - Exploration and Research Phase
   - 2 - Beginning Development
   - 3 - Initial Implementation
   - 4 - Full Implementation
   - 5 - Full Implementation and Sustainability

| Academic Standards | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| ELA – Common Core State Standards for ELA | | | | | 5 |
| ELD (Aligned to ELA Standards) | | | 3 | | |
| Mathematics – Common Core State Standards for Mathematics | | | | | 5 |
| Next Generation Science Standards | | | 3 | | |
| History-Social Science | | | | 4 | |

3. **Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

   Rating Scale (lowest to highest):
   - 1 - Exploration and Research Phase
   - 2 - Beginning Development
   - 3 - Initial Implementation
   - 4 - Full Implementation
   - 5 - Full Implementation and Sustainability

| Academic Standards | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| ELA – Common Core State Standards for ELA | | | | | 5 |
| ELD (Aligned to ELA Standards) | | | 3 | | |
| Mathematics – Common Core State Standards for Mathematics | | | | | 5 |
| Next Generation Science Standards | | | 3 | | |
| History-Social Science | | | | 4 | |

**Other Adopted Academic Standards**

4.  **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**

    Rating Scale (lowest to highest):
        1 - Exploration and Research Phase
        2 - Beginning Development
        3 - Initial Implementation
        4 - Full Implementation
        5 - Full Implementation and Sustainability

| Academic Standards | 1 | 2 | 3 | 4 | 5 | N/A |
|---|---|---|---|---|---|---|
| Career Technical Education | | | | | 5 | |
| Health Education Content Standards | | | 3 | | | |
| Physical Education Model Content Standards | | | 3 | | | |
| Visual and Performing Arts | | | | | 5 | |
| World Language | | | | | 5 | |

**Support for Teachers and Administrators**

5.  **Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

    Rating Scale (lowest to highest):
        1 - Exploration and Research Phase
        2 - Beginning Development
        3 - Initial Implementation
        4 - Full Implementation
        5 - Full Implementation and Sustainability

| Academic Standards | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Identifying the professional learning needs of groups of teachers or staff as a whole | | | | 4 | |
| Identifying the professional learning needs of individual teachers | | | | 4 | |
| Providing support for teachers on the standards they have not yet mastered | | | | 4 | |

Optional Narrative (Limited to 1,500 characters)
6.  **Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

# Parental Involvement and Family Engagement (LCFF Priority 3)

## Introduction
Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

**Instructions**
This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

**Sections of the Self-Reflection Tool**

**Section 1: Building Relationships Between School Staff and Families**

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

  1 - Exploration and Research Phase
  2 - Beginning Development
  3 - Initial Implementation
  4 - Full Implementation
  5 - Full Implementation and Sustainability

| Practices | Rating Scale Number |
|---|---|
| 1.  Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families. | 4 |
| 2.  Rate the LEA's progress in creating welcoming environments for all families in the community. | 4 |
| 3.  Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. | 3 |
| 4.  Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. | 5 |

**Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)**

1.  Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Parents are an integral part of the AeroSTEM school community. Parents are regularly surveyed for feedback and the needs of the family and student. AeroSTEM has also shifted to meeting with parents one-on-one on a regular basis with parents to gain specific feedback in a safe environment. This information guides the decisions being made and how we approach things like our schedule, our meal program, our pickup times, and classes we offer.

We use communication methods such as Parent Square (posts, chat messages, alerts and newsletters), email, social media postings, all calls, and text messages to regularly communicate with parents everything from missing assignments in individual classes to school wide events.

Parents serve as volunteers for field trips, fundraisers, classrooms, and join the Charter Council and Charter School Board to provide input and guidance on school policies.

AeroSTEM Academy also produces an annual School Accountability Report Card ("SARC") to communicate school demographic data and performance to the California Department of Education ("CDE") and the public. All student achievement data and student information data kept in its school information system, School Pathways, will be available for reporting purposes including the SARC.

Annually, student achievement data will be disaggregated to clearly identify the academic performance of students by sub-groups (e.g., by ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities).

Parents are notified of results in graded work and progress reports via the Student Information System,  Learning Management System Parent Square or email notices from teachers.

Educational Partners can access the Alma Information System (SIS) and learning management system to see current grades and use that information in staff and parent conferences. AeroSTEM reports grades using the SIS and issues credits to high school students and final grades for the entire school population twice a year as semester grades, in addition to weekly progress reports.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Parent participation is currently not tracked or structured in a meaningful way outside of the board representative and charter council meetings.

Processes around a volunteer handbook, volunteer training, and volunteer onboarding, community/volunteer calendar of events, volunteer opportunities, and track parent volunteer participation via participation logs all need to be improved.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

AeroSTEM recognizes a need to continue to further develop and support the connection between staff and the community. To this end, we are setting an action plan to encourage parent involvement through greater development of volunteer structures and opportunities. This will be supported through LCAP Goal 4, which addresses Priority 3 and Priority 6.

**Section 2: Building Partnerships for Student Outcomes**

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

| Practices | Rating Scale Number |
|---|---|
| 5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families. | 4 |
| 6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home. | 3 |
| 7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. | 5 |
| 8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students. | 3 |

**Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)**

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

> Transparency and availability have been the underlying philosophy of partnership for this school year. One-on-One meeting with students, open-door policy for all students and parents, informal and formal communication to parents and students, and building systems that all educational partners have access to has been a major strength for AeroSTEM.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

> AeroSTEM recognizes a need to continue to further develop and support the connection between staff and the community. To this end, there will be a greater focus in increasing the attendance at board and charter council meetings.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

> While communication with families is developing in an ongoing manner, advocacy oriented activities are just beginning.  Developing parent participation capacities is still in initial implementation, communicating more frequently about governance meetings and increasing the importance of governance participation will be a commitment for coming years. This will be supported through LCAP Goal 4, which addresses Priority 3 and Priority 6.

## Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

      1 - Exploration and Research Phase
      2 - Beginning Development
      3 - Initial Implementation
      4 - Full Implementation
      5 - Full Implementation and Sustainability

| Practices | Rating Scale Number |
|---|:---:|
| 9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. | 5 |
| 10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. | 4 |
| 11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. | 4 |
| 12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. | 3 |

## Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

> AeroSTEM Academy seeks and encourages family participation in every aspect of AeroSTEM Academy.
>
> We use communication methods such as Parent Square (posts, chat messages, alerts and newsletters), email, social media postings, all calls, and text messages to regularly communicate with parents everything from missing assignments in individual classes to school wide events.
>
> Parents sit on the Charter Site Council advisory body as well as the Charter Board of Directors.
>
> Announcements are made regularly through Parent Square postings, email blasts, texts and phone calls.
>
> Teachers call and email parents to keep them "in the loop" regarding their student's progress and call home to give praise reports as well as address concerns.
>
> Staff regularly schedule parent teacher meetings, IEP and 504 meetings, and parent-teacher conferences to work collaboratively with families and advocate for student success.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

> Opportunities currently exist for the input from educational partners, the communication needs to improve and the educational partners need to be educated on the importance of their involvement.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

> AeroSTEM Academy will schedule more informal and formal gatherings for educational partners to learn and give input about school governance. This will be supported through LCAP Goal 4, which addresses Priority 3 and Priority 6.

# School Climate (LCFF Priority 6)

**Introduction**

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

**Introduction**
LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

**Prompt 1 (DATA):** Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

> For the 24/25 school year data was not collected by disaggregated demographics, but Student, Parents and Staff were all given surveys with corresponding questions.
>
> Percent of parents, students, and staff who feel the school is safe. Students = 73% , Parents = 96%, Staff = 100%
>
> Percent of parents, students, and staff who feel a sense of connectedness to the school. Students = 66% , Parents = 96%, Staff = 100%
>
> This data was collected in Winter of 2024.

**Prompt 2 (MEANING):** Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

> The result show that the adult educational partners connected to AeroSTEM have a much better perception of safety and connectedness that the students. The majority of students at the school were returning students and with the change in more than 80% of staff, it may be that the students are still building relationships with new staff. The communication between adults was a point of emphasis and a strength of AeroSTEM. These two factors could contribute to the discrepancy of adult and student survey results.

**Prompt 3 (USE):** Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

> AeroSTEM will continue the emphasis on communication between adult educational partners, as it shown to be a strength. But moving forward administration will meet with a student from each grade level in a more formal manner to gain student insights. Staff will also be trained on relationship building techniques by the school counselor and and advisory period added to the schedule to dedicate time to relationship building. This will be supported through LCAP Goal 4, which addresses Priority 3 and Priority 6.

## Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

> AeroSTEM analyzes courses offered utilizing the Student Information System to ensure all students have access to approved courses, A-G Courses (when appropriate) and CTE Pathways (when appropriate).
>
> AeroSTEM also implemented a learning management and data warehouse system that allows staff to look at student grades (including standards breakdown), 3rd party local data and State data while disaggregating student subgroups.
>
> AeroSTEM also utilizes a 3rd party provided for high school content, which allows all students access to an accredited, A-G compliant high school program.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

> AeroSTEM Academy believes in a full inclusion school environment in which all students are enrolled in a course of study outlined by the charter petition to the greatest extent appropriate. All middle school students are in grade level appropriate courses taught by properly credentialed staff. All high school students are in a high school program taught by fully credentialed teachers and can graduate a-g ready.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

> There are no barriers preventing access to a broad course of study for all students as all students have access to all courses.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

> AeroSTEM is in year two of a new learning management and data warehouse system and year two of a 3rd party provider for the high school program. At this point, there are no revisions or new actions in order to grow the program. Staff will continue to develop with the new systems through professional development.

## Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

**Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.**

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

| Coordinating Instruction | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including: | [No response required] | [No response required] | [No response required] | [No response required] | [No response required] |
| a. Review of required outcome data. | | | | | |
| b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps. | | | | | |
| c. Identifying alternative placements for pupils who are | | | | | |

| Coordinating Instruction | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| expelled and 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. | | | | | |
| 2. Coordinating on development and implementation of triennial plan with all LEAs within the county. | | | | | |
| 3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students. | | | | | |
| 4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education. | | | | | |

# Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

**Assess the degree of implementation of coordinated service program components for foster youth in your county.**

Rating Scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

| Coordinating Services | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education). | | | | | |
| 2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth). | | | | | |
| 3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes. | | | | | |
| 4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding. | | | | | |
| 5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information. | | | | | |
| 6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers. | | | | | |

2025-26 Local Performance Indicator Self-Reflection for AeroSTEM Academy

| Coordinating Services | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type. | | | | | |
| 8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth. | | | | | |

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# 2025-26 LCFF Budget Overview for Parents Data Input Sheet

| | |
|---|---|
| **Local Educational Agency (LEA) Name:** | AeroSTEM Academy |
| **CDS Code:** | 51-10512-0138040 |
| **LEA Contact Information:** | Name: Joseph Clark<br>Position: Executive Director<br>Email: jclark@aerostem.org<br>Phone: 530-742-2531 |
| **Coming School Year:** | 2025-26 |
| **Current School Year:** | 2024-25 |

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

| **Projected General Fund Revenue for the 2025-26 School Year** | **Amount**<br>**Whole Numbers** |
|---|---|
| **Total LCFF Funds** | $1,704,453 |
| **LCFF Supplemental & Concentration Grants** | $328,400 |
| **All Other State Funds** | $597,214 |
| **All Local Funds** | $88,949 |
| **All federal funds** | $161,238 |
| **Total Projected Revenue** | $2,551,854 |

| **Total Budgeted Expenditures for the 2025-26 School Year** | **Amount**<br>**Whole Numbers** |
|---|---|
| **Total Budgeted General Fund Expenditures** | $2,371,493 |
| **Total Budgeted Expenditures in the LCAP** | $1,296,220 |
| **Total Budgeted Expenditures for High Needs Students in the LCAP** | $747,720 |
| **Expenditures not in the LCAP** | $1,075,273 |

| **Expenditures for High Needs Students in the 2024-25 School Year** | **Amount**<br>**Whole Numbers** |
|---|---|
| **Total Budgeted Expenditures for High Needs Students in the LCAP** | $780,127 |
| **Actual Expenditures for High Needs Students in LCAP** | $743,841 |

| **Funds for High Needs Students** | **Amount**<br>**[AUTO-CALCULATED]** |
|---|---|
| **2025-26 Difference in Projected Funds and Budgeted Expenditures** | $419,320 |
| **2024-25 Difference in Budgeted and Actual Expenditures** | $36,286 |

| **Required Prompts(s)** | **Response(s)**<br>**[FIELDS WILL APPEAR IF REQUIRED]** |
|---|---|
| **Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).** | AeroSTEM Academy's General Fund includes essential operational costs not captured in the LCAP. These expenditures include items such as facilities maintenance, utilities, audit fees, loan repayments, insurance, and administrative overhead. While these costs are critical to keeping the |

| | |
|---|---|
| | school running, they do not directly align with the goals and actions outlined in the LCAP. |
| **The total actual expenditures for actions and services to increase or improve services for high needs students in 2024-25 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2024-25.** | In 2024–25, AeroSTEM Academy's actual expenditures for actions and services to increase or improve services for high needs students were $36,286 less than budgeted. This shortfall was primarily due to staffing challenges and delayed implementation of certain programs and contracted services. As a result, while many planned supports were provided, some services were scaled back or deferred, impacting the full scope of targeted interventions. Despite this, AeroSTEM remained committed to supporting high needs students and continued to prioritize academic and social-emotional supports with available resources. |

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: AeroSTEM Academy

CDS Code: 51-10512-0138040

School Year: 2025-26

LEA contact information:

Joseph Clark

Executive Director

jclark@aerostem.org

530-742-2531

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2025-26 School Year



**Projected Revenue by Fund Source**

Total LCFF funds $1,704,453 67 %

All federal funds, $161,238 , 6%

All other state funds, $597,214 , 23%

All local funds, $88,949 , 4%

LCFF supplemental & concentration grants, $328,400 , 13%

All Other LCFF funds, $1,376,053 , 54%
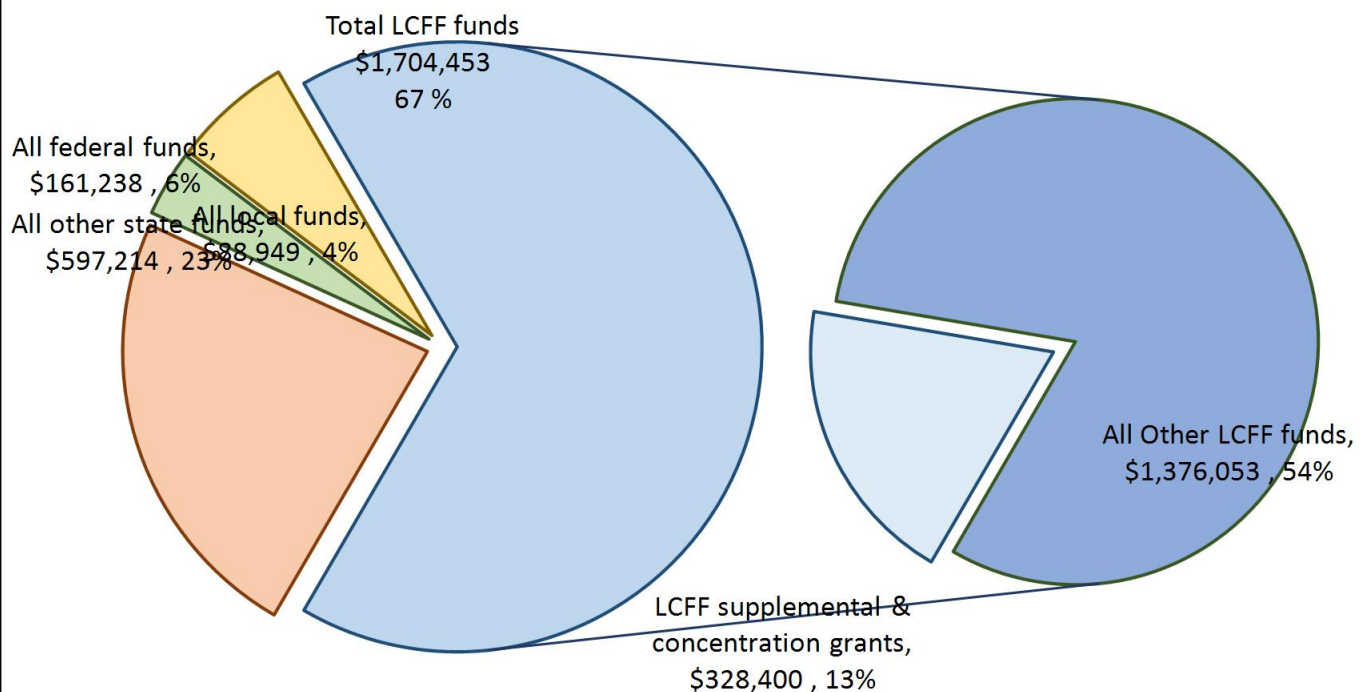
This chart shows the total general purpose revenue AeroSTEM Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for AeroSTEM Academy is $2,551,854, of which $1,704,453 is Local Control Funding Formula (LCFF), $597,214 is other state funds, $88,949 is local funds, and $161,238 is federal funds.  Of the $1,704,453 in LCFF Funds, $328,400 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

## Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $2,371,493

Total Budgeted Expenditures in the LCAP $1,296,220
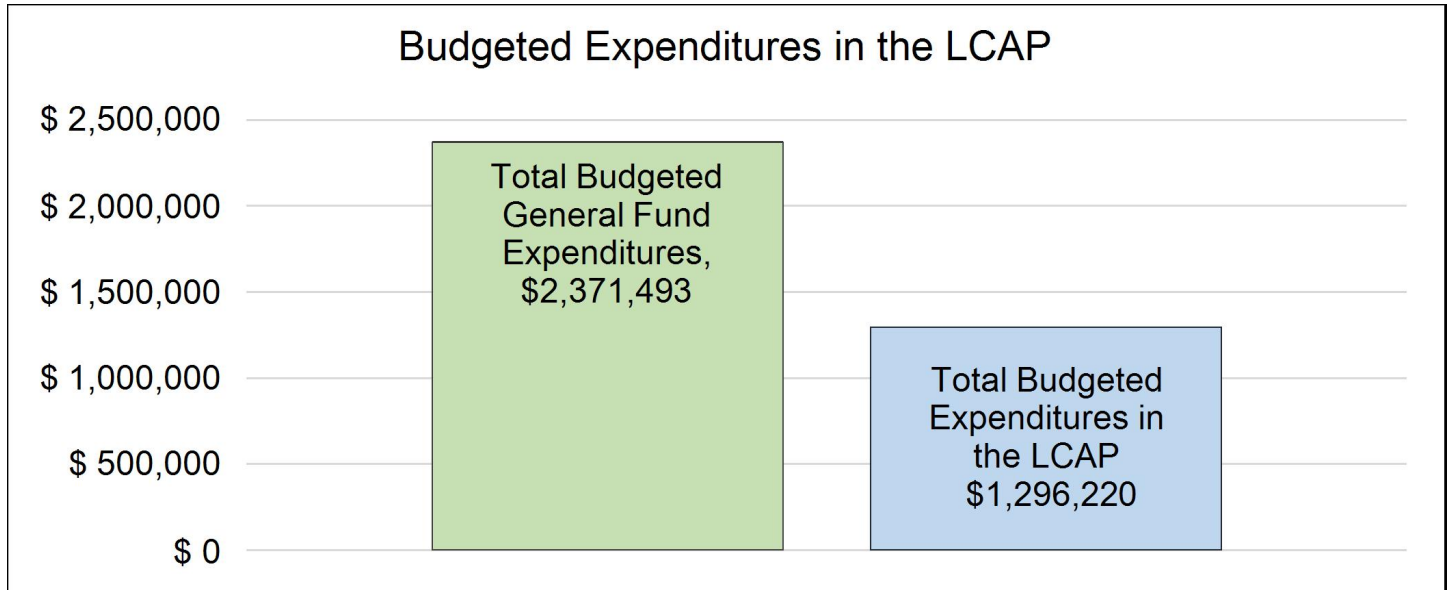
*This chart provides a quick summary of how much AeroSTEM Academy plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.*

The text description of the above chart is as follows: AeroSTEM Academy plans to spend $2,371,493 for the 2025-26 school year. Of that amount, $1,296,220 is tied to actions/services in the LCAP and $1,075,273 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

AeroSTEM Academy's General Fund includes essential operational costs not captured in the LCAP. These expenditures include items such as facilities maintenance, utilities, audit fees, loan repayments, insurance, and administrative overhead. While these costs are critical to keeping the school running, they do not directly align with the goals and actions outlined in the LCAP.

## Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, AeroSTEM Academy is projecting it will receive $328,400 based on the enrollment of foster youth, English learner, and low-income students. AeroSTEM Academy must describe how it intends to increase or improve services for high needs students in the LCAP. AeroSTEM Academy plans to spend $747,720 towards meeting this requirement, as described in the LCAP.

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# Local Control and Accountability Plan

**The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.**

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

# Plan Summary [2025-26]

## General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

AeroSTEM Academy has its roots in one of the most viable California charter schools, CORE Charter School. In operation since 1998 and fully WASC accredited, this charter school has an excellent reputation and successful track record in personalized learning.

In 2011 CORE Charter School offered Intro to Aerospace as a single high school course to encourage student interest. Students began learning about aviation history, science, growing technology and the aviation industry. Within two years, due to its popularity, an advanced course was added: Guided Flight Discovery, in which students prepared to pass the FAA Private Pilot Knowledge Exam.

In 2013 AeroSTEM Academy had grown to fully occupy its own resource center. The program added a Model Aeronautics course as well as general academic classes. Through grant funds in partnership with Sutter County Office of Education, the program developed. Students had access to essential technology including a certified flight simulator, unmanned aerial vehicle ("UAV") kits, and 3D printers. The program served 7th and 8th grade students on the brink of their high school experience and high school students seeking to complete CTE pathways for industry certification.

In 2018, AeroSTEM Academy was approved for a 3 year contract by Sutter County Office of Education to branch off and open its own Charter School. Grades 6-9 were initiated, with each year adding a grade up to 12th grade.

Since then, students have built and programmed team drones for competition, have been featured on Good Day Sacramento and local radio shows, have hosted their own Aerospace Day community event, and have met prominent government officials to discuss STEM education and UAV regulatory policies

At AeroSTEM Academy, we believe education should inspire, engage, and prepare students for the challenges and opportunities of tomorrow. For our middle schoolers, we offer a core program built on teamwork, exploration, and a deep dive into STEM through engaging electives.

Recognizing the need for innovative high school options, we've partnered with subject.com to create an A-G approved campus-based hybrid model. This unique approach offers a flexible yet rigorous learning environment, blending online curriculum with dedicated in-person support from AeroSTEM educators. We also offer a limited number of independent study placements.

We don't just teach subjects; we cultivate skills. Through the exciting lens of engineering, robotics, coding, and aerospace, we ensure students master California Standards while developing into effective communicators, critical thinkers, and collaborative problem-solvers. Our students, the ACES – adaptable, collaborative, empathetic, and steadfast – are equipped to thrive in any setting.

Our educational philosophy is driven by a commitment to strong parental partnerships, fostering student-led learning, leveraging technology, providing hands-on experiences in the lab and the real world, and nurturing a genuine love for learning.

Mission:
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.
Dream. Discover. Design

Vision:
Graduates from AeroSTEM Academy will have mastered a growth mindset, determined a college and/or career field, acquired an accompanying real-world STEM skill set, and will be prepared to successfully enter the next phase of their post-secondary education and/or career pathway.

Student Demographics

35% Female - 65% Male
65% Socioeconomically Disadvantaged
44% White
42% Hispanic
2% English Learners
17% Students with Disabilities

LCAP Acronyms:
The AeroSTEM Academy Local Control Accountability Plan is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP allows the school to share the story of how, what, and why our programs and services are selected to meet our local needs. Some of the acronyms used in the document are defined here:

CTE - Career Technical Education
ELAC - English Language Acquisition Committee
ELD - English Language Development
LCAP - Local Control Accountability Plan
LEA - Local Education Agency
Low SES - Socioeconomically Disadvantaged
MTSS - Multi-Tier System of Supports
PAC - Parent Advisory Committee
PBIS - Positive Behavior Intervention Supports
RP - Restorative Practices
SAC - Student Advisory Council

Subgroup Acronyms:
American Indian - AI
All Students - ALL
Asian - AS
Black/African American - B/AA
English Learners - EL
Filipino - FI
Foster Youth - FY
Hispanic - HS
Homeless - H
Low-Income - LI
Pacific Islander - PI
Socioeconomically Disadvantaged - SD
Students with Disabilities - SWD
Two or more races - TMR
White - WH

# Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

AeroSTEM Academy has undergone a major transition from August 2023 to June 2025, including the change of all schoolwide systems and most staff. From the 23/24 school year to the 24/25 school year there was a 50% turn over of the student body as well. The LCAP for the 2024 - 2025 school year was the first full year for these systematic changes to be identified, implemented and sustained.

Goals
Goals for the 25/26 school year remain the same.

Goal One - Cultivate a safe and positive learning environment where all educational partners feel connected, respected, and included.
Goal Two - Increase student success in ELA and Math as evidenced by multiple measures.
Goal Three - Prepare students to be Career and College ready.
Goal Four - Engage all educational partners to support student success.
Goal Five - Recruit and retain high-capacity staff who are committed to the mission and vision of the school.

Successes
As evidenced by the information below, there were many areas of success during the 2024 - 2025 school year.

100% of teachers were appropriately credentialed, placed and trained, this ensured high quality instruction for students.  All students had access to field trips and guest speakers as outlined in the charter.  100% of students participated in CTE courses. Class sizes were limited to 27 per class.   All students had access to a counselor who provided support for college and career readiness.  100% of high school students were in A-G approved courses or CTE pathway. Middle and High school drop out rate maintained at 0% Expulsion rate maintained at 0%. Distance from Standard Met on CAASPP in Math and ELA improved greatly for all students and for most at-risk student groups.  All students and all at-risk student groups made gains in Math and ELA on the local diagnostic assessment. All educational partners indicated a high level of connectedness to the school.

Parent Connection (Winter 24/25) - 100% of parents feel a sense of connectedness to the school.
A-G & CTE Curriculum - All students have access to state approved a-g curriculum and a CTE pathway (via AOPA).
Credentialed staff - All high school courses had an appropriately credentialed and assigned teacher.
Graduation Rate - 100% graduation rate, including one 11th grade student graduating early.

State Assessment Math (CAASPP Dashboard 24/25)
55.7 below DFS (19 point improvement)

Local Math Assessment: IXL (Winter 24/25)
14% on grade level or above (5 point improvement) - All subgroups improved

State Assessment ELA  (CAASPP Dashboard 24/25)
19.9 below DFS (25 point improvement)

Local ELA Assessment: IXL (Winter 24/25)
25% on grade level or above (15 point improvement) - All subgroups improved

Needs
The attendance rate fell to 91% (declined 4.4 points) and the chronic absenteeism rate as reported on the CA Dashboard was 37% (increased 6 points). Suspension rate rose to 5% (increased 1.6 points). Only 90% of students felt safe (declined by 6 points), and the number of parents attending council meetings decline from 5 to 3.

Chronic Absenteeism (CA Dashboard Fall 2024)
All Students - 37.5%
Socioeconomically Disadvantaged - 39.3%
White - 29.4%
Hispanic - 44.1%
English Learners - data not displayed for privacy
Students with Disabilities - data not displayed for privacy

Attendance (24/25 P2 Data)
All Students - 91%
Socioeconomically Disadvantaged - 91.4%
White - 91.5%
Hispanic - 89.7%
English Learners - 91%
Students with Disabilities - 91.3%

Suspension Rates (CA Dashboard Fall 2024)
All Students - 5%
Socioeconomically Disadvantaged - 4.7%
White - 3.7%
Hispanic - 6.1%
English Learners - data not displayed for privacy
Students with Disabilities - 5%

State Assessment Met/Exceeded (CAASPP Dashboard 23/24)
25% met/exceeded (1.6 point decline) Math
38% met/exceeded (2.3 point decline) ELA

There were a mix of positive and negative data points observed and reported, however, with new systems now firmly in place for a school year, the immediate goal is to sustain current actions for another year. This extended period of consistent operation will allow for more robust data collection and analysis, providing a clearer view of trends and enabling more informed and targeted interventions to address areas of

concern. A significant challenge, however, is the small enrollment size, which means that the actions or outcomes of even a single student can disproportionately impact the overall data, potentially skewing trends and making it harder to discern genuine systemic patterns.

# Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

AeroSTEM Academy is pleased to report that we did not require any State Technical Assistance

# Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

AeroSTEM Academy is pleased to report that we are not identified for CSI.

### Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

AeroSTEM Academy is pleased to report that we are not identified for CSI.

### Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

# Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

| Educational Partner(s) | Process for Engagement |
|---|---|
| Students | Met with student advisory council routinely. Included grade level representative from each grade. <br> Met on: <br> 8/28/24 <br> 9/11/24 <br> 9/25/24 <br> 10/9/24 <br> 11/6/24 <br> 11/20/24 <br> 12/4/25 <br> 1/15/25 <br> 1/29/25 <br> 2/12/25 <br> 2/26/25 <br> 3/12/25 <br> 3/26/25 <br> 4/9/25 <br> 4/23/25 <br> 5/7/25 <br> 5/21/25 <br><br> Student Survey (12/2024) |
| Parents/Guardian | The AeroSTEM Charter Council is the Parent Advisory Group for the school and meets at least three times per school year. |

| Educational Partner(s) | Process for Engagement |
|---|---|
| | Charter Council Meeting (9/9/2024)<br>Charter Council Meeting (3/10/2025)<br>Charter Council Meeting (6/92025)<br><br>Parent Survey (12/2024) |
| Staff | Staff Survey (12/2024), includes classified staff, certificated staff and administration.<br>1 on 1 UI/UX (User Interface/User Experience)Meetings<br>Monthly Staff Meetings - monthly |
| Board of Directors | Board Meeting (1/13/25) - 2025 LCAP Mid-Year Monitoring Report for the 2024-25 LCAP<br>Board Meeting (6/9/25) - LCAP Public Hearing<br>Board Meeting (6/9/25) - LCAP Local Indicators<br>Board Meeting (6/9/25) - LCAP Annual Update<br>Board Meeting (6/16/25) - LCAP Approval |

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Outreach, engagement, communication, and consultation with our educational partners remain a core ideology. As a specific example, each year, the school formally asks for parent and teacher feedback using both formal and informal means, through which we can capture qualitative and quantitative information. This information gathering provides the school with guided information that is internalized and subsequently helps form our priorities, goals, and actions. Specifically, three actions were added based on this feedback; 1.5, 2.6, 4.4, and three actions were maintained based on this feedback; 1.2, 2.3, 4.1.

A broad cross-set of our community actively participates in the strategic guidance process, including Parents, Teachers, Board Members, School Administration, Students, and more.

To add to this planning process, and more specifically, the development of the LCAP, we meet with students one-on-one to help articulate additional supports they need to feel better about their learning outcomes.

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|--------|-------------|--------------|
| **1** | Cultivate a safe and positive learning environment where all educational partners feel connected, respected, and included. | Broad Goal |

**State Priorities addressed by this goal.**

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

**An explanation of why the LEA has developed this goal.**

This goal was developed as a direct result of AeroSTEM Academy's commitment to ensure every child has their academic, social-emotional, and behavioral needs met and supported through PBIS.

A school is a place for education, and it's also a place where students can socialize and develop skills that will help them later in life. It is the goal for ALL students and staff to learn and work in a positive learning environment that supports the learning and overall well-being of every student and staff member, parents, and the community. A safe and positive environment is evidenced through a safe and clean learning environment for all students and staff in which they can engage academically, physically, and emotionally. Providing a learning environment that is clean, appealing, and safe, where students attend at a high rate, are involved in various programs, and feel connected, are elements that contribute to success both academically and emotionally.

The supports embedded in the LCAP include but are not limited to; increased mental health support, increased student behavior support, professional learning focused on tier 1 and tier 2 instruction, and other resources to support student success.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|----------|----------------|----------------|---------------------------|----------------------------------|
| 1.1 | Student Attendance Percentage Source: Annual Attendance Report (P2) Priority 5A | ALL - 95.43%<br>SD - 90%<br>WH - 95%<br>HS - 90%<br>EL - 92%<br>SWD - 93% | ALL - 91%<br>SD - 91.4%<br>WH - 91.5%<br>HS - 89.7%<br>EL - 91%<br>SWD - 91.3% | | Goal: 96%+<br><br>ALL - 96%<br>SD - 94%<br>WH- 96%<br>HS - 94% | ALL - -4.4<br>SD - +1.4<br>WH - -3.5<br>HS - -.03<br>EL - -1<br>SWD - -1.7 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | P2 23/24 | P2 24/25 | | EL - 96%<br>SWD - 96%<br><br>P2 26/27 | |
| 1.2 | Chronic Absenteeism Rate<br>Source: CA School Dashboard<br>Priority 5B | ALL - 31.2%<br>SD - 31.1%<br>WH - 23.8%<br>HS - 39.5%<br>EL - N/A<br>SWD - 38.9%<br><br>CA Dashboard Fall 2023 | ALL - 37.5%<br>SD - 39.3%<br>WH - 29.4%<br>HS - 44.1%<br>EL - data not displayed for privacy<br>SWD - data not displayed for privacy<br><br>CA Dashboard Fall 2024 | | ALL - 22.2%<br>SD - 22.1%<br>WH - 14.8%<br>HS - 30.5%<br>EL - 25%<br>SWD - 29.9%<br><br>CA Dashboard Fall 2026 | ALL - +6.3<br>SD - +8.2<br>WH - +5.6<br>HS - +4.6<br>EL - n/a<br>SWD - n/a |
| 1.3 | Pupil Suspension Rate<br>Source: CA School Dashboard<br>Priority 6A | ALL - 3.4%<br>SD - 2.9%<br>WH - 6.3%<br>HS - 0%<br>EL - N/A<br>SWD - 6.9%<br><br>CA Dashboard Fall 2023 | ALL - 5%<br>SD - 4.7%<br>WH - 3.7%<br>HS - 6.1%<br>EL - data not displayed for privacy<br>SWD - 5%<br><br>CA Dashboard Fall 2024 | | ALL - 1.9%<br>SD - 1%<br>WH - 4%<br>HS - 0%<br>EL - 0%<br>SWD - 4%<br><br>CA Dashboard Fall 2026 | ALL - 1.6<br>SD - 1.8<br>WH - -2.6<br>HS - +6.1<br>EL - n/a<br>SWD - -1.9 |
| 1.4 | Pupil Expulsion Rate<br>Source: CA School Dashboard/Local Data<br><br>Priority 6B | All Students - 0%<br>SD - 0%<br>WH - 0%<br>HS - 0%<br>EL - 0%<br>SWD - 0% | All - 0%<br>SD - 0%<br>WH - 0%<br>HS - 0%<br>EL - 0%<br>SWD - 0% | | ALL - 0%<br>SD - 0%<br>WH - 0%<br>HS - 0%<br>EL - 0%<br>SWD - 0% | ALL - 0<br>SD - 0<br>WH - 0<br>HS - 0<br>EL - 0<br>SWD - 0 |

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| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Local Data May 23/24 | Local Data May 24/25 | | Local Data May 26/27 | |
| 1.5 | High School Graduation Rate<br>Source:  CA Dashboard Priority 5E | ALL - 40%<br>SD - 42.9%<br>WH - N/A<br>HS - N/A<br>ELs - N/A<br>SWD - N/A<br><br>CA Dashboard Fall 2023 | ALL - 100%<br>SD - data not displayed for privacy<br>WH - data not displayed for privacy<br>HS - data not displayed for privacy<br>ELs - data not displayed for privacy<br>SWD - data not displayed for privacy<br><br>CA Dashboard Fall 2024 & Local Data | | Goal: 98%+<br><br>ALL - 100%<br>SD - 100%<br>WH - 100%<br>HS - 100%<br>EL - 100%<br>SWD - 100%<br><br>CA Dashboard Fall 2026 | ALL - +60<br>SD - n/a<br>WH - n/a<br>HS - n/a<br>EL - n/a<br>SWD - n/a |
| 1.6 | High School Dropout Rate<br>Source:  Local Data Priority 5D | All Students - 0%<br>SD - 0%<br>WH - 0%<br>HS - 0%<br>ELs - 0%<br>SWD - 0%<br><br>Local Data May 23/24 | ALL - 0%<br>SD - 0%<br>WH - 0%<br>HS - 0%<br>ELs - 0%<br>SWD - 0%<br><br>Local Data May 24/25 | | All Students - 0%<br>SD - 0%<br>WH - 0%<br>HS - 0%<br>ELs - 0%<br>SWD - 0%<br><br>Local Data May 26/27 | ALL - 0<br>SD - 0<br>WH - 0<br>HS - 0<br>EL - 0<br>SWD - 0 |
| 1.7 | Middle School Drop Out Rate<br>Source: Local Data | All Students - 0%<br>SD - 0%<br>WH - 0% | All - 0%<br>SD - 0%<br>WH - 0% | | ALL - 0%<br>SD - 0%<br>WH - 0% | ALL - 0<br>SD - 0<br>WH - 0 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Priority 5C | HS - 0%<br>ELs - 0%<br>SWD - 0%%<br><br>Local Data May 23/24 | HS - 0%<br>ELs - 0%<br>SWD - 0%<br><br>Local Data May 24/25 | | HS - 0%<br>ELs - 0%<br>SWD - 0%<br><br>Local Data May 26/27 | HS - 0<br>EL - 0<br>SWD - 0 |
| 1.8 | Priority 1C - Level to which facilities are maintained and in good repair.<br>Source:  FIT Report | Exemplary<br><br>FIT Report December 23/24 | Exemplary<br><br>FIT Report December 24/25 | | Exemplary<br><br>FIT Report December 26/27 | |

# Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal # 1: Cultivate a safe and positive learning environment where all educational partners feel connected, respected, and included.

