

REGULAR MEETING AGENDA

November 11th, 2025 at 5:30PM

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: Jennifer Chaplin, Community Rep.	<input type="checkbox"/> ▼	<input type="checkbox"/> ▼
3.2. Vice President: Chris Ramey, Parent Rep.	<input type="checkbox"/> ▼	<input type="checkbox"/> ▼
3.3. Secretary: Dallan Reese, Community Rep.	<input type="checkbox"/> ▼	<input type="checkbox"/> ▼
3.4. Kash Gill, SCSOS Rep.	<input type="checkbox"/> ▼	<input type="checkbox"/> ▼
3.5. OPEN	<input type="checkbox"/> ▼	<input type="checkbox"/> ▼
3.6. OPEN	<input type="checkbox"/> ▼	<input type="checkbox"/> ▼
3.7. OPEN	<input type="checkbox"/> ▼	<input type="checkbox"/> ▼

4. APPROVAL OF BOARD AGENDA

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

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

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

Members of the public are given an opportunity to address the Board regarding items not listed on the agenda. The California Government Code, Section 54954.3(a) states, ".....no action shall be taken on any item not appearing on the agenda unless the action is otherwise authorized by subdivision (b) of Section 54954.2.

6. CONSENT AGENDA

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

6.1. 9/8/25 Board Minutes **Page 6**

6.2. Williams Q 1 Report **Page 10**

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

7. DISCUSSION ITEMS

7.1. DIRECTOR'S REPORT

- 7.1.1. Celebrations
- 7.1.2. Yuba-Sutter Sheriff Aero-Squadron MOU/Partnership **Page 12**
- 7.1.3. Health Benefits **Page 14**
- 7.1.4. WASC Report **Page 28**
- 7.1.5. Upcoming Board Policies
- 7.1.6. 26/27 Staffing
- 7.1.7. New CTE Pathway Potential

7.2. FINANCIAL REPORT

- 7.2.1. See 1st Interim Report in Action Items

7.3. ENROLLMENT REPORT

- 7.3.1. Current Enrollment: 140
- 7.3.2. In Que: 8 (6 are on waitlist)
- 7.3.3. Percent Change for Month: +0.2%
- 7.3.4. Percent Change for Year: +19.7%
- 7.3.5. Average Daily Attendance for Year: 92%

8. ACTION ITEMS

8.1. Board Member Approval **Page 48**

Background Information: Per the bylaws and the charter, the board can have 3 to 7 board members. The current board has expressed interest in adding members to the current board up to 7. Attached is the letter of interest from Joe Borzelleri to join the board as a Community Representative.

Implications: Compliance and governance

Presented By: Clark

Recommendation: N/A

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

8.2. 24/25 Unaudited Actuals - Revised **Page 51**

Background Information: The Unaudited Actuals Financial Reports are presented for Board approval at the September Board Meeting. Although the year-end closing process has been completed, the financial information for the fiscal year will not be final until December when the district's independent auditor's report is submitted to the Board for approval and then submitted to the State for acceptance. The completion of the Unaudited Actuals Report provides an accurate beginning balance for the following fiscal year budget.

Implications: Financial

Presented By: Clark

Recommendation: Approve

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

8.3. 1st Interim Budget **Page 58**

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

Implications: Possible financial impact to the school program.

Presented By: Ortega & Trujillo

Recommendation: Approve

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

8.4. Certificated II Salary Schedule **Page 64**

Background Information: The certificated salary schedule has not been adjusted since 2021 and teacher salary rates have fallen well below the market for the area. The proposed increase would place AeroSTEM near the average for schools in the area, keeping the organization competitive with salary packages.