Fully Implemented
1.1 Maintain Positive Behavior Interventions and Supports (PBIS) system.
1.2 Provide school ERMS Counselor
1.4 Continue maintenance of quality school facilities

Partially Implemented
1.3 Chronic absentee interventions and attendance monitoring, communication, and supports
1.5 Maintain a .5 FTE health assistant

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In goal area one, the difference between planned and actual expenditures for all action items was -6%.  Action items 1.2 through 1.5 all had negligible variances. While action item 1.1 did not incur any cost as the desired implemented system was embedded within the SIS. Those costs will be accounted for in the 25/26 school year.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions taken under this goal during this first year of the three-year LCAP cycle at AeroSTEM Academy resulted in an overall positive effect. Some areas have demonstrated notable success, others small improvements, and some indicated a need for more sustained action.

The graduation rate improved to 100%, both the high school and middle school drop out rate stayed at 0%, and the facilities are rated exemplary. But the attendance rate fell from 95% to 91%, the chronic absenteeism rate increased from 31% to 37%, and the suspension rate increased from 3% to 5%.

Actions 1.1, 1.2, 1.4, 1.5 impact all metrics and have shown to have both positive and negative impacts during the 24/25 school year.

Action 1.3 is specific to the chronic absenteeism metric, and though it was implemented there was staff changes mid-year that negatively impacted the effectiveness.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Current actions resulted in a mix of both positive and negative outcomes (for one year cycle), and considering the overall growth and changes of the school, the planned goal, metrics, target outcomes, and specific actions for the coming year will remain unchanged.

We will sustain current actions for another year. This approach aims to provide a more consistent data set, allowing us to better identify and address long-term trends rather than reacting to short-term fluctuations. This is particularly important given the challenge of small enrollment, where the actions of a single student can significantly skew data, making it difficult to discern broader patterns.

By maintaining current practices, we hope to mitigate the impact of these individual data points and gain a clearer understanding of the effectiveness of our strategies over time.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
| **1.1** | Maintain Positive Behavior Interventions and Supports (PBIS) system. | AeroSTEM will continue implementing Positive Behavior Interventions and Supports (PBIS). Staff will meet regularly to analyze behavioral data. Clear structures, routines, visuals, and time to practice correct behaviors are essential for Economically Disadvantaged, English Language Learner and Foster Youth students that thrive in positive environments.<br><br>PBIS schools provide positive environments and supports and are proactive in providing social-emotional support to Economically Disadvantaged, English Language Learner and Foster Youth students.<br><br>Funds will support software and materials needs for PBIS system. | $750.00 | Yes |
| **1.2** | Provide school ERMS Counselor | An ERMS counselor on campus will provide social emotional support and follow up to student obstacles in attendance and competing coursework | $30,907.00 | Yes |
| **1.3** | Chronic absentee interventions and attendance monitoring, communication, and supports | Attendance will be monitored and communicated coherently at AeroSTEM by a part time attendance clerk position.<br><br>AeroSTEM will continue to implement a progression of interventions for students who are on track to be or who are chronically absent. Particular attention will be placed on Economically Disadvantaged, Hispanic, and White student subgroups as they are in the red indicator on the CA Dasboard. | $22,941.00 | Yes |
| **1.4** | Continue maintenance of quality school facilities | AeroSTEM will continue to conduct the Facility Inspection Tool (FIT) every winter. Funds to support a part time custodian to conduct/coordinate all necessary maintenance and repairs at all school site facilities. | $27,969.00 | No |
| **1.5** | Maintain a .5 FTE health assistant | A .5 FTE will be funded in order to provide health support for students while on campus. Position will also support student health plans and students with disabilities as needed. | $22,942.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
|          |       |             |             |              |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|--------|-------------|--------------|
| 2 | Increase student success in ELA and Math as evidenced by multiple measures. | Broad Goal |

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

At the core of every school is the understanding that schools teach students the hope of every student being able to learn and succeed at proficient levels, most notably in English Language Arts (ELA) and mathematics. Every educational partner agrees that the highest priority is these two areas as they are foundational to success in all school subject areas.

State Data, benchmark data, and local data suggest that our students continue to progress as a whole in ELA and math, but not at the desired rate. There are disparities among data for at-risk student groups compared to all students.

The 2025-2026 LCAP will maintain supports put in place in previous years, such as the Director of Special Education, EL Coordinator, para-educators and class size reduction. The site will also provide supplemental academic programs and after-school academic support to ensure student engagement in their learning and provide multiple ways for students to access interventions and enrichment opportunities to accelerate their learning.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|----------|----------------|----------------|---------------------------|----------------------------------|
| 2.1 | Percentage of English Learners scoring on grade level or above in ELA on the winter diagnostic assessment. | EL - 0%<br><br>Winter 23/24 | EL - 0%<br><br>Winter 24/25 | | EL - 50%<br><br>Winter 26/27 | EL - 0 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Source:  Local Assessment: IXL Priority 2B | | | | | |
| 2.2 | Percentage of English Learner students designated as reclassified Source:  Local data Priority 4F | EL - 0%<br><br>May 23/24 | Not reportable | | EL - 33%<br><br>May 26/27 | EL - n/a |
| 2.3 | Percentage of students who are meeting or exceeding standards as measured by the State Smarter Balanced Summative Assessment in Math, ELA and Science. Source: CAASPP Dashboard Priority 4A | MATH<br>ALL - 26.58%<br>SD - 23.53%<br>WH - 38.89%<br>HS - 6.25%<br>EL - N/A<br>SWD - 13.34%<br><br>ELA<br>ALL - 40.51%<br>SD - 37.25%<br>WH - 41.67%<br>HS - 34.38%<br>EL - N/A<br>SWD - 20%<br><br>Science<br>ALL - 37.84%<br>SD - 36.36%<br>WH - 50.00%<br>HS - 7.69%<br>EL - N/A<br>SWD - N/A<br><br>CAASPP Dashboard 22/23 | MATH<br>ALL - 25%<br>SD - 16.67%<br>WH - 30.30%<br>HS - 20%<br>EL - Not Reportable<br>SWD - Not Reportable<br><br>ELA<br>ALL - 38.16%<br>SD - 29.63%<br>WH - 36.36%<br>HS - 40%<br>EL - Not Reportable<br>SWD - Not Reportable<br><br>Science<br>ALL - 30.70%<br>SD - 20.73%<br>WH - 44.89%<br>HS - 19.58%<br>EL - 2.36% | | MATH<br>ALL - 40%<br>SD - 35%<br>WH - 58%<br>HS - 15%<br>EL - 15%<br>SWD - 20%<br><br>ELA<br>ALL - 61%<br>SD - 56%<br>WH - 63%<br>HS - 52%<br>EL - 53%<br>SWD - 30%<br><br>Science<br>ALL - 50%<br>SD - 48%<br>WH - 65%<br>HS - 20%<br>EL - 40%<br>SWD - 30%<br><br>CAASPP Dashboard 25/26 | MATH<br>ALL - -1.58<br>SD - -6.68<br>WH --8.59<br>HS - +13.75<br>EL - n/a<br>SWD - n/a<br><br>ELA<br>ALL - -2.35<br>SD - -7.62<br>WH - -5.31<br>HS - -5.62<br>EL - n/a<br>SWD - n/a<br><br>Science<br>ALL - -7.14<br>SD - -15.63<br>WH - -5.11<br>HS - +11.89<br>EL - n/a<br>SWD - n/a |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | SWD - 9%<br><br>CAASPP Dashboard 23/24 | | | |
| 2.4 | Points below/above standard (DFS) in Math and ELA State Smarter Balanced Summative Assessment.<br>Source: California Dashboard<br>Priority 4A | MATH<br>ALL - 74.7 below DFS<br>SD - 85 below DFS<br>WH - 53.1 below DFS<br>HS - 105.6 below DFS<br>EL - N/A<br>SWD - 103 below DFS<br><br>ELA<br>ALL - 44.8 below DFS<br>SD - 58.4 below DFS<br>WH - 43.3 below DFS<br>HS - 59.1 below DFS<br>EL - N/A<br>SWD - 71 below DFS<br><br>CA Dashboard Fall 2023 | MATH<br>ALL - 55.7 below DFS<br>SD - 88.3 below DFS<br>WH - 32.7 below DFS<br>HS - 72.9 below DFS<br>EL - Not Reportable<br>SWD - Not Reportable<br><br>ELA<br>ALL - 19.9 below DFS<br>SD - 32.9 below DFS<br>WH - 10.5 below DFS<br>HS - 17.4 below DFS<br>EL - Not Reportable<br>SWD - Not Reportable<br><br>CA Dashboard Fall 2024 | | MATH<br>ALL - 49 below DFS<br>SD - 80 below DFS<br>WH - 11 below DFS<br>HS - 80 below DFS<br>EL - 90 below DFS<br>SWD - 80 below DFS<br><br>ELA<br>ALL - 14 below DFS<br>SD - 40 below DFS<br>WH - 20 below DFS<br>HS - 40 below DFS<br>EL - 68 below DFS<br>SWD- 50 below DFS<br><br>CA Dashboard Fall 2026 | MATH<br>ALL - +19<br>SD - -3.3<br>WH - +20.4<br>HS - +32.7<br>EL - n/a<br>SWD - n/a<br><br>ELA<br>ALL - +24.9<br>SD - +25.6<br>WH - +32.8<br>HS - +41.7<br>EL - n/a<br>SWD - n/a |

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| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.5 | Percentage of students scoring on grade level or above in Math and ELA on the winter diagnostic assessment.<br>Source: Local Assessment: IXL<br>Priority 2A | MATH<br>ALL - 9%<br>SD - 3%<br>WH - 9%<br>HS - 3%<br>EL - 0%<br>SWD - 0%<br><br>ELA<br>ALL - 10%<br>SD - 6%<br>WH - 20.6%<br>HS - 6%<br>EL - 0%<br>SWD - 6%<br><br>Winter 23/24 | MATH<br>ALL - 14%<br>SD - 11%<br>WH - 12%<br>HS - 9%<br>EL - 0%<br>SWD - 7%<br><br>ELA<br>ALL - 25%<br>SD - 24%<br>WH - 28%<br>HS - 21%<br>EL - 0%<br>SWD - 21%<br><br>Winter 24/25 | | MATH<br>ALLs - 40%<br>SD - 15%<br>WH - 40%<br>HS - 15%<br>EL - 10%<br>SWD - 10%<br><br>ELA<br>ALL - 45%<br>SD - 25%<br>WH - 50%<br>HS - 20%<br>EL - 15%<br>SWD - 20%<br><br>Winter 26/27 | MATH<br>ALL - +5<br>SD - +8<br>WH - +3<br>HS - +6<br>EL - 0<br>SWD - +7<br><br>ELA<br>ALL - +15<br>SD - +18<br>WH - +7.4<br>HS - +15<br>EL - 0<br>SWD -+15 |
| 2.6 | Percentage of Economically Disadvantaged, English Language Learner and students with exceptional needs scoring below grade level in Math and ELA on the winter diagnostic assessment receiving intervention.<br>Source: Local Assessment: IXL<br>Priority 7B/C | MATH<br>SD - 100%<br>EL - 100%<br>SWD - 100%<br><br>ELA<br>SD - 100%<br>EL - 100%<br>SWD - 100%<br><br>Winter 23/24 | MATH<br>SD - 100%<br>EL - 100%<br>SWD - 100%<br><br>ELA<br>SD - 100%<br>EL - 100%<br>SWD - 100%<br><br>Winter 24/25 | | MATH<br>SD - 100%<br>EL - 100%<br>SWD - 100%<br><br>ELA<br>SD - 100%<br>EL - 100%<br>SWD - 100%<br><br>Winter 26/27 | MATH<br>SD - 0<br>EL - 0<br>SWD - 0<br><br>ELA<br>SD - 0<br>EL - 0<br>SWD - 0 |

# Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal # 2: Increase student success in ELA and Math as evidenced by multiple measures.

Fully Implemented
2.1 Maintain Director of Special Education position
2.2 Maintain English Learner (EL) Supports
2.3 Maintain Para-educator positions to support behavior and academics
2.4 Maintain IXL Diagnostics for progress monitoring and supplemental instruction
2.5 Maintain Class Size Reduction
2.6 Provide after school intervention and academic support

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In goal area two, the difference between planned and actual expenditures for all action items was -8%. All action items except 2.3 and 2.5 had negligible variances. The difference for action 2.3 was a reduction from 3 to two paraeducators. The difference for action 2.5 was a change in staffing cost from the previous year.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions taken under this goal during this first year of the three-year LCAP cycle at AeroSTEM Academy resulted in overall positive results. All metrics, except 2.3 showed positive outcomes, and though the outcomes of 2.3 were negative, it was negligible.

The percent of English Learners scoring on grade level or above in ELA on the local assessment and those that reclassified stayed static, the points below/above standard (DFS) on State assessments improved by 20 points or more overall and and at-risk student groups improved, and the percentage of students scoring on grade level or above in Math and ELA on the local diagnostic improved.

Action 2.3 is the percentage of students who are meeting or exceeding standards as measured by the State assessment in Math, ELA and Science. The percentage went down 1.5% points in math and 2.3% points in english.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Current actions resulted in a mix of both positive and negative outcomes (for one year cycle), and considering the overall growth and changes of the school, the planned goal, metrics, target outcomes, and specific actions for the coming year will remain unchanged.

We will sustain current actions for another year. This approach aims to provide a more consistent data set, allowing us to better identify and address long-term trends rather than reacting to short-term fluctuations. This is particularly important given the challenge of small enrollment, where the actions of a single student can significantly skew data, making it difficult to discern broader patterns.

By maintaining current practices, we hope to mitigate the impact of these individual data points and gain a clearer understanding of the effectiveness of our strategies over time.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 2.1 | Maintain Director of Special Education position | Maintain Director of Special Education position | $146,490.00 | No |
| 2.2 | Maintain English Learner (EL) Supports | EL Site Coordinator Position - The EL Site Coordinator Position support and lead the EL practices and effective strategies for teaching EL students as well as oversees ELPAC Assessments. | $1,500.00 | Yes |
| 2.3 | Maintain Para-educator positions to support behavior and academics | Three para-educators will be maintained to provide additional academic and behavioral support for students with an IEP or who are considered high risk. | $127,530.00 | Yes |
| 2.4 | Maintain IXL Diagnostics for progress monitoring and supplemental instruction | Continue implementing IXL ELA and Mathematics diagnostic, as a local summative assessment tool three times a year.

AeroSTEM will continue to utilize IXL as an intervention and enrichment tool in ELA and Mathematics during school, and extended learning. IXL is | $1,913.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | a student tool to utilize at school, at home, and after school care, to target instructional needs and allow extended learning time. | | |
| **2.5** | Maintain Class Size Reduction | Teacher and parent feedback indicates that ongoing class size reduction for all grades would provide more small-group and individualized instructional opportunities for all students, but specifically for Economically Disadvantaged, English Language Learner and Foster Youth students.<br><br>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. | $594,444.00 | Yes |
| **2.6** | Provide after school intervention and academic support | AeroSTEM will maintain after school academic support. Teachers will implement a coordinated system of highly effective academic interventions for students most specifically, Economically Disadvantaged, English Language Learner and Foster Youth subgroups. | $6,000.00 | Yes |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 3 | Prepare students to be Career and College ready. | Broad Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

AeroSTEM Academy students must have access to an instructional program that meets the requirements for post-secondary success, whether at an institute of higher learning or in a career of their choice. As such, all students must receive a high-quality program that provides them with the requisite skills for success after graduation.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.1 | Percentage of seniors that have successfully completed A-G requirements or CTE Pathways.<br>Source:  Local Data<br>Priority 4C/B/D | A-G - 100%<br>CTE - 100%<br>A-G & CTE - 100%<br><br>May 23/24 | A-G - 100%<br>CTE - 50%<br>A-G or CTE - 100%<br><br>May 24/25 | | A-G - 100%<br>CTE - 100%<br>A-G or CTE - 100%<br><br>May 26/27 | A-G - 0<br>CTE - -50<br>A-G or CTE - 0 |
| 3.2 | Percentage of students will have standards-aligned curriculum, that includes integrated ELD standards as applicable, aligned with the Williams Act process<br>Source:  SARC | 100%<br>May 23/24 | 100%<br>May 24/25 | | 100%<br>May 26/27 | 0 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Priority 1B | | | | | |
| 3.3 | Percentage of pupils who participate in and demonstrate college preparedness by the EAP or other assessment of college preparedness. Source: CA Dashboard Priority 4H | 0%<br><br>CA Dashboard Fall 2023 | Data not available due to size of student group.<br><br>CA Dashboard Fall 2024 | | 50%<br>CA Dashboard Fall 2026 | n/a |
| 3.4 | Percentage of English Learner students making progress as measured by the English Learner Progress Indicator on the CA School Dashboard Source:  CA Dashboard/Local Data Priority 4E | Data not available due to size of student group.<br><br>CA Dashboard Fall 2023 | Data not available due to size of student group.<br><br>CA Dashboard Fall 2024 | | Will report if the number of the students result in data being displayed on the CA Dashboard.<br><br>CA Dashboard Fall 2026 | n/a |
| 3.5 | Percentage of students who pass AP exam with score of 3 or higher Source:  Local Data Priority 4G | 0%<br>May 23/24 | 0%<br>May 24/25 | | 25%<br>May 26/27 | 0 |

# Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal # 3: Prepare students to be Career and College ready.

Fully Implemented
3.1 Field Trips
3.2 Academic and Career Counseling
3.3 Career Technical Education (CTE) Pathways
3.4 College Access Supports

Partially Implemented

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An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In goal area three, the difference between planned and actual expenditures for all action items was -7%. All action items except 3.1 had negligible variances.
The difference for action item 3.1 Field Trips was the intentional switch from field trips that required charter bus transportation to field trips that did not. There was a cost savings. Also, the most expensive field trip, Shady Creek, had a reduction in cost due to donations

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A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions taken under this goal during this first year of the three-year LCAP cycle at AeroSTEM Academy resulted in overall positive results. Some metrics results could not be reported due to the size of the student groups.
Both metrics 3.1 and 3.2 maintained a 100% rate, 3.3 and 3.4 could not be reported, and 3.5 (percentage of students taking AP exams) stayed at 0%. This metric, though required, is not a focus of the academic program

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A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Current actions resulted in a mix of both positive and negative outcomes (for one year cycle), and considering the overall growth and changes of the school, the planned goal, metrics, target outcomes, and specific actions for the coming year will remain unchanged.