Implications: Financial and programmatic/staff retention

Presented By: Clark

Recommendation: Approve

Motion: _____ Second: _____ Ayes: ___ Noes: ___ Abstain: ___

9. **CLOSED SESSION**

9.1. **PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE (Gov. Code section 54957(b),)**

10. **BOARD COMMENTS**

11. **FUTURE BOARD ITEMS**

11.1. DIRECTOR'S REPORT

11.2. FINANCIAL REPORT

11.3. ENROLLMENT REPORT

11.4. CAASPP/Dashboard

11.5. Academic Update

11.6. E.D. Evaluation

12. **MOTION TO ADJOURN**

Motion: _____ Second: _____ Ayes: ___ Noes: ___ Abstain: ___

In compliance with the Americans with Disabilities Act, for those requiring special assistance to access the Board Meeting room, to access written documents being discussed at the Board Meeting, or to otherwise participate at Board Meetings, please contact the school office at 530-742-2531 for assistance. Notification at least 48 hours prior to the meeting will enable the school office to make reasonable arrangements to ensure accessibility to the Board Meeting and to provide any required accommodations, auxiliary aids or services. All Open Session Agenda related documents, including materials distributed less than 72 hours prior to the scheduled meeting, are available to the public for viewing at the school office located at 82 Second Street, Yuba City, CA 95991

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REGULAR MEETING AGENDA

September 8th at 5:30PM

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: Jennifer Chaplin, Community Representative	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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3.4. Kash Gill, SCSOS Representative	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.5. OPEN	<input type="checkbox"/>	<input type="checkbox"/>
3.6. OPEN	<input type="checkbox"/>	<input type="checkbox"/>
3.7. OPEN	<input type="checkbox"/>	<input type="checkbox"/>

4. APPROVAL OF BOARD AGENDA

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

Motion: Gill Second: Ramey Ayes: 4 Noes: 0 Abstain: 0

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

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6.1. 8/18/25 Board Minutes

Motion: Ramey Second: Gill Ayes: 3 Noes: 0 Abstain: 1

7. DISCUSSION ITEMS

7.1. DIRECTOR'S REPORT

- 7.1.1. Staffing
- 7.1.2. Student Support
- 7.1.3. After School Clubs
- 7.1.4. Board Member Recruitment
- 7.1.5. Certificated II Salary Schedule Update

7.2. FINANCIAL REPORT

7.3. ENROLLMENT REPORT

- 7.3.1. Current Enrollment: 138
- 7.3.2. In Que: 6 (plus 1 scheduled to start 9/26)
- 7.3.3. Percent Change for Month: -.7%
- 7.3.4. Percent Change for Year: +18.8%
- 7.3.5. Average Daily Attendance for Year: 91%

8. ACTION ITEMS

8.1. Prop 28: Arts and Music in Schools Funding Annual Report Fiscal Year 24/25

Background Information: Proposition 28, also known as the "Arts and Music in Schools Funding Guarantee and Accountability Act," mandates ongoing state funding for arts education programs in public and charter schools from pre-kindergarten through grade 12. The report has to be approved by the board.

Implications: Financial and compliance impact

Presented By: Clark

Recommendation: Approve

Motion: Ramey Second: Gill Ayes: 4 Noes: 0 Abstain: 0

8.2. Education Protection Account (EPA) Report - Fiscal Year 2024-25

Background Information: Proposition 30 was approved by the voters of California on November 6, 2012. Proposition 30 added Article XIII, Section 36 to the California Constitution which not only impacts cash flow patterns in school districts but also has an accountability component. The Proposition provides that all K-14 local agencies have the sole authority to determine how the funds received from the Education Protection Account (EPA) are spent, but with the following provisions: The spending plan must be approved by the governing board during a public meeting. EPA funds cannot be used for the salaries or benefits of administrators or any other administrative costs (as determined through the account code structure). Each year, the local agency must publish on its website an accounting of how much money was received from the EPA and how the funds were expended.

Implications: Financial and Compliance

Presented By: Clark

Recommendation: Approve

Motion: Gill Second: Ramey Ayes: 4 Noes: 0 Abstain: 0

8.3. Unaudited Actuals for 24/25

Background Information: The Unaudited Actuals Financial Reports are presented for Board approval at the September Board Meeting. Although the year-end closing process has been completed, the financial information for the fiscal year will not be final until December when the district's independent auditor's report is submitted to the Board for approval and then submitted to the State for acceptance. The completion of the Unaudited Actuals Report provides an accurate beginning balance for the following fiscal year budget.