We will sustain current actions for another year. This approach aims to provide a more consistent data set, allowing us to better identify and address long-term trends rather than reacting to short-term fluctuations. This is particularly important given the challenge of small enrollment, where the actions of a single student can significantly skew data, making it difficult to discern broader patterns.

By maintaining current practices, we hope to mitigate the impact of these individual data points and gain a clearer understanding of the effectiveness of our strategies over time.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 3.1 | Field Trips | Schedule 3 field trips per grade level in alignment with college and/or CTE exposure and grade level academic standards. | $14,000.00 | No |
| 3.2 | Academic and Career Counseling | Provide academic, college, and CTE counseling to support students.<br><br>Provide targeted assistance to Economically Disadvantaged, English Language Learner and Foster Youth students in college and career readiness activities and guidance.<br><br>Offer College Success and Career Planning and Development dual enrollment classes. | $31,843.00 | Yes |
| 3.3 | Career Technical Education (CTE) Pathways | Increase middle school career awareness activities and programs aligned to CTE Programs and industry needs.<br><br>Increase high school participation in CTE Pathways & Dual Enrollment.<br><br>Employ (1) FTE CTE credentialed teacher for CTE/STEM classes for middle school/high school. | $87,856.00 | No |
| 3.4 | College Access Supports | AeroSTEM will continue the college and career supports to help increase graduation rates, UC/CSU A-G rates, student access to career pathways, and lower drop-out rates with a specific focus on Economically Disadvantaged, English Language Learner and Foster Youth subgroups. | $30,907.00 | Yes |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|--------|-------------|--------------|
| 4 | Engage all educational partners to support student success. | Broad Goal |

State Priorities addressed by this goal.

> Priority 3: Parental Involvement (Engagement)
> Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Communication is essential for all educational partners working together to support student learning. AeroSTEM Academy has witnessed that while parent support is strong, the number of families and parents actively participating in on-site functions is lower than desired. Staff needs to create more developed opportunities for parent involvement and communicate those opportunities more effectively. AeroSTEM Academy's ability to increase parent involvement, input, and engagement will increase community engagement and strengthen educational partnerships with families.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|----------|----------------|----------------|---------------------------|----------------------------------|
| 4.1 | Opt-In usage rate of educational partner usage of communication tool Parent Square Source: Local Data Priority 3A | Email - 97% Text - 10% App - 66% Winter 23/24 | Email - 98% Text - 6% App - 43% Winter 24/25 | | Email - 97% Text - 40% App - 75% Winter 26/27 | Email - +1 Text - -4 App - -23 |
| 4.2 | Percent of parents and students who feel the school is safe. Source: Educational Partner Surveys Priority 6C | Parents - 73% Students - 96% Winter 23/24 | Parents - 100% Students - 90% Winter 24/25 | | Parents - 95% Students - 98% Winter 26/27 | Parents - +27 Students - -6 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 4.3 | Percent of parents and students who feel a sense of connectedness to the school.<br>Source: Educational Partner Surveys<br>Priority 6C | Parents - 96%<br>Students - 66%<br><br>Winter 23/24 | Parents - 100%<br>Students - 67%<br><br>Winter 24/25 | | Parents - 96%<br>Students - 98%<br><br>Winter 26/27 | Parents - +4<br>Students - +1 |
| 4.4 | Attendance of educational partners at Charter Council meetings<br>Source: Local Data<br>Priority 3B/C | Average Attendance<br><br>ALL - 5<br>SD - 1<br>EL - 1<br>SWD - 1<br><br>Winter 23/24 | Average Attendance<br><br>ALL - 3<br>SD - 1<br>EL - 0<br>SWD - 0<br><br>Winter 24/25 | | Average Attendance Goal<br><br>ALL - 15<br>SD - 3<br>EL - 3<br>SWDs - 3<br><br>Winter 26/27 | ALL - -2<br>SD - 0<br>EL - -1<br>SWDs - -1 |

# Goal Analysis [2024-25]
An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal # 4: Engage all educational partners to support student success.

Fully Implemented
4.1 Maintain and utilize Parent Square application, website, and social media communications
4.2 Maintain staff member for partner coordination and outreach
4.3 Provide Educational Partner Engagement Opportunities through surveys and the Charter Council
4.4 Provide multiple events designed for educational partners
4.5 Maintain and utilize LMS and data warehouse

Partially Implemented

**An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.**

In goal area four, the difference between planned and actual expenditures for all action items was +15%.
Action items 4.3, 4.4, and 4.5 had negligible variances.

The difference for action item 4.1 was the increased cost of ParentSquare and the initial cost to change the website hosting vendor. The difference for action item 4.2 was a change in personnel.

**A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.**

The actions taken under this goal during this first year of the three-year LCAP cycle at AeroSTEM Academy resulted in overall positive results.

Metrics 4.1 increased the overall use of ParentSquare by parents via email, though there is still growth to be made with text and app usage. Metric 4.2 and 4.3 both saw an improvement for how parents feel about the culture and climate of the school, and stayed about the same for how students felt on campus.

The number of events for educational partners increased from 2 the previous year to 5 for the 24/25 school year (action 4.4) Though metric 4.4 saw a small decline in the number of parents attending council meetings, long-term the added events will positively impact partner participation.

**A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.**

Current actions resulted in a mix of both positive and negative outcomes (for one year cycle), and considering the overall growth and changes of the school, the planned goal, metrics, target outcomes, and specific actions for the coming year will remain unchanged.

We will sustain current actions for another year. This approach aims to provide a more consistent data set, allowing us to better identify and address long-term trends rather than reacting to short-term fluctuations. This is particularly important given the challenge of small enrollment, where the actions of a single student can significantly skew data, making it difficult to discern broader patterns.

By maintaining current practices, we hope to mitigate the impact of these individual data points and gain a clearer understanding of the effectiveness of our strategies over time.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **4.1** | Maintain and utilize Parent Square application, website, and social media communications | AeroSTEM will improve two-way communication by utilizing multiple communication methods and engage with all educational partners to enhance existing protocols, identify expansion opportunities, and facilitate two-way communication, cultural awareness, and collaborative planning. | $846.00 | No |
| **4.2** | Maintain staff member for partner coordination and outreach | Provide office staff member (.5)  who connect the school and educational partners to support students' success in school. | $35,980.00 | Yes |
| **4.3** | Provide Educational Partner Engagement Opportunities through surveys and the Charter Council | AeroSTEM will develop and implement a systemic process to engage and obtain student voices from diverse students, including different grade levels (age appropriate) and groups that have been traditionally underrepresented and underserved, and untapped in public education. | $500.00 | No |
| **4.4** | Provide multiple events designed for educational partners | Provide targeted opportunities for partner engagement at the school site through various events and meetings. | $550.00 | No |
| **4.5** | Maintain and utilize LMS and data warehouse | AeroSTEM will continue to implement a LMS system with an emphasis on increasing parent usage to communicate with students and their parents/guardians/caregivers. | $3,500.00 | No |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| **5** | Recruit and retain high capacity staff who are committed to the mission and vision of the school. | Broad Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

AeroSTEM Academy aims to recruit and retain staff members who will support all students in acquiring the skills necessary to develop and follow their postsecondary dreams.
Staff developed this goal to reflect our commitment to teacher preparedness and development by ensuring that all students are challenged to reach high standards daily in each classroom. The actions will allow staff to best represent and serve the diverse needs of the students and families in this district.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 5.1 | Percentage of teachers appropriately assigned and fully credentialed (Preliminary, clear, or Intern Credential). Source: School Accountability Report Card (SARC) Priority 1A | 85% SARC 22/23 | 85% SARC 23/24 | | 100% SARC 25/26 | 0 |
| 5.2 | Percent of staff who feel the school is safe. | Staff - 100% <br><br> Winter 23/24 | Staff - 100% <br><br> Winter 24/25 | | Staff - 100% <br><br> Winter 26/27 | 0 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Source: Educational Partner Surveys Priority 6C | | | | | |
| 5.3 | Percent of staff who feel a sense of connectedness to the school. Source: Educational Partner Surveys Priority 6C | Staff - 100% Winter 23/24 | Staff - 100% Winter 24/25 | | Staff - 100% Winter 26/27 | 0 |
| 5.4 | Percentage of teachers that received professional development on State Standards and effective instructional practices Source: Local Data Priority 8 | Staff - 100% May 23/24 | Staff - 100% Winter 24/25 | | Staff - 100% May 26/27 | 0 |

# Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal # 5: Recruit and retain high capacity staff who are committed to the mission and vision of the school.

Fully Implemented
5.1 Participate in the Tri-County Induction Program
5.2 Human Resource Systems
5.3 Continuing Education
5.4 Systemic Professional Development

Partially Implemented

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In goal area two, the difference between planned and actual expenditures for all action items was +9%.
Action items had negligible variances except 5.2 (Human Resource Systems)

The difference for action item 5.2 was a change in personnel.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions taken under this goal during this first year of the three-year LCAP cycle at AeroSTEM Academy resulted in overall positive results.  Metric 5.1 stayed the same at 85% of teachers appropriately assigned and fully credentialed. Metrics 5.2 (staff feeling safe) , 5.3 (staff feeling connected)  and 5.4 (staff receiving professional development) all maintained a 100% rating from the staff.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Current actions resulted in a mix of both positive and negative outcomes (for one year cycle), and considering the overall growth and changes of the school, the planned goal, metrics, target outcomes, and specific actions for the coming year will remain unchanged.

We will sustain current actions for another year. This approach aims to provide a more consistent data set, allowing us to better identify and address long-term trends rather than reacting to short-term fluctuations. This is particularly important given the challenge of small enrollment, where the actions of a single student can significantly skew data, making it difficult to discern broader patterns.

By maintaining current practices, we hope to mitigate the impact of these individual data points and gain a clearer understanding of the effectiveness of our strategies over time.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Actions

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| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **5.1** | Participate in the Tri-County Induction Program | The Tri-County Induction Program (TCIP) is an approved and accredited educator program by the California Commission on Teacher Credentialing.<br><br>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. | $8,000.00 | No |
| **5.2** | Human Resource Systems | AeroSTEM will continue to monitor and implement Human Resources protocols to ensure staff are appropriately assigned based on credential, and staff evaluations are can be documented. | $54,120.00 | No |
| **5.3** | Continuing Education | Support staff through continuing education reimbursement. | $4,623.00 | No |
| **5.4** | Systemic Professional Development | 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.<br><br>Professional development includes 5 staff days before the school year, 2 staff days during the year, and 5 staff days after the school year. | $40,109.00 | No |

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|---|
| $328,400 | $31,349 |

**Required Percentage to Increase or Improve Services for the LCAP Year**

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|---|---|---|
| 23.963% | 0.000% | $0.00 | 23.963% |

**The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.**

# Required Descriptions

## *LEA-wide and Schoolwide Actions*

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| 1.1 | **Action:**<br>Maintain Positive Behavior Interventions and Supports (PBIS) system.<br><br>**Need:**<br>The school administration discerned several key needs within the student community, necessitating the beginning of a Positive Behavioral Interventions and Supports system. Paramount among these needs is the cultivation of social emotional skills, with a | Explanation: The concept behind the school-wide employment of Positive Behavioral Interventions and Supports system aims at fulfilling the recognized requirements of every diverse set of students, with an intensified focus on the ones living in poverty, likely suffering from trauma or bullying encounters. The curriculum finds its place universally, thus nurturing social-emotional abilities in students and curbing bullying episodes. It further provides additional reinforcement for those students who may require an extra push toward | Metric 1.1 Student Attendance Percentage Source: Annual Attendance Report (P2) Priority 5A<br><br>Metric 1.2 Chronic absenteeism rate Source: CA School Dashboard Priority 5B |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | distinct focus on students living in poverty. Such students may be grappling with elevated stress levels, resulting in trauma and incidents of bullying. The absence of these critical skills can hinder their progress and overall prosperity within the educational sphere.<br><br>Student attendance percentage is 95%, but socio-economical disadvantaged (90%), Hispanic (90%, english Learns (92%) and students with disabilities (93%) are all lower. Chronic absenteeism is higher than the state average at (31%), but Hispanic (39%) and students with disabilities (39%) are higher than all students.<br><br><br>**Scope:**<br>  LEA-wide | adapting to new behaviors. This schoolwide strategy ensures that every student benefits from this crucial program, building a more accommodating learning atmosphere.<br><br>Rationale: Our rationale for adopting this extensive scope aligns with the school's commitment to enhancing rudimentary skills for the entirety of the student population. The importance of reaching out to every student, irrespective of their socio-economic condition, underlines the motivation behind spreading this action LEA-wide. The idea is to establish an all-inclusive platform promoting a supportive learning environment, thus paving the way for each student to prosper in their educational journey.<br><br>Assessment: The action emphasizes the necessity for comprehensive support systems, safety initiatives, and efficient resource allocation. Additionally, this action supports all unduplicated students and at-risk students, and requires continued progress with appropriate support. | |
| 1.2 | **Action:**<br>Provide school ERMS Counselor<br><br>**Need:**<br>Educational Partners, along with staff, has identified a significant need for extensive mental health support for all segments of students, with a particular focus on Socio-Economically Disadvantaged, students with disabilities, and at risk students. These specific student populations frequently face | Explanation: The intention behind the deployment of a School Mental Health Professional is to sufficiently tend to the comprehensive mental health needs that pervade all student communities. This, notably, includes those in Low-Income categories, English Learners, and Foster Youth. This professional aims to provide explicit counseling backing, connections to further community resources, and an obligation to foster a beneficial and safe school culture. This decision is especially relevant during middle school years, | Metric 1.3 Pupil Suspension Rate Source: CA School Dashboard Priority 6A<br><br>Metric 1.5 High School Graduation Rate Source: CA Dashboard Priority 5E |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | unique challenges such as socio-economic stressors, language barriers, and instability in their personal lives. These circumstances can profoundly affect their mental health and academic performance, necessitating the provision of additional and tailored support services.<br><br>While the suspension rate for all students is 3.4%, students with disabilities was much higher at 6.9%.  The high school graduation rate was extremely low at 40% for all students and 43% for socio-economically disadvantaged students.<br><br>**Scope:**<br>  LEA-wide | where the provision of rigorous and exciting classes is guaranteed for all students. Furthermore, this action is set to alleviate the discrepancy between the suspension rates of conventional students and those within Low-Income, English learning, homeless, and foster youth categories.<br><br>Rationale: The ongoing high-demand requirements of the student population, combined with persistent suspension rates, particularly at the middle school level, necessitates the rolling out of health professionals at every school statewide. Most significantly, the initiative is designed to reduce disparities in student suspension rates. In a broader context, transferring these services to all students, regardless of their circumstances, ensures that everyone receives the additional mental health support vital for their well-being. This substantial endeavor is expected to correlate positively with enhanced attendance rates and a decline in chronic absenteeism, elevating the schools' overall academic and social atmosphere.<br><br>Assessment: The action "Provide school ERMS Counselor" has been devised to address the needs highlighted. The fundamental role of these experts will be to offer counseling support services and community resources to Low-Income , Foster Youth, and English Learners. This assistance is designed to counteract the effects of their challenging circumstances and enhance their overall mental health. Beyond direct counseling, mental health professionals will engage with the wider student community to nurture a supportive and secure school culture. This inclusive approach | |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | favors all students by contributing to a positive learning environment. This action highlights the importance of academic engagement and challenge for all students, including underrepresented groups. | |
| 1.3 | **Action:** Chronic absentee interventions and attendance monitoring, communication, and supports<br><br>**Need:** Chronic absenteeism is higher than the state average at (31%), but Hispanic (39%) and students with disabilities (39%) are higher than all students.<br><br>Student attendance percentage is 95%, but socio-economical disadvantaged (90%), Hispanic (90%, english Learns (92%) and students with disabilities (93%) are all lower.<br><br>**Scope:** LEA-wide | Explanation: According to local data in 2023-2024, the attendance rate for unduplicated students has not improved as desired. With the intense work of staff and implementation of systems, AeroSTEM anticipates that the 2024 CA Dashboard will reflect positive growth for chronically absent students.<br><br>Rationale: The attendance clerk provides up-to-date attendance data and quick positive information to parents and guardians. They will communicate with families about their child's absences and provide resources to support students in being in school.<br><br>Assessment: The attendance clerk will free up time for our teachers, allowing them to engage with families more quickly and build more positive connections by communicating all attendance issues with families.. They will also be the bridge between chronically absent students and administration. | Metric 1.1 Student Attendance Percentage Source: Annual Attendance Report (P2) Priority 5A<br><br>Metric 1.2 Chronic absenteeism rate Source: CA School Dashboard Priority 5B |
| 1.4 | **Action:** Continue maintenance of quality school facilities<br><br>**Need:** | | Metric 1.8 Priority 1C - Level to which facilities are maintained and in good repair. Source: FIT Report |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | **Scope:** | | |
| 1.5 | **Action:**<br>Maintain a .5 FTE health assistant<br><br>**Need:**<br>The school will address the importance of connecting Low-Income families, Homeless students, and students with disabilities with community resources and medical referrals. Due to an increase in students with disabilities and Low-Income families, accessing medical services is challenging without the support of health staff. Additionally, AeroSTEM emphasized the critical need to enhance health services for all students, particularly those with disabilities and medically fragile conditions. AeroSTEM aims to prevent medical issues from contributing to absences. Children living in poverty, with a disability, or with a chronic illness experience significant health disparities and are at a higher risk of dropping out of school (DePaoli, Balfanz, Bridgeland, Atwell, & Ingram, 2017; Robert Wood Johnson Foundation, 2016). Health staff play a proactive role in working with families, preventing and evaluating illnesses, helping with attendance, serving as liaisons to other medical staff, and providing resources to families.<br><br>Student attendance percentage is 95%, but socio-economical disadvantaged (90%), Hispanic (90%, english Learns (92%) and students with disabilities (93%) are all lower. | Explanation: The schoolwide implementation of a Health Assistant is essential to adequately cater to the varying needs of the full student body. Specifically, Students with Disabilities or those medically fragile demand monitoring and an effective medical strategy. To this end, a Health Assistant acts as unyielding support, optimizing their living conditions and overall health status. This initiative conveniently doubles as a resource for financially challenged families or those in foster care by aligning them with essential community resources alongside medical referrals.<br><br>Rationale: The justification for an LEA-wide scope lies in the diversity of students' health needs. There are students with chronic ailments requiring regular attention, as well as daily incidents needing immediate evaluation. Therefore, a broad approach ensures that every health-related issue is promptly dealt with, regardless of frequency or severity. Furthermore, unduplicated students, Low-Income, Foster youth, and English Learners, who often find themselves isolated and without medical support, benefit significantly from this scope of action. As such, the addition of Health Assistant is necessary and beneficial.<br><br>Assessment: The role of Health Assistant encompasses providing consistent supervision and aid to medically fragile students. Additionally, they link Low-Income families and foster children to necessary community resources and medical referrals. The district's commitment to | Metric 1.1 Student Attendance Percentage Source: Annual Attendance Report (P2) Priority 5A<br><br>Metric 1.2 Chronic absenteeism rate Source: CA School Dashboard Priority 5B |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | Chronic absenteeism is higher than the state average at (31%), but Hispanic (39%) and students with disabilities (39%) are higher than all students.<br><br>**Scope:**<br>  LEA-wide | strengthening health services is palpable in executing this initiative. Their primary objective is to ensure all students receive the necessary care and resources to prosper academically | |
| 2.1 | **Action:**<br>Maintain Director of Special Education position<br><br>**Need:**<br><br><br>**Scope:** | | Metric 2.3 Percentage of students who are meeting or exceeding standards as measured by the State Smarter Balanced Summative Assessment in Math, ELA and Science. Source: CAASPP Dashboard Priority 4A<br><br>Metric 2.4 Points below/above standard (DFS) in Math and ELA State Smarter Balanced Summative Assessment. Source: California Dashboard Priority 4A<br><br>Metric 2.5 Percentage of students scoring on grade level or above in Math and ELA on the winter diagnostic assessment. Source:  Local Assessment: IXL Priority 2A |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | Metric 2.6 Percentage of Economically Disadvantaged, English Language Learner and students with exceptional needs scoring below grade level in Math and ELA on the winter diagnostic assessment receiving intervention. Source:  Local Assessment: IXL Priority 7B/C |
| 2.3 | **Action:** Maintain Para-educator positions to support behavior and academics  **Need:** Para-educators play a crucial role in maintaining consistency across various critical components of educational systems, such as curriculum, instructional techniques, Multi-Tiered Systems of Support (MTSS), and assessments by supporting the teaching staff. This consistency is vital for several reasons. Paraeducators support curriculum implementation across all classrooms and grade levels, maintaining a standard quality of education so that all students receive the same foundational knowledge and skills, regardless of their specific class or teacher. | Explanation: The scope of the actions undertaken by the Paraeducators is established to span all students. This widespread approach was implemented to effectively attend to the varying needs of the diverse student groups within the entire educational setting. The uniform execution of this action maintains consistency in curriculum, instructional techniques, Multi-Tiered Systems of Support (MTSS), and assessments. It also paves the way for making data-driven adjustments, the equitable distribution of resources, and the collection of timely feedback. Rationale: The reasoning behind this LEA-wide scope lies in its many benefits. By having the paraeducators support teachers in all grade levels, and all students groups, including unduplicated and at-risk groups. Assessment: To meet previously identified necessities, the district employed the strategy of hiring Paraeducators. They are pivotal in executing the PBIS system and MTSS framework, assuring effective assistance for students requiring | Metric 2.3 Percentage of students who are meeting or exceeding standards as measured by the State Smarter Balanced Summative Assessment in Math, ELA and Science. Source: CAASPP Dashboard Priority 4A  Metric 2.4 Points below/above standard (DFS) in Math and ELA State Smarter Balanced Summative Assessment. Source: California Dashboard Priority 4A |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | Additionally, para-educators are essential in implementing and maintaining MTSS frameworks, ensuring that support systems are consistently applied to provide appropriate interventions and support to students based on their individual needs. This consistency is key to effectively addressing academic and behavioral challenges and promoting student success. In summary, para-educators are essential for maintaining consistency and quality across educational programs, ensuring that all students have access to a coherent and effective educational experience, which is crucial for their academic and personal growth.<br><br>Student are scoring much lower than the State average in math and ELA on the State assessment. Students are at 26.6% met/exceeded in math and 40.5% met or exceeded in ELA. This holds true for the distance from standard meet on the State assessments as well with student scoring 74.7 points below DFS for math and 44.8 points below DFS for ELA.<br><br>**Scope:**<br>  LEA-wide | additional support.  The paraeducators are instrumental in maximizing student learning, demonstrating the school's proactive strategy to satisfy the recognized necessities of its student body. | |
| 2.4 | **Action:**<br>Maintain IXL Diagnostics for progress monitoring and supplemental instruction<br><br>**Need:**<br>Within the school community, distinct student groups have been identified that necessitate | Explanation: The requirement for executing IXL ELA and Mathematics assessments across the school is vital for enriching student educational outcomes. This comprehensive performance measure offers a consistent and ascertainable method of growth analysis, ensuring the proper distribution of educational resources and | Metric 2.1 Percentage of English Learners scoring on grade level or above in ELA on the winter diagnostic assessment. |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | the implementation of a reliable growth measure. These groups encompass all students, including those with disabilities,English Learners, and at risk students.

Teachers and staff use IXL data to monitor students' progress toward achieving proficiency on the CAASPP. Socio-Economically Disadvantaged students and English Learners, among others, are not meeting proficiency standards on the 2023 CA ELA and math Dashboard. Therefore, staff require ongoing support and multiple measures to plan for student learning effectively. This need arises from the desire to allocate instructional time and resources for effective intervention appropriately.

For the winter 23/24 local assessment 0% of English Learners scored on grade level on the ELA assessment. For the same assessment only 9% of students were at grade level for Math and 10% of students on grade level for ELA.

**Scope:**
  LEA-wide | determining the optimal time for effective educational interventions. This domain of activity spans the entire school to promise an all-inclusive reach and equitable access to resources for every student. The information gathered from IXL provides crucial support to staff, enabling them to cater to individual student needs.

Rationale: Moreover, it orchestrates precise interventions, shaping instructional decisions and aligning teaching methods with California Assessment of Student Performance and Progress (CAASPP) testing standards. This alignment further assists in successfully applying a Multi-Tiered System of Support (MTSS) specifically tailored to aid students with unique needs. Thus, the breadth of this action being districtwide is justified, for it ensures comprehensive inclusion and unbiased access to resources for all students. It also enables the adaptation and enhancement of instruction methodologies to be consistent with state testing standards, thereby supporting the execution of expansive learning support systems custommade for students with distinctive requirements.

Assessment: In response to these identified needs, AeroSTEM has been integrating IXL ELA and Mathematics assessments multiple times a year. This initiative will allow data disaggregation for unduplicated students, and students with unique needs, thus accurately portraying each student's academic growth. The reach of this action is intended to encompass all educational partners, emphasizing students with disabilities, English Learners, and socio-economically | Source: Local Assessment: IXL Priority 2B

Metric 2.5 Percentage of students scoring on grade level or above in Math and ELA on the winter diagnostic assessment. Source: Local Assessment: IXL Priority 2A |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | disadvantaged. By providing a reliable and easily accessible growth measure, the action ensures that all students, irrespective of individual circumstances, are equipped with the academic resources they require for success | |
| **2.5** | **Action:**<br>Maintain Class Size Reduction<br><br>**Need:**<br>The goal of providing a smaller learning environment and in turn more rigorous academic intervention to students through smaller class sizes.<br><br>Student are scoring much lower than the State average in math and ELA on the State assessment. Students are at 26.6% met/exceeded in math and 40.5% met or exceeded in ELA. This holds true for the distance from standard meet on the State assessments as well with student scoring 74.7 points below DFS for math and 44.8 points below DFS for ELA.<br><br>For the winter 23/24 local assessment 0% of English Learners scored on grade level on the ELA assessment. For the same assessment only 9% of students were at grade level for Math and 10% of students on grade level for ELA.<br><br>**Scope:** | Explanation: AeroSTEM's unduplicated pupil count is projected at more than 65%, as a result, every class has unduplicated students enrolled.<br><br>Rationale: Research shows that lower class size supports increased academic performance. Research generally agrees that lower class size, are linked to positive educational benefits such as better test scores, fewer dropouts, and higher graduation rate, especially for disadvantaged children<br><br>Assessment: While classes are capped at 27 students each, the goal is to keep each class at 25 students. | Metric 2.1 Percentage of English Learners scoring on grade level or above in ELA on the winter diagnostic assessment. Source: Local Assessment: IXL Priority 2B<br><br>Metric 2.3 Percentage of students who are meeting or exceeding standards as measured by the State Smarter Balanced Summative Assessment in Math, ELA and Science. Source: CAASPP Dashboard Priority 4A<br><br>Metric 2.4 Points below/above standard (DFS) in Math and ELA State Smarter Balanced Summative Assessment. Source: California Dashboard Priority 4A<br><br>Metric 2.5 Percentage of students scoring on grade |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | LEA-wide | | level or above in Math and ELA on the winter diagnostic assessment. Source: Local Assessment: IXL Priority 2A |
| 2.6 | **Action:** Provide after school intervention and academic support<br><br>**Need:** The school has recognized an urgent need for further assistance for pupils, particularly those considered Socio-Economically Disadvantaged, and English Learners, and individuals with unique needs. English Learner progress on the 2023 CA District Dashboard. With quality interventions, these students will achieve competency levels in English Language Arts (ELA) and mathematics consistent with the broader student population.<br><br>For the winter 23/24 local assessment 0% of English Learners scored on grade level on the ELA assessment. 0% of English Learners were reclassified during the 23/24 school year.<br><br>**Scope:** LEA-wide | Explanation: The decision to sustain intervention on a schoolwide level instead of merely targeting certain groups is rooted in the identified need for a comprehensive assistance system for all students. This broadened scope aids in successfully implementing the Multi-Tiered System of Support (MTSS) throughout the entire educational establishment. By adopting this approach, every student - not just those below grade level in subjects such as English Language Arts and Mathematics - gains from specialized intervention. Subsequently, this approach advances the overall academic performance in the school.<br><br>Rationale: Adopting a schoolwide scope for keeping intervention is due to its significant impact on improving student learning outcomes. Firstly, the wider reach of the intervention ensures equitable access to quality education by providing targeted support to all students, not only those lagging in English Language Arts and Mathematics. Furthermore, incorporating the MTSS framework on a grand scale aligns directly with the district's devotion to offering high-quality MTSS.<br><br>Assessment: The strategy developed involves maintaining intervention to address these designated needs. This strategy is purposefully | Metric 2.1 Percentage of English Learners scoring on grade level or above in ELA on the winter diagnostic assessment. Source: Local Assessment: IXL Priority 2B<br><br>Metric 2.2 Percentage of English Learner students designated as reclassified Source: Local data Priority 4F |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | built to assist the outline student groups in equaling their peers in both ELA and math proficiency. The intervention will consequently offer indispensable support during the stipulated English Language Development instruction periods, thus countering a recognized need. To evaluate the success of this undertaking, the measure to be used will be the improvement seen in ELA and math proficiency among the identified student groups. | |
| 3.1 | **Action:**<br>Field Trips<br><br>**Need:**<br><br><br>**Scope:** | | Metric 3.1 Percentage of seniors that have successfully completed A-G requirements or CTE Pathways.<br>Source: Local Data Priority 4C/B/D<br><br>Metric 3.2 Percentage of students will have standards-aligned curriculum, that includes integrated ELD standards as applicable, aligned with the Williams Act process<br>Source: SARC Priority 1B |
| 3.2 | **Action:**<br>Academic and Career Counseling<br><br>**Need:**<br>Due to the high concentrations of Economically Disadvantaged, English Language Learner and Foster Youth students at AeroSTEM, there is a need to provide | Explanation: AeroSTEM will provide academic, college, and CTE counseling to support students, targeted assistance to Economically Disadvantaged, English Language Learner and Foster Youth students in college and career readiness activities and guidance, and offer college success and career planning and development dual enrollment classes. | Metric 3.3 Percentage of pupils who participate in and demonstrate college preparedness by the EAP or other assessment of college preparedness.<br>Source: CA Dashboard Priority 4H |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | targeted assistance for college and career readiness activities and guidance as well as assist with dual enrollment classes.<br><br>0% of students demonstrated college preparedness as shown on the CA dashboard. This includes all students as well as at risk groups.<br><br>**Scope:**<br>  LEA-wide | Rationale: Adopting a school wide scope for providing academic and career counseling is due to its significant impact on improving student learning outcomes and enhance to full educational program of the school.<br><br>Assessment: This action will seek to increase the percentage of students who demonstrate college preparedness, as well as the number of students enrolled in dual enrollment classes. | Metric 3.4 Percentage of English Learner students making progress as measured by the English Learner Progress Indicator on the CA School Dashboard<br>Source:  CA Dashboard/Local Data Priority 4E |
| 3.3 | **Action:**<br>Career Technical Education (CTE) Pathways<br><br>**Need:**<br>The school community has identified the need for an all-inclusive educational approach that serves all students, focusing on those from diverse backgrounds. This includes individuals from Low-Income families, Foster Youth, English learners, and those with unique needs. There is an understanding that these groups often encounter obstacles when participating in rigorous and engaging courses, which can jeopardize their academic progress and future career opportunities. All students have access to a Career Technical Education (CTE) Pathway to improve awareness and engagement.<br><br>**Scope:** | Explanation: The school wide scope of the initiative, namely "Career Technical Education (CTE) Pathways," seeks to enhance the full educational program of the school, thereby addressing the recognized requirements of every student group. This approach is designed to provide all middle-school pupils, especially those with specialized needs, access to challenging courses and programs aligned with their future educational and career aspirations.<br><br>Rationale: The justification for choosing a school wide scope hinges on its flexibility in prioritizing elective choices for the identified student demographics. Furthermore, it prioritizes students pursuing a bi-literacy track for enrolling in A-G courses. The school wide approach thus ensures that a broad range of students can benefit from these alignment efforts, enabling them to effectively chart their future educational and career progress while still in high school. | Metric 3.1 Percentage of seniors that have successfully completed A-G requirements or CTE Pathways.<br>Source:  Local Data Priority 4C/B/D<br><br>Metric 3.2 Percentage of students will have standards-aligned curriculum, that includes integrated ELD standards as applicable, aligned with the Williams Act process<br>Source:  SARC Priority 1B |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | Assessment: In response to these identified needs, the "Career Technical Education (CTE) Pathways " action addresses these issues. AeroSTEM is committed to bolstering Career Technical Education (CTE) by ensuring its continued and broadening reach. This action involves productive teamwork with the school counselor to ascertain that every middle school student can access challenging and stimulating courses. Additionally, the action supports a CTE pathway at the highschool level. These structured programs are aligned end-to-end with high school, college, and career pathways, delivering all encompassing aid to students as they advance on their educational journey. | |
| 3.4 | **Action:** College Access Supports **Need:** Due to the high concentrations of Economically Disadvantaged, English Language Learner and Foster Youth students at AeroSTEM, there is a need to provide supports for students seeking a path to college. 0% of students demonstrated college preparedness as shown on the CA dashboard.This includes all students as well as at risk groups. 0% of students passed an AP exam. **Scope:** | Explanation: 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. Rationale: Adopting a school wide scope for providing college access support is due to its significant impact on improving student learning outcomes and enhance to full educational program of the school. Assessment: This action will seek to increase the percentage of students who demonstrate college preparedness, as well as the number of students enrolled in dual enrollment classes. | Metric 3.3 Percentage of pupils who participate in and demonstrate college preparedness by the EAP or other assessment of college preparedness. Source: CA Dashboard Priority 4H Metric 3.5 Percentage of students who pass AP exam with score of 3 or higher Source: Local Data Priority 4G |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | LEA-wide | | |
| 4.1 | **Action:**<br>Maintain and utilize Parent Square application, website, and social media communications<br><br>**Need:**<br><br><br>**Scope:** | | Metric 4.1 Opt-In usage rate of educational partner usage of communication tool Parent Square Source: Local Data Priority 3A<br><br>Metric 4.2 Percent of parents and students who feel the school is safe. Source: Educational Partner Surveys Priority 6C |
| 4.2 | **Action:**<br>Maintain staff member for partner coordination and outreach<br><br>**Need:**<br>The school community has rated our communication highly but continues providing feedback on needed areas. Consistent feedback from parents and staff highlights the effectiveness of our communication with families and the promotion of parental involvement. Based on the analysis of educational partner input and local data, the AeroSTEM has identified key areas for improvement in building relationships between school staff and families. To address this, AeroSTEM commits to enhancing communication strategies to keep parents informed about student progress, academic | Explanation: The installment of a staff member dedicated to outreach is a strategic move aimed at addressing the distinct needs of all students within our district. This initiative encompasses all educational partners, as its primary intent is to bolster communication and amplify community engagement throughout the comprehensive district landscape. Given that our unduplicated student population, Low-Income, Foster Youth, and English Learners (EL), their feeling of connectedness is crucial.<br><br>Rationale: Research by Jeynes (2011) demonstrates that when schools effectively communicate resource availability, it alleviates some of the stress and challenges Low-Income families face, enabling students to focus better on their education. This action, therefore, aptly satisfies a necessity for amplified communication and enhanced community engagement. | Metric 4.3 Percent of parents and students who feel a sense of connectedness to the school. Source: Educational Partner Surveys Priority 6C<br><br>Metric 4.4 Attendance of educational partners at Charter Council meetings Source: Local Data Priority 3B/C |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | standards, and the availability of support services through a dedicated staff member.<br><br>While parents rate their connectedness high (96%), students rate it much lower (66%) overall. The attendance at Charter council meetings from parents of students in at-risk groups is very low. 1 parent representing students with disabilities, 1 parent representing and English Learner, and 1 parent representing a socio-economically disadvantaged student.<br><br><br>**Scope:**<br>  LEA-wide | Assessment: In response to these demands, installing a staff member dedicated to outreach is crucial. This staff member will examine all the school's communication facets and engage with families, staff, and community members. This action will include designing new family engagement initiatives. The indicators of success, in this case, will gauge the rise in family engagement, enhancement in communication, and a more comprehensive and inclusive approach toward establishing a school community. | |
| **4.3** | **Action:**<br>Provide Educational Partner Engagement Opportunities through surveys and the Charter Council<br><br>**Need:**<br><br><br>**Scope:** | | Metric 4.4 Attendance of educational partners at Charter Council meetings Source: Local Data Priority 3B/C |
| **4.4** | **Action:**<br>Provide multiple events designed for educational partners<br><br>**Need:** | | Metric 4.2 Percent of parents and students who feel the school is safe. Source: Educational Partner Surveys Priority 6C |

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| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | **Scope:** | | Metric 4.3 Percent of parents and students who feel a sense of connectedness to the school. Source: Educational Partner Surveys Priority 6C |
| 4.5 | **Action:** Maintain and utilize LMS and data warehouse <br><br> **Need:** <br><br><br> **Scope:** | | Metric 4.3 Percent of parents and students who feel a sense of connectedness to the school. Source: Educational Partner Surveys Priority 6C |
| 5.1 | **Action:** Participate in the Tri-County Induction Program <br><br> **Need:** <br><br><br> **Scope:** | | Metric 5.1 Percentage of teachers appropriately assigned and fully credentialed (Preliminary, clear, or Intern Credential). Source: School Accountability Report Card (SARC) Priority 1A |
| 5.2 | **Action:** Human Resource Systems <br><br> **Need:** <br><br><br> **Scope:** | | Metric 5.1 Percentage of teachers appropriately assigned and fully credentialed (Preliminary, clear, or Intern Credential). Source: School Accountability Report Card (SARC) Priority 1A |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | Metric 5.2 Percent of staff who feel the school is safe.<br>Source: Educational Partner Surveys Priority 6C |
| 5.3 | **Action:**<br>Continuing Education<br><br>**Need:**<br><br><br>**Scope:** | | Metric 5.3 Percent of staff who feel a sense of connectedness to the school.<br>Source: Educational Partner Surveys Priority 6C<br><br>Metric 5.4 Percentage of teachers that received professional development on State Standards and effective instructional practices<br>Source: Local Data Priority 8 |
| 5.4 | **Action:**<br>Systemic Professional Development<br><br>**Need:**<br><br><br>**Scope:** | | Metric 5.2 Percent of staff who feel the school is safe.<br>Source: Educational Partner Surveys Priority 6C<br><br>Metric 5.4 Percentage of teachers that received professional development on State Standards and |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | effective instructional practices Source: Local Data Priority 8 |

## Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| 2.2 | **Action:** Maintain English Learner (EL) Supports<br><br>**Need:** The academic performance of English Learner (EL) students is significantly lower than that of the general student population, indicating a critical need for additional support. This disparity highlights the urgent need for targeted interventions to support EL students' academic success. Educational partner feedback indicated a need to mitigate the disparities in math, English, and science proficiency among this unduplicated student group through additional supports and resources.<br><br>**Scope:** | Research supports the implementation of various language development strategies in supporting English Learners (ELs) to acquire English language skills essential for academic success in all subjects including mathematics, English, and science. Scaffolding, as described by Hammond and Gibbons and provided through English Learner specialists, provides temporary support tailored to students' needs, facilitating language acquisition and understanding. Similarly, explicit language instruction, provided by individuals who specialize in this work, directly teaches language skills and functions, accelerating ELs' language development and comprehension. Additionally, differentiated instruction addresses diverse learning needs, ensuring equitable access to grade-level content and promoting language proficiency among ELs. (Source: Hammond, J., & Gibbons, P. (2005). | Metric 2.1 Percentage of English Learners scoring on grade level or above in ELA on the winter diagnostic assessment. Source: Local Assessment: IXL Priority 2B<br><br>Metric 2.2 Percentage of English Learner students designated as reclassified Source: Local data Priority 4F |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | Limited to Unduplicated Student Group(s) | | |

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

AeroSTEM Academy has not identified any Limited Actions in our LCAP.

## Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

AeroSTEM Academy does not qualify for the additional Concentration Grant add-on funding.

| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|---|---|
| Staff-to-student ratio of classified staff providing direct services to students | 21:1 | |
| Staff-to-student ratio of certificated staff providing direct services to students | 15:1 | |

# 2025-26 Total Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|---|---|---|---|---|---|
| Totals | 1,370,474 | 328,400 | 23.963% | 0.000% | 23.963% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $984,620.00 | $262,417.00 | $550.00 | $48,633.00 | $1,296,220.00 | $1,266,161.00 | $30,059.00 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Maintain Positive Behavior Interventions and Supports (PBIS) system. | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $0.00 | $750.00 | $750.00 | | | | $750.00 | 0.04% |
| 1 | 1.2 | Provide school ERMS Counselor | Foster Youth Low Income | Yes | LEA-wide | Foster Youth Low Income | | | $30,907.00 | $0.00 | | $30,907.00 | | | $30,907.00 | |
| 1 | 1.3 | Chronic absentee interventions and attendance monitoring, communication, and supports | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $22,941.00 | $0.00 | $22,941.00 | | | | $22,941.00 | 1.33% |
| 1 | 1.4 | Continue maintenance of quality school facilities | All | No | | | All Schools | | $27,969.00 | $0.00 | $27,969.00 | | | | $27,969.00 | 1.62% |
| 1 | 1.5 | Maintain a .5 FTE health assistant | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $22,942.00 | $0.00 | $22,942.00 | | | | $22,942.00 | 1.33% |
| 2 | 2.1 | Maintain Director of Special Education position | Students with Disabilities | No | | | All Schools | | $146,490.00 | $0.00 | | $146,490.00 | | | $146,490.00 | 8.47% |
| 2 | 2.2 | Maintain English Learner (EL) Supports | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | | $1,500.00 | $0.00 | | | | $1,500.00 | $1,500.00 | |
| 2 | 2.3 | Maintain Para-educator positions to support behavior and academics | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $127,530.00 | $0.00 | | $85,020.00 | | $42,510.00 | $127,530.00 | |
| 2 | 2.4 | Maintain IXL Diagnostics for progress monitoring | English Learners Low Income | Yes | LEA-wide | English Learners | | | $0.00 | $1,913.00 | $1,913.00 | | | | $1,913.00 | 0.11% |

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| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | and supplemental instruction | | | | Low Income | | | | | | | | | | |
| 2 | 2.5 | Maintain Class Size Reduction | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $594,444.00 | $0.00 | $594,444.00 | | | | $594,444.00 | 34.36% |
| 2 | 2.6 | Provide after school intervention and academic support | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $6,000.00 | $0.00 | $6,000.00 | | | | $6,000.00 | 0.35% |
| 3 | 3.1 | Field Trips | All | No | | | All Schools | | $0.00 | $14,000.00 | $14,000.00 | | | | $14,000.00 | 0.81% |
| 3 | 3.2 | Academic and Career Counseling | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $31,843.00 | $0.00 | $31,843.00 | | | | $31,843.00 | 1.84% |
| 3 | 3.3 | Career Technical Education (CTE) Pathways | All | No | | | All Schools | | $87,856.00 | $0.00 | $87,856.00 | | | | $87,856.00 | 5.08% |
| 3 | 3.4 | College Access Supports | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $30,907.00 | $0.00 | $30,907.00 | | | | $30,907.00 | 1.79% |
| 4 | 4.1 | Maintain and utilize Parent Square application, website, and social media communications | All | No | | | All Schools | | $0.00 | $846.00 | $846.00 | | | | $846.00 | 0.05% |
| 4 | 4.2 | Maintain staff member for partner coordination and outreach | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $35,980.00 | $0.00 | $35,980.00 | | | | $35,980.00 | 2.08% |
| 4 | 4.3 | Provide Educational Partner Engagement Opportunities through surveys and the Charter Council | All | No | | | All Schools | | $0.00 | $500.00 | $500.00 | | | | $500.00 | 0.03% |
| 4 | 4.4 | Provide multiple events designed for educational partners | All | No | | | All Schools | | $0.00 | $550.00 | | | $550.00 | | $550.00 | 0.03% |
| 4 | 4.5 | Maintain and utilize LMS and data warehouse | All | No | | | All Schools | | $0.00 | $3,500.00 | $3,500.00 | | | | $3,500.00 | 0.20% |
| 5 | 5.1 | Participate in the Tri-County Induction Program | All | No | | | All Schools | | $0.00 | $8,000.00 | $8,000.00 | | | | $8,000.00 | 0.46% |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 5 | 5.2 | Human Resource Systems | All | No | | | All Schools | | $54,120.00 | $0.00 | $54,120.00 | | | | $54,120.00 | 3.13% |
| 5 | 5.3 | Continuing Education | All | No | | | All Schools | | $4,623.00 | $0.00 | | | | $4,623.00 | $4,623.00 | 0.27% |
| 5 | 5.4 | Systemic Professional Development | All | No | | | | | $40,109.00 | $0.00 | $40,109.00 | | | | $40,109.00 | 2.32% |

# 2025-26 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|---|---|---|---|---|---|---|---|---|---|
| 1,370,474 | 328,400 | 23.963% | 0.000% | 23.963% | $747,720.00 | 65.700% | 120.259 % | **Total:** | $747,720.00 |
| | | | | | | | | **LEA-wide Total:** | $747,720.00 |
| | | | | | | | | **Limited Total:** | $0.00 |
| | | | | | | | | **Schoolwide Total:** | $0.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Maintain Positive Behavior Interventions and Supports (PBIS) system. | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $750.00 | 0.04% |
| 1 | 1.2 | Provide school ERMS Counselor | Yes | LEA-wide | Foster Youth Low Income | | | |
| 1 | 1.3 | Chronic absentee interventions and attendance monitoring, communication, and supports | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $22,941.00 | 1.33% |
| 1 | 1.5 | Maintain a .5 FTE health assistant | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $22,942.00 | 1.33% |
| 2 | 2.2 | Maintain English Learner (EL) Supports | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | | |
| 2 | 2.3 | Maintain Para-educator positions to support behavior and academics | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|--------------|--------------------------------------------------|-------|-------------------------------|----------|----------------------------------------------------------|---------------------------------------------|
| 2 | 2.4 | Maintain IXL Diagnostics for progress monitoring and supplemental instruction | Yes | LEA-wide | English Learners Low Income | | $1,913.00 | 0.11% |
| 2 | 2.5 | Maintain Class Size Reduction | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $594,444.00 | 34.36% |
| 2 | 2.6 | Provide after school intervention and academic support | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $6,000.00 | 0.35% |
| 3 | 3.2 | Academic and Career Counseling | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $31,843.00 | 1.84% |
| 3 | 3.4 | College Access Supports | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $30,907.00 | 1.79% |
| 4 | 4.2 | Maintain staff member for partner coordination and outreach | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $35,980.00 | 2.08% |

# 2024-25 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| **Totals** | $1,296,220.00 | $1,219,775.37 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| 1 | 1.1 | Maintain Positive Behavior Interventions and Supports (PBIS) system. | Yes | $750.00 | $0.00 |
| 1 | 1.2 | Provide school ERMS Counselor | Yes | $30,907.00 | $31,529.57 |
| 1 | 1.3 | Chronic absentee interventions and attendance monitoring, communication, and supports | Yes | $22,941.00 | $21,273.57 |
| 1 | 1.4 | Continue maintenance of quality school facilities | No | $27,969.00 | $25,039.01 |
| 1 | 1.5 | Maintain a .5 FTE health assistant | Yes | $22,942.00 | $21,273.57 |
| 2 | 2.1 | Maintain Director of Special Education position | No | $146,490.00 | $144,505.25 |
| 2 | 2.2 | Maintain English Learner (EL) Supports | Yes | $1,500.00 | $1,500.00 |
| 2 | 2.3 | Maintain Para-educator positions to support behavior and academics | Yes | $127,530.00 | $92,965.74 |
| 2 | 2.4 | Maintain IXL Diagnostics for progress monitoring and supplemental instruction | Yes | $1,913.00 | $2,700.00 |
| 2 | 2.5 | Maintain Class Size Reduction | Yes | $594,444.00 | $554,408.40 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| 2 | 2.6 | Provide after school intervention and academic support | Yes | $6,000.00 | $6,000.00 |
| 3 | 3.1 | Field Trips | No | $14,000.00 | $7,852.25 |
| 3 | 3.2 | Academic and Career Counseling | Yes | $31,843.00 | $31,059.00 |
| 3 | 3.3 | Career Technical Education (CTE) Pathways | No | $87,856.00 | $83,118.22 |
| 3 | 3.4 | College Access Supports | Yes | $30,907.00 | $31,529.57 |
| 4 | 4.1 | Maintain and utilize Parent Square application, website, and social media communications | No | $846.00 | $1,365.60 |
| 4 | 4.2 | Maintain staff member for partner coordination and outreach | Yes | $35,980.00 | $42,567.42 |
| 4 | 4.3 | Provide Educational Partner Engagement Opportunities through surveys and the Charter Council | No | $500.00 | $374.01 |
| 4 | 4.4 | Provide multiple events designed for educational partners | No | $550.00 | $0.00 |
| 4 | 4.5 | Maintain and utilize LMS and data warehouse | No | $3,500.00 | $3,500.00 |
| 5 | 5.1 | Participate in the Tri-County Induction Program | No | $8,000.00 | $8,868.00 |
| 5 | 5.2 | Human Resource Systems | No | $54,120.00 | $64,402.19 |
| 5 | 5.3 | Continuing Education | No | $4,623.00 | $3,835.00 |
| 5 | 5.4 | Systemic Professional Development | No | $40,109.00 | $40,109.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
| --- | --- | --- | --- | --- | --- |
| | | | | | |

# 2024-25 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|---|---|---|---|---|---|---|
| $320,148 | $780,127.00 | $743,841.10 | $36,285.90 | 48.910% | 46.750% | -2.160% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Maintain Positive Behavior Interventions and Supports (PBIS) system. | Yes | $750.00 | 0.00 | 0.05% | 0.00% |
| 1 | 1.2 | Provide school ERMS Counselor | Yes | $30,907.00 | $31,529.57 | 1.94% | 1.98% |
| 1 | 1.3 | Chronic absentee interventions and attendance monitoring, communication, and supports | Yes | $22,941.00 | $21,273.57 | 1.44% | 1.34% |
| 1 | 1.5 | Maintain a .5 FTE health assistant | Yes | $22,942.00 | $21,273.57 | 1.33% | 1.34% |
| 2 | 2.2 | Maintain English Learner (EL) Supports | Yes | $1,500.00 | $1,500.00 | 0.09% | 0.09% |
| 2 | 2.3 | Maintain Para-educator positions to support behavior and academics | Yes | | | | |
| 2 | 2.4 | Maintain IXL Diagnostics for progress monitoring and supplemental instruction | Yes | $1,913.00 | $2,700.00 | 0.12% | 0.17% |
| 2 | 2.5 | Maintain Class Size Reduction | Yes | $594,444.00 | $554,408.40 | 37.36% | 34.84% |
| 2 | 2.6 | Provide after school intervention and academic support | Yes | $6,000.00 | $6,000.00 | 0.38% | 0.38% |
| 3 | 3.2 | Academic and Career Counseling | Yes | $31,843.00 | $31,059.00 | 2.00% | 1.95% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 3 | 3.4 | College Access Supports | Yes | $30,907.00 | $31,529.57 | 1.94% | 1.98% |
| 4 | 4.2 | Maintain staff member for partner coordination and outreach | Yes | $35,980.00 | $42,567.42 | 2.26% | 2.68% |

# 2024-25 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|---|---|---|---|---|---|---|
| $1,370,474.00 | $320,148 | 4.23% | 27.590% | $743,841.10 | 46.750% | 101.026% | $0.00 | 0.000% |

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).*

# Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

# Plan Summary

## *Purpose*

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

## Requirements and Instructions

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- LEAs may also provide information about their strategic plan, vision, etc.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

*EC* Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
  - If the LEA has unexpended LREBG funds the LEA must provide the following:
    - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
    - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
      - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
      - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
        - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
    - Actions may be grouped together for purposes of these explanations.
    - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
  - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

**Reflections: Technical Assistance**

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

**Comprehensive Support and Improvement**

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

### Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

### Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

### Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

# Engaging Educational Partners

## *Purpose*

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

# Requirements

## *Requirements*

**School districts and COEs:** *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

**Charter schools:** *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;

  o **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see *Education Code* Section 52068; and

- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## *Instructions*

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

# Goals and Actions

## *Purpose*

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

## *Requirements and Instructions*

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

**Requirement to Address the LCFF State Priorities**

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

# Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

## Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

  o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

  o The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** _EC_ Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

## Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

## Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

## Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

  - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

| Metric # |
|---|

- Enter the metric number.

| Metric |
|---|

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

**Baseline**

- Enter the baseline when completing the LCAP for 2024–25.

    o Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

    o Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

    o Indicate the school year to which the baseline data applies.

    o The baseline data must remain unchanged throughout the three-year LCAP.

        ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

        ▪ If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

    o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

**Year 1 Outcome**

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

    o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

**Year 2 Outcome**

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

## Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

  o   Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

## Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

  o   Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|
| Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then. | Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then. | Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then. |

## Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

  - Include a discussion of relevant challenges and successes experienced with the implementation process.

  - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- ▪ The reasons for the ineffectiveness, and

- ▪ How changes to the action will result in a new or strengthened approach.

## Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

  - o For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

  - o As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  - o These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

  - o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

*Actions for Foster Youth*: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

## Required Actions

### For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

    o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

    o Professional development for teachers.

    o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

### For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

### For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

    o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

    o These required actions will be effective for the three-year LCAP cycle.

### For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

    o Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

  - Identify the action as an LREBG action;

  - Include an explanation of how research supports the selected action;

  - Identify the metric(s) being used to monitor the impact of the action; and

  - Identify the amount of LREBG funds being used to support the action.

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

## *Purpose*

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

## Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

## LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

## For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

## *Requirements and Instructions*

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

**Projected Additional 15 percent LCFF Concentration Grant**

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

**Projected Percentage to Increase or Improve Services for the Coming School Year**

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

**LCFF Carryover — Percentage**

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

**LCFF Carryover — Dollar**

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

**Total Percentage to Increase or Improve Services for the Coming School Year**

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

*Required Descriptions:*

**LEA-wide and Schoolwide Actions**

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

**Identified Need(s)**

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

## How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

## Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools**: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

## Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

## Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

## How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

## Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

# Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

## *Total Planned Expenditures Table*

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

    For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## *Contributing Actions Table*

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

## *Annual Update Table*

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

## *Contributing Actions Annual Update Table*

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## *LCFF Carryover Table*

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## *Calculations in the Action Tables*

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

## Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  - This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

## Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

  - o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

  - o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

  - o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  - o This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

  - o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

## LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

  - o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

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# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2024-25

### Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP — $780,127

☐ Actual Expenditures for High Needs Students in LCAP — $743,841

Axis: $ 0 | $ 200,000 | $ 400,000 | $ 600,000 | $ 800,000 | $ 1,000,000
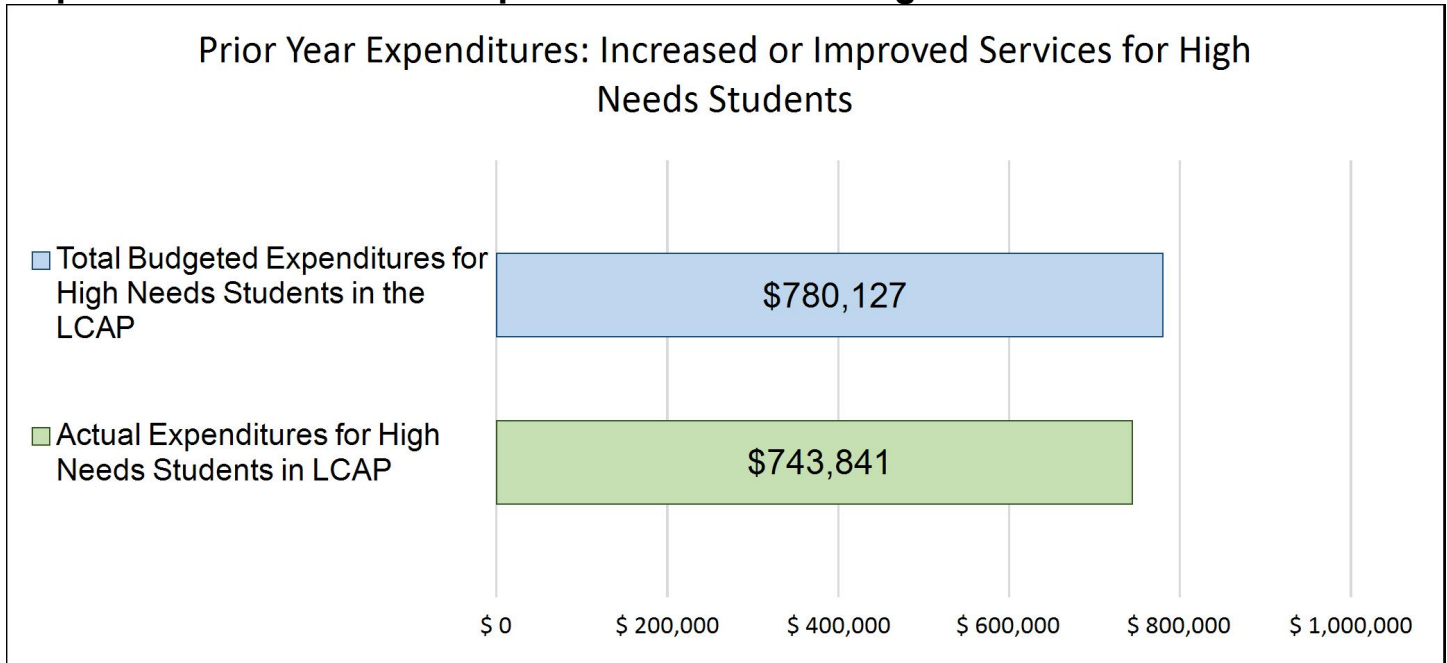
This chart compares what AeroSTEM Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what  AeroSTEM Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, AeroSTEM Academy's LCAP budgeted $780,127 for planned actions to increase or improve services for high needs students. AeroSTEM Academy actually spent $743,841 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $36,286 had the following impact on AeroSTEM Academy's ability to increase or improve services for high needs students:

In 2024–25, AeroSTEM Academy's actual expenditures for actions and services to increase or improve services for high needs students were $36,286 less than budgeted. This shortfall was primarily due to staffing challenges and delayed implementation of certain programs and contracted services. As a result, while many planned supports were provided, some services were scaled back or deferred, impacting the full scope of targeted interventions. Despite this, AeroSTEM remained committed to supporting high needs students and continued to prioritize academic and social-emotional supports with available resources.

# CHARTER SCHOOL
## BUDGET REPORT - ALTERNATIVE FORM

### CHARTER SCHOOL CERTIFICATION

|  |  |
|---|---|
| Charter School Name: | **AeroSTEM Academy** |
| (name continued) | |
| CDS #: | **51105120138040** |
| Charter Approving Entity: | **Sutter County Office of Education** |
| County: | **Sutter County Office of Education** |
| Charter #: | **2000** |
| Fiscal Year: | **2025/26** |

---

To the entity that approved the charter school:

( x )  2025/26  CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM:  This report has been approved by the governing board of the charter school, it includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP), 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:    Joe Clark _____     Title: Executive Director _____

.....................................................................................................................................................................

To the County Superintendent of Schools:

( x )  2025/26  CHARTER SCHOOL BUDGET 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 BUDGET, please contact:

For Approving Entity:                          For Charter School:

                                               Joe Clark _____
_____            _____
Name                                           Name

                                               Executive Director _____
_____            _____
Title                                          Title

                                               530-742-2531 _____
_____            _____
Telephone                                      Telephone

                                               jclark@aerostem.org _____
_____            _____
E-mail address                                 E-mail address

.....................................................................................................................................................................

( x )  2025/26  CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM:  This report verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code* Section 47604.33.

Signed: _____     Date: _____
ACOE District Advisor

**CHARTER SCHOOL**
**BUDGET REPORT - ALTERNATIVE FORM**

| | |
|---|---|
| **Charter School Name:** | AeroSTEM Academy |
| **(name continued)** | |
| **CDS #:** | 51105120138040 |
| **Charter Approving Entity:** | Sutter County Office of Education |
| **County:** | Sutter County Office of Education |
| **Charter #:** | 2000 |
| **Budgeting Period:** | 2025/26 |

*This charter school uses the following basis of accounting:*

[X] **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 objects are 6100-6170, 6200-6500, 7438, and 7439)

| Description | Object Code | 2024-25 Estimated Actuals | | | 2025-26 Proposed Budget | | |
|---|---|---|---|---|---|---|---|
| | | Unrestricted | Restricted | Total | Unrestricted | Restricted | Total |
| **A. REVENUES** | | | | | | | |
| **1.** LCFF Sources (8010-8099) | | | | | | | |
| State Aid - Current Year | **8011** | 1,201,580.00 | 0.00 | 1,201,580.00 | 1,382,637.00 | 0.00 | 1,382,637.00 |
| Education Protection Account State Aid - Current Year | 8012 | 22,000.00 | 0.00 | 22,000.00 | 23,776.00 | 0.00 | 23,776.00 |
| State Aid - Prior Years | 8019 | 8,403.00 | 0.00 | 8,403.00 | 0.00 | 0.00 | 0.00 |
| Transfer of Charter Schools in Lieu of Property Taxes | 8096 | 335,073.00 | 0.00 | 335,073.00 | 292,461.00 | 0.00 | 292,461.00 |
| Other LCFF Transfers | 8091, 8097 | 0.00 | 0.00 | 0.00 | 0.00 | 5,579.00 | 5,579.00 |
| Total, LCFF Sources | | 1,567,056.00 | 0.00 | 1,567,056.00 | 1,698,874.00 | 5,579.00 | 1,704,453.00 |
| | | | | | | | |
| **2.** Federal Revenues (8100-8299) | | | | | | | |
| Every Student Succeeds Act (Titles I - V) | 8290 | 0.00 | 47,974.00 | 47,974.00 | 0.00 | 48,477.00 | 48,477.00 |
| Special Education - Federal | 8181, 8182 | 0.00 | 28,598.00 | 28,598.00 | 0.00 | 26,856.00 | 26,856.00 |
| Child Nutrition - Federal | 8220 | 0.00 | 92,006.00 | 92,006.00 | 0.00 | 85,905.00 | 85,905.00 |
| Donated Food Commodities | 8221 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Other Federal Revenues | 8110, 8260-8299 | 34,801.00 | 7,436.00 | 42,237.00 | 0.00 | 0.00 | 0.00 |
| Total, Federal Revenues | | 34,801.00 | 176,014.00 | 210,815.00 | 0.00 | 161,238.00 | 161,238.00 |
| | | | | | | | |
| **3.** Other State Revenues (8300-8599) | | | | | | | |
| Special Education - State | StateRevSE | 0.00 | 9,089.00 | 9,089.00 | 0.00 | 9,822.00 | 9,822.00 |
| All Other State Revenues | StateRevAO | 13,763.00 | 678,908.00 | 692,671.00 | 26,669.00 | 561,228.00 | 587,897.00 |
| Total, Other State Revenues | | 13,763.00 | 687,997.00 | 701,760.00 | 26,669.00 | 571,050.00 | 597,719.00 |
| | | | | | | | |
| **4.** Other Local Revenues (8600-8799) | | | | | | | |
| All Other Local Revenues | LocalRevAO | 13,183.00 | 85,127.00 | 98,310.00 | 13,183.00 | 75,261.00 | 88,444.00 |
| Total, Local Revenues | | 13,183.00 | 85,127.00 | 98,310.00 | 13,183.00 | 75,261.00 | 88,444.00 |
| | | | | | | | |
| **5.** TOTAL REVENUES | | 1,628,803.00 | 949,138.00 | 2,577,941.00 | 1,738,726.00 | 813,128.00 | 2,551,854.00 |
| | | | | | | | |
| **B. EXPENDITURES** | | | | | | | |
| **1.** Certificated Salaries | | | | | | | |
| Certificated Teachers' Salaries | 1100 | 375,589.00 | 138,925.00 | 514,514.00 | 394,878.00 | 143,108.00 | 537,986.00 |
| Certificated Pupil Support Salaries | 1200 | 0.00 | 67,109.00 | 67,109.00 | 52,927.00 | 26,068.00 | 78,995.00 |
| Certificated Supervisors' and Administrators' Salaries | 1300 | 159,417.00 | 0.00 | 159,417.00 | 167,329.00 | 0.00 | 167,329.00 |
| Other Certificated Salaries | 1900 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Total, Certificated Salaries | | 535,006.00 | 206,034.00 | 741,040.00 | 615,134.00 | 169,176.00 | 784,310.00 |
| | | | | | | | |
| **2.** Non-certificated Salaries | | | | | | | |
| Non-certificated Instructional Aides' Salaries | 2100 | 366.00 | 60,230.00 | 60,596.00 | 0.00 | 51,343.00 | 51,343.00 |
| Non-certificated Support Salaries | 2200 | 31,478.00 | 23,465.00 | 54,943.00 | 0.00 | 24,897.00 | 24,897.00 |

| | Object Code | | | | | |
|---|---|---|---|---|---|---|
| Non-certificated Supervisors' and Administrators' Sal. | 2300 | 42,980.00 | 23,721.00 | 66,701.00 | 30,677.00 | 15,367.00 | 46,044.00 |
| Clerical and Office Salaries | 2400 | 57,971.00 | 13,456.00 | 71,427.00 | 60,088.00 | 0.00 | 60,088.2 |
| Other Non-certificated Salaries | 2900 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| **Total, Non-certificated Salaries** | | **132,795.00** | **120,872.00** | **253,667.00** | **90,765.00** | **91,607.00** | **182,372.00** |

| | | 2023-24 Estimated Actuals | | | 2024-25 Proposed Budget | | |
|---|---|---|---|---|---|---|---|
| **Description** | **Object Code** | **Prior Year** | **Restricted** | **Total** | **Unrestricted** | **Restricted** | **Total** |
| **3.** Employee Benefits | | | | | | | |
| STRS | 3101-3102 | 102,173.00 | 107,945.00 | 210,118.00 | 117,491.00 | 104,049.00 | 221,540.00 |
| PERS | 3201-3202 | 53,368.00 | 32,696.00 | 86,064.00 | 24,552.00 | 24,780.00 | 49,332.00 |
| OASDI / Medicare / Alternative | 3301-3302 | 9,451.00 | 7,495.00 | 16,946.00 | 5,627.00 | 5,680.00 | 11,307.00 |
| Medicare | 3311-3312 | 9,542.00 | 4,652.00 | 14,194.00 | 10,236.00 | 3,781.00 | 14,017.00 |
| Health and Welfare Benefits | 3401-3402 | 96,118.00 | 29,486.00 | 125,604.00 | 89,973.00 | 25,755.00 | 115,728.00 |
| Unemployment Insurance | 3501-3502 | 344.00 | 162.00 | 506.00 | 353.00 | 130.00 | 483.00 |
| Workers' Compensation Insurance | 3601-3602 | 7,039.00 | 3,297.00 | 10,336.00 | 7,130.00 | 2,634.00 | 9,764.00 |
| OPEB, Allocated | 3701-3702 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| OPEB, Active Employees | 3751-3752 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Other Employee Benefits | 3901-3902 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| **Total, Employee Benefits** | | **278,035.00** | **185,733.00** | **463,768.00** | **255,362.00** | **166,809.00** | **422,171.00** |
| **4.** Books and Supplies | | | | | | | |
| Approved Textbooks and Core Curricula Materials | **4100** | 1,319.00 | 35,560.00 | 36,879.00 | 1,319.00 | 32,209.00 | 33,528.00 |
| Books and Other Reference Materials | **4200** | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Materials and Supplies | 4300 | 17,570.00 | 98,363.00 | 115,933.00 | 18,520.00 | 77,202.00 | 95,722.00 |
| Noncapitalized Equipment | 4400 | 519.00 | 1,407.00 | 1,926.00 | 519.00 | 11,195.00 | 11,714.00 |
| Food | 4700 | 0.00 | 96,921.00 | 96,921.00 | 0.00 | 81,468.00 | 81,468.00 |
| **Total, Books and Supplies** | | **19,408.00** | **232,251.00** | **251,659.00** | **20,358.00** | **202,074.00** | **222,432.00** |
| **5.** Services and Other Operating Expenditures | | | | | | | |
| Subagreements for Services | 5100 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Travel and Conferences | 5200 | 3,000.00 | 5,940.00 | 8,940.00 | 3,000.00 | 11,550.00 | 14,550.00 |
| Dues and Memberships | 5300 | 495.00 | 660.00 | 1,155.00 | 495.00 | 660.00 | 1,155.00 |
| Insurance | 5400 | 39,000.00 | 0.00 | 39,000.00 | 40,000.00 | 0.00 | 40,000.00 |
| Operations and Housekeeping Services | 5500 | 44,139.00 | 0.00 | 44,139.00 | 49,436.00 | 0.00 | 49,436.00 |
| Rentals, Leases, Repairs, and Noncap. Improvements | 5600 | 142,994.00 | 161,714.00 | 304,708.00 | 142,994.00 | 161,714.00 | 304,708.00 |
| Transfers of Direct Costs | 5700-5799 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Professional/Consulting Services & Operating Expend. | 5800 | 204,150.00 | 119,615.00 | 323,765.00 | 185,449.00 | 98,476.00 | 283,925.00 |
| Communications | 5900 | 26,715.00 | 0.00 | 26,715.00 | 26,715.00 | 0.00 | 26,715.00 |
| **Total, Services and Other Operating Expenditures** | | **460,493.00** | **287,929.00** | **748,422.00** | **448,089.00** | **272,400.00** | **720,489.00** |
| **6.** Capital Outlay (Objects 6100-6170, 6200-6500 - modified accrual basis) | | | | | | | |
| Land and Improvements of Land | 6100-6170 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Buildings and Improvements of Buildings | 6200 | 0.00 | 0.00 | 0.00 | 0.00 | 8,000.00 | 8,000.00 |
| Books and Media for New School Libraries or Major | | | | | | | |
| Expansion of School Libraries | 6300 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Equipment | 6400 | 0.00 | 2,578.00 | 2,578.00 | 0.00 | 0.00 | 0.00 |
| Equipment Replacement | 6500 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| *Depreciation Expense (for full accrual basis only)* | *6900* | 11,000.00 | 0.00 | 11,000.00 | 11,000.00 | 0.00 | 11,000.00 |
| **Total, Capital Outlay** | | **11,000.00** | **2,578.00** | **13,578.00** | **11,000.00** | **8,000.00** | **19,000.00** |
| **7.** Other Outgo | | | | | | | |
| Tuition to Other Schools | 7110-7143 | 0.00 | 149.00 | 149.00 | 0.00 | 149.00 | 149.00 |
| Transfers of Pass-through Revenues to Other LEAs | 7211-7213 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Transfers of Apportionments to Other LEAs - Spec. Ed. | 7221-7223SE | 0.00 | 2,951.00 | 2,951.00 | 10,201.00 | 9,951.00 | 20,152.00 |
| Transfers of Apportionments to Other LEAs - All Other | 7221-7223AO | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

| Description | Object Code | Prior Year | Restricted | Total | Unrest. | Rest. | Total |
|---|---|---|---|---|---|---|---|
| All Other Transfers | 7281-7299 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Transfer of Indirect Costs | 7300-7399 | (22,657.00) | 22,657.00 | 0.00 | (22,235.00) | 22,653.00 | 418.00 |
| Debt Service: | | | | | | | |
|    Interest | 7438 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
|    Principal | 7439 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
|     Total, Other Outgo | | (22,657.00) | 25,757.00 | 3,100.00 | (12,034.00) | 32,753.00 | 20,719.00 |
| | | | | | | | |
| **8. TOTAL EXPENDITURES** | | 1,414,080.00 | 1,061,154.00 | 2,475,234.00 | 1,428,674.00 | 942,819.00 | 2,371,493.00 |
| | | | | | | | |
| **C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND.** | | | | | | | |
| **BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)** | | 214,723.00 | (112,016.00) | 102,707.00 | 310,052.00 | (129,691.00) | 180,361.00 |

| | | Est. Actuals | | | 2024-25 Proposed Budget | | |
|---|---|---|---|---|---|---|---|
| **Description** | **Object Code** | **Prior Year** | **Restricted** | **Total** | **Unrest.** | **Rest.** | **Total** |
| **D. OTHER FINANCING SOURCES / USES** | | | | | | | |
|  1. Other Sources | 8930-8979 | 0.00 | 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 | 0.00 |
|  3. Contributions Between Unrestricted and Restricted Accounts | | | | | | | |
|    (must net to zero) | 8980-8999 | (35,950.00) | 35,950.00 | 0.00 | (135,898.00) | 135,898.00 | 0.00 |
| | | | | | | | |
|  4. TOTAL OTHER FINANCING SOURCES / USES | | (35,950.00) | 35,950.00 | 0.00 | (135,898.00) | 135,898.00 | 0.00 |
| | | | | | | | |
| **E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)** | | 178,773.00 | (76,066.00) | 102,707.00 | 174,154.00 | 6,207.00 | 180,361.00 |
| | | | | | | | |
| **F. FUND BALANCE, RESERVES** | | | | | | | |
|  1. Beginning Fund Balance | | | | | | | |
|    a. As of July 1 | 9791 | (79,902.51) | 406,819.24 | 326,916.73 | (53,993.00) | 261,737.93 | 207,744.93 |
|    b. Adjustments/Restatements to Beginning Balance | 9793 | (775,951.00) | (28,316.59) | (804,267.59) | 0.00 | 0.00 | 0.00 |
|    b.1) 2nd Interim Adjustments to Beginning Balance | 9795 | 736,922.51 | (101,363.55) | 635,558.96 | | | 0.00 |
|    b.2) Adjustments to Beginning Balance (Escape) | 9795 | (113,835.00) | 60,664.83 | (53,170.17) | | | 0.00 |
|    c. Adjusted Beginning Balance | | (232,766.00) | 337,803.93 | 105,037.93 | (53,993.00) | 261,737.93 | 207,744.93 |
|  2. Ending Fund Balance, June 30 (E + F.1.c.) | | (53,993.00) | 261,737.93 | 207,744.93 | 120,161.00 | 267,944.93 | 388,105.93 |
| | | | | | | | |
|    Components of Ending Fund Balance | | | | | | | |
|    a. Nonspendable | | | | | | | |
|     Revolving Cash | 9711 | | | 0.00 | | | 0.00 |
|     Stores | 9712 | | | 0.00 | | | 0.00 |
|     Prepaid Expenditures | 9713 | | | 0.00 | | | 0.00 |
|     All Others | 9719 | | | 0.00 | | | 0.00 |
|    b. Restricted | 9740 | | 261,737.93 | 261,737.93 | | 267,944.93 | 267,944.93 |
|    c. Committed | | | | | | | |
|     Stabilization Arrangements | 9750 | | | | | | 0.00 |
|     Other Commitments | 9760 | | | | | | 0.00 |
|    d. Assigned | | | | | | | |
|     Other Assignments | 9780 | | | | | | 0.00 |
|    e. Unassigned/Unappropriated | | | | | | | |
|     Reserve for Economic Uncertainties | 9789 | 99,009.00 | | 99,009.00 | 94,859.72 | | 94,859.72 |
|     Unassigned / Unappropriated Amount | 9790 | (153,002.00) | 0.00 | (153,002.00) | 25,301.28 | 0.00 | 25,301.28 |

sed 5/8/19 3

# CHARTER SCHOOL
## MULTI-YEAR PROJECTION - ALTERNATIVE FORM

| | |
|---|---|
| Charter School Name: | AeroSTEM Academy |
| (name continued) | |
| CDS #: | 51105120138040 |
| Charter Approving Entity: | Sutter County Office of Education |
| County: | Sutter County Office of Education |
| Charter #: | 2000 |
| Fiscal Year: | 2025/26 |

This charter school uses the following basis of accounting:

[X] **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 objects are 6100-6170, 6200-6500, 7438, and 7439)

Enr: 130; ADA 115.70 (ADA to Enr 89%)     Enr: 140; ADA 124.60 (ADA to Enr 89%)     Enr: 140; ADA 124.60 (ADA to Enr 89%)

| Description | Object Code | FY 2025/26 Unrestricted | Restricted | Total | FY 2026/27 Unrestricted | Restricted | Total | FY 2027/28 Unrestricted | Restricted | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| **A. REVENUES** | | | | | | | | | | |
| **1. LCFF Sources** | | | | | | | | | | |
| State Aid - Current Year | 8011 | 1,382,637.00 | 0.00 | 1,382,637.00 | 1,562,109.00 | 0.00 | 1,562,109.00 | 1,577,077.00 | 0.00 | 1,577,077.00 |
| Education Protection Account State Aid - Current Year | 8012 | 23,776.00 | 0.00 | 23,776.00 | 25,604.00 | 0.00 | 25,604.00 | 25,604.00 | 0.00 | 25,604.00 |
| State Aid - Prior Years | 8019 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Transfers of Charter Schools in Lieu of Property Taxes | 8096 | 292,461.00 | 0.00 | 292,461.00 | 294,462.00 | 0.00 | 294,462.00 | 295,599.00 | 0.00 | 295,599.00 |
| Other LCFF Transfers | 8091, 8097 | 0.00 | 5,579.00 | 5,579.00 | 0.00 | 5,579.00 | 5,579.00 | 0.00 | 5,579.00 | 5,579.00 |
| Total, LCFF Sources | | 1,698,874.00 | 5,579.00 | 1,704,453.00 | 1,882,175.00 | 5,579.00 | 1,887,754.00 | 1,898,280.00 | 5,579.00 | 1,903,859.00 |
| **2. Federal Revenues** | | | | | | | | | | |
| Every Student Succeeds Act (Titles I - V) | 8290 | 0.00 | 48,477.00 | 48,477.00 | 0.00 | 48,477.00 | 48,477.00 | 0.00 | 48,477.00 | 48,477.00 |
| Special Education - Federal | 8181, 8182 | 0.00 | 26,856.00 | 26,856.00 | 0.00 | 26,856.00 | 26,856.00 | 0.00 | 26,856.00 | 26,856.00 |
| Child Nutrition - Federal | 8220 | 0.00 | 85,905.00 | 85,905.00 | 0.00 | 86,764.00 | 86,764.00 | 0.00 | 87,632.00 | 87,632.00 |
| Donated Food Commodities | 8221 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Other Federal Revenues | 8110, 8260-8299 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Total, Federal Revenues | | 0.00 | 161,238.00 | 161,238.00 | 0.00 | 162,097.00 | 162,097.00 | 0.00 | 162,965.00 | 162,965.00 |
| **3. Other State Revenues** | | | | | | | | | | |
| Special Education - State | StateRevSE | 0.00 | 9,822.00 | 9,822.00 | 0.00 | 10,577.00 | 10,577.00 | 0.00 | 10,577.00 | 10,577.00 |
| All Other State Revenues | StateRevAO | 26,669.00 | 561,228.00 | 587,897.00 | 28,936.00 | 463,143.00 | 492,079.00 | 30,923.00 | 464,281.00 | 495,204.00 |
| Total, Other State Revenues | | 26,669.00 | 571,050.00 | 597,719.00 | 28,936.00 | 473,720.00 | 502,656.00 | 30,923.00 | 474,858.00 | 505,781.00 |
| **4. Other Local Revenues** | | | | | | | | | | |
| All Other Local Revenues | LocalRevAO | 13,183.00 | 75,261.00 | 88,444.00 | 12,633.00 | 75,261.00 | 87,894.00 | 12,633.00 | 75,261.00 | 87,894.00 |
| Total, Local Revenues | | 13,183.00 | 75,261.00 | 88,444.00 | 12,633.00 | 75,261.00 | 87,894.00 | 12,633.00 | 75,261.00 | 87,894.00 |
| **5. TOTAL REVENUES** | | 1,738,726.00 | 813,128.00 | 2,551,854.00 | 1,923,744.00 | 716,657.00 | 2,640,401.00 | 1,941,836.00 | 718,663.00 | 2,660,499.00 |
| **B. EXPENDITURES** | | | | | | | | | | |
| **1. Certificated Salaries** | | | | | | | | | | |
| Certificated Teachers' Salaries | 1100 | 394,878.00 | 143,108.00 | 537,986.00 | 408,508.00 | 149,447.00 | 557,955.00 | 477,459.00 | 156,094.00 | 633,553.00 |
| Certificated Pupil Support Salaries | 1200 | 52,927.00 | 26,068.00 | 78,995.00 | 55,544.00 | 27,358.00 | 82,902.00 | 58,322.00 | 28,726.00 | 87,048.00 |
| Certificated Supervisors' and Administrators' Salaries | 1300 | 167,329.00 | 0.00 | 167,329.00 | 175,634.00 | 0.00 | 175,634.00 | 184,356.00 | 0.00 | 184,356.00 |
| Other Certificated Salaries | 1900 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Total, Certificated Salaries | | 615,134.00 | 169,176.00 | 784,310.00 | 639,686.00 | 176,805.00 | 816,491.00 | 720,137.00 | 184,820.00 | 904,957.00 |
| **2. Non-certificated Salaries** | | | | | | | | | | |
| Non-certificated Instructional Aides' Salaries | 2100 | 0.00 | 51,343.00 | 51,343.00 | 0.00 | 80,880.00 | 80,880.00 | 0.00 | 84,927.00 | 84,927.00 |
| Non-certificated Support Salaries | 2200 | 0.00 | 24,897.00 | 24,897.00 | 0.00 | 26,154.00 | 26,154.00 | 0.00 | 27,455.00 | 50,299.00 |
| Non-certificated Supervisors' and Administrators' Sal. | 2300 | 30,677.00 | 15,367.00 | 46,044.00 | 49,723.00 | 16,137.00 | 65,860.00 | 71,074.00 | 16,940.00 | 88,014.00 |
| Clerical and Office Salaries | 2400 | 60,088.00 | 0.00 | 60,088.00 | 68,338.00 | 0.00 | 68,338.00 | 24,792.00 | 0.00 | 24,792.00 |
| Other Non-certificated Salaries | 2900 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Total, Non-certificated Salaries | | 90,765.00 | 91,607.00 | 182,372.00 | 118,061.00 | 123,171.00 | 241,232.00 | 118,710.00 | 129,322.00 | 248,032.00 |

| Description | Object Code | FY 2025/26 Unrestricted | Restricted | Total | FY 2026/27 Unrestricted | Restricted | Total | FY 2027/28 Unrestricted | Restricted | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| **3. Employee Benefits** | | | | | | | | | | |
| STRS | 3101-3102 | 117,491.00 | 104,049.00 | 221,540.00 | 122,180.00 | 105,506.00 | 227,686.00 | 137,546.00 | 107,037.00 | 244,583.00 |
| PERS | 3201-3202 | 24,552.00 | 24,780.00 | 49,332.00 | 31,758.00 | 33,133.00 | 64,891.00 | 33,001.00 | 35,952.00 | 68,953.00 |
| OASDI / Medicare / Alternative | 3301-3302 | 5,627.00 | 5,680.00 | 11,307.00 | 7,320.00 | 7,637.00 | 14,957.00 | 7,360.00 | 8,018.00 | 15,378.00 |
| Medicare | 3311-3312 | 10,236.00 | 3,781.00 | 14,017.00 | 10,987.00 | 4,350.00 | 15,337.00 | 12,163.00 | 4,555.00 | 16,718.00 |
| Health and Welfare Benefits | 3401-3402 | 89,973.00 | 25,755.00 | 115,728.00 | 93,924.00 | 34,199.00 | 128,123.00 | 106,320.00 | 34,199.00 | 140,519.00 |
| Unemployment Insurance | 3501-3502 | 353.00 | 130.00 | 483.00 | 379.00 | 150.00 | 529.00 | 419.00 | 157.00 | 576.00 |
| Workers' Compensation Insurance | 3601-3602 | 7,130.00 | 2,634.00 | 9,764.00 | 7,653.00 | 3,030.00 | 10,683.00 | 8,472.00 | 3,173.00 | 11,645.00 |
| OPEB, Allocated | 3701-3702 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | | | 0.00 |
| OPEB, Active Employees | 3751-3752 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | | | 0.00 |
| Other Employee Benefits | 3901-3902 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | | | 0.00 |
| Total, Employee Benefits | | 255,362.00 | 166,809.00 | 422,171.00 | 274,201.00 | 188,005.00 | 462,206.00 | 305,281.00 | 193,091.00 | 498,372.00 |
| **4. Books and Supplies** | | | | | | | | | | |
| Approved Textbooks and Core Curricula Materials | 4100 | 1,319.00 | 32,209.00 | 33,528.00 | 1,319.00 | 32,209.00 | 33,528.00 | 1,319.00 | 32,209.00 | 33,528.00 |
| Books and Other Reference Materials | 4200 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Materials and Supplies | 4300 | 18,520.00 | 77,202.00 | 95,722.00 | 18,520.00 | 63,202.00 | 81,722.00 | 18,520.00 | 60,272.00 | 78,792.00 |
| Noncapitalized Equipment | 4400 | 519.00 | 11,195.00 | 11,714.00 | 519.00 | 11,195.00 | 11,714.00 | 519.00 | 11,195.00 | 11,714.00 |
| Food | 4700 | 0.00 | 81,468.00 | 81,468.00 | 0.00 | 81,468.00 | 81,468.00 | 0.00 | 81,468.00 | 81,468.00 |
| Total, Books and Supplies | | 20,358.00 | 202,074.00 | 222,432.00 | 20,358.00 | 188,074.00 | 208,432.00 | 20,358.00 | 185,144.00 | 205,502.00 |
| **5. Services and Other Operating Expenditures** | | | | | | | | | | |
| Subagreements for Services | 5100 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Travel and Conferences | 5200 | 3,000.00 | 11,550.00 | 14,550.00 | 0.00 | 9,254.00 | 9,254.00 | 0.00 | 6,484.00 | 6,484.00 |
| Dues and Memberships | 5300 | 495.00 | 660.00 | 1,155.00 | 495.00 | 660.00 | 1,155.00 | 495.00 | 660.00 | 1,155.00 |
| Insurance | 5400 | 40,000.00 | 0.00 | 40,000.00 | 40,000.00 | 0.00 | 40,000.00 | 45,000.00 | 0.00 | 45,000.00 |
| Operations and Housekeeping Services | 5500 | 49,436.00 | 0.00 | 49,436.00 | 55,368.00 | 0.00 | 55,368.00 | 61,480.00 | 0.00 | 61,480.00 |
| Rentals, Leases, Repairs, and Noncap. Improvements | 5600 | 142,994.00 | 161,714.00 | 304,708.00 | 143,413.00 | 161,714.00 | 305,127.00 | 143,764.00 | 161,714.00 | 305,478.00 |
| Transfers of Direct Costs | 5700-5799 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Professional/Consulting Services and Operating Expend. | 5800 | 185,449.00 | 98,476.00 | 283,925.00 | 184,940.00 | 93,714.00 | 278,654.00 | 185,917.00 | 93,713.00 | 279,630.00 |
| Communications | 5900 | 26,715.00 | 0.00 | 26,715.00 | 26,715.00 | 0.00 | 26,715.00 | 22,442.20 | 0.00 | 22,442.20 |
| Total, Services and Other Operating Expenditures | | 448,089.00 | 272,400.00 | 720,489.00 | 450,931.00 | 265,342.00 | 716,273.00 | 459,098.20 | 262,571.00 | 721,669.20 |
| **6. Capital Outlay** (Objects 6100-6170, 6200-6500 for mod. accrual basis) | | | | | | | | | | |
| Land and Improvements of Land | 6100-6170 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Buildings and Improvements of Buildings | 6200 | 0.00 | 8,000.00 | 8,000.00 | 0.00 | 0.00 | 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 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Equipment | 6400 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Equipment Replacement | 6500 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Depreciation Expense (for full accrual only) | 6900 | 11,000.00 | 0.00 | 11,000.00 | 11,000.00 | 0.00 | 11,000.00 | 11,000.00 | 0.00 | 11,000.00 |
| Total, Capital Outlay | | 11,000.00 | 8,000.00 | 19,000.00 | 11,000.00 | 0.00 | 11,000.00 | 11,000.00 | 0.00 | 11,000.00 |
| **7. Other Outgo** | | | | | | | | | | |
| Tuition to Other Schools | 7110-7143 | 0.00 | 149.00 | 149.00 | 0.00 | 149.00 | 149.00 | 0.00 | 0.00 | 0.00 |
| Transfers of Pass-through Revenues to Other LEAs | 7211-7213 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Transfers of Apportionments to Other LEAs - Spec. Ed. | 7221-7223SE | 10,201.00 | 9,951.00 | 20,152.00 | 10,201.00 | 20,152.00 | 30,353.00 | 0.00 | 10,201.00 | 10,201.00 |
| Transfers of Apportionments to Other LEAs - All Other | 7221-7223AO | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| All Other Transfers | 7281-7299 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Transfers of Indirect Costs | 7300-7399 | (22,235.00) | 22,653.00 | 418.00 | (22,235.00) | 22,235.00 | 0.00 | (11,044.00) | 11,044.00 | 0.00 |
| Debt Service: | | | | | | | | | | |
| Interest | 7438 | 0.00 | 0.00 | 0.00 | 100,000.00 | 0.00 | 100,000.00 | 100,000.00 | 0.00 | 100,000.00 |
| Principal | 7439 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Total, Other Outgo | | (12,034.00) | 32,753.00 | 20,719.00 | 87,966.00 | 42,536.00 | 130,502.00 | 88,956.00 | 21,245.00 | 110,201.00 |
| **8. TOTAL EXPENDITURES** | | 1,428,674.00 | 942,819.00 | 2,371,493.00 | 1,602,203.00 | 983,933.00 | 2,586,136.00 | 1,712,540.20 | 987,193.00 | 2,699,733.20 |
| **C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)** | | 310,052.00 | (129,691.00) | 180,361.00 | 321,541.00 | (267,276.00) | 54,265.00 | 229,295.80 | (268,530.00) | (39,234.20) |

| Description | Object Code | FY 2025/26 Unrestricted | Restricted | Total | FY 2026/27 Unrestricted | Restricted | Total | FY 2027/28 Unrestricted | Restricted | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| **D. OTHER FINANCING SOURCES / USES** | | | | | | | | | | |
| 1. Other Sources | 8930-8979 | 0.00 | 0.00 | 0.00 | 0.00 | 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 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3. Contributions Between Unrestricted and Restricted Accounts (must net to zero) | 8980-8999 | (135,898.00) | 135,898.00 | 0.00 | (137,257.00) | 137,257.00 | 0.00 | (139,191.00) | 139,191.00 | 0.00 |
| 4. TOTAL OTHER FINANCING SOURCES / USES | | (135,898.00) | 135,898.00 | 0.00 | (137,257.00) | 137,257.00 | 0.00 | (139,191.00) | 139,191.00 | 0.00 |
| **E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)** | | 174,154.00 | 6,207.00 | 180,361.00 | 184,284.00 | (130,019.00) | 54,265.00 | 90,104.80 | (129,339.00) | (39,234.20) |
| **F. FUND BALANCE, RESERVES** | | | | | | | | | | |
| **1. Beginning Fund Balance** | | | | | | | | | | |
| a. As of July 1 | 9791 | (53,993.00) | 261,737.93 | 207,744.93 | 120,161.00 | 267,944.93 | 388,105.93 | 304,445.00 | 137,925.93 | 442,370.93 |
| b. Adjustments/Restatements | 9793 | 0.00 | 0.00 | 0.00 | | | | | | |
| b.1 2nd Interim Adjustments to Beginning Balance | 9795 | 0.00 | 0.00 | 0.00 | | | | | | |
| b.1 Adjustments/Restatements (Escape) | 9795 | 0.00 | 0.00 | 0.00 | | | | | | |
| c. Adjusted Beginning Balance | | (53,993.00) | 261,737.93 | 207,744.93 | 120,161.00 | 267,944.93 | 388,105.93 | 304,445.00 | 137,925.93 | 442,370.93 |
| **2. Ending Fund Balance, June 30 (E + F.1.c.)** | | 120,161.00 | 267,944.93 | 388,105.93 | 304,445.00 | 137,925.93 | 442,370.93 | 394,549.80 | 8,586.93 | 403,136.73 |
| Components of Ending Fund Balance | | | | | | | | | | |
| a. Nonspendable | | | | | | | | | | |
| Revolving Cash | 9711 | | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Stores | 9712 | | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Prepaid Expenditures | 9713 | | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| All Others | 9719 | | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| b. Restricted | 9740 | | 267,944.93 | 267,944.93 | | 137,925.93 | 137,925.93 | | 8,586.93 | 8,586.93 |
| c. Committed | | | | | | | | | | |
| Stabilization Arrangements | 9750 | | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Other Commitments | 9760 | | | 0.00 | 0.00 | 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 | 0.00 | 0.00 |
| e. Unassigned/Unappropriated | | | | | | | | | | |
| Reserve for Economic Uncertainties | 9789 | 94,859.72 | | 94,859.72 | 103,445.44 | | 103,445.44 | 107,989.33 | | 107,989.33 |
| Undesignated / Unappropriated Amount | 9790 | 25,301.28 | 0.00 | 25,301.28 | 200,999.56 | 0.00 | 200,999.56 | 286,560.47 | 0.00 | 286,560.47 |

Revised 5/8/19