Implications: Financial

Presented By: Clark

Recommendation: Approve

Motion: Gill Second: Ramey Ayes: 4 Noes: 0 Abstain: 0

8.4. 24-07 Role of the Board - BP

Background Information: Updates as requested by Board

Implications: N/A

Presented By: Clark

Recommendation: Approve

Motion: Gill Second: Ramey Ayes: 4 Noes: 0 Abstain: 0

9. BOARD COMMENTS

10. FUTURE BOARD ITEMS

- 10.1. DIRECTOR'S REPORT
- 10.2. FINANCIAL REPORT
- 10.3. ENROLLMENT REPORT
- 10.4. CAASPP/Dashboard
- 10.5. Academic Update
- 10.6. Williams Q1 Report (July - September)
- 10.7.

11. MOTION TO ADJOURN

Motion: Gill Second: Ramey Ayes: 4 Noes: 0 Abstain: 0

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Quarterly Report on Williams Uniform Complaints

Education Code 35186(d)

Person completing this form: _____ Title: _____

Quarterly Report Submission Date: _____
Month _____ Year _____

Date for information to be reported publicly at governing board meeting: _____

Please check the box that applies:

No complaints were filed with any school in the district during the quarter indicated above.

Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials			
Teacher Vacancy or Misassignment			
Facilities Conditions			
TOTALS			

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Yuba-Sutter Sheriff Aero-Squadron

To: **Joseph Clark, Executive Director**
AeroSTEM Academy Charter School
82 2nd ST, Yuba City, CA 95991-5531

From: **Jon Messick, Commander**
Yuba-Sutter Sheriff Aero-Squadron
1077 Civic Center Blvd, Yuba City, CA 95993

CC: Nicole Burke, STEM CTE Teacher

Subject: **Letter of Understanding for Joint Use and Maintenance Agreement for AeroSTEM Flight Simulator**

1. The AeroSTEM Academy and the Yuba-Sutter Sheriff Aero-Squadron are collaborating to enhance aviation education and professional pilot training within the community. Under this agreement, the Yuba-Sutter Sheriff Aero-Squadron will assist in maintaining and operating the Precision Flight Simulator, ensuring it remains in optimal working condition for all users. Students at AeroSTEM Academy will have regular access to the simulator for educational purposes, learning navigation, GPS procedures, and flight fundamentals under guided instruction.
2. In addition, the Yuba-Sutter Sheriff Aero-Squadron will have access to the simulator for professional and volunteer pilot training during scheduled times agreed upon by both entities. This partnership not only strengthens technical and aviation education for local youth but also supports the continued proficiency and readiness of the Yuba-Sutter Sheriff Aero-Squadron pilots. A formal schedule and shared-use agreement will be established to ensure smooth coordination and mutual benefit for both organizations.
3. A joint review of this agreement will take place after a period of two years. If both parties are still in favor of continuing this partnership, the agreement will remain in perpetuity until either party indicates 60 days in advance their desire to cancel the agreement.
4. The Parties shall in good faith undertake to perform their obligations under this Agreement and will use good faith efforts to cooperate with each other in all matters related to this Agreement.
5. If you agree with the terms outlined in this LOU, please sign below.

Jon Messick, Commander
Yuba Suter Sheriff's Aero Squadron

Joseph Clark, Executive Director
AeroSTEM Academy Charter School

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Group Purchasing Comparisons

TCSIG vs CSEBO

TCSIG Standard

vs

CSEBO PPO 90

EE	EE + 1	Family
\$1,025.82	\$2,051.64	\$2,768.88

Coinsurance	20%
Deductible	\$750/\$1,500
OOP Max	\$3,500/\$7,000
Office Visit	\$20
ER Visit	\$50 + Coinsurance
Prescription Max	\$1,000/\$2,000
Mail Order	90 Days
Generic	\$10
Brand	\$50
Non-Preferred	\$90

EE	EE + 1	Family
\$1,378.03	\$2,487.13	\$3,592.75

Coinsurance	10%
Deductible	\$500/\$1,500
OOP Max	\$2,000/\$6,000
Office Visit	\$10
ER Visit	Coin. after deductible
Prescription Max	\$2,000/\$4,000
Mail Order	90 Days
Generic	\$5
Brand	\$5
Non-Preferred	\$5



TCSIG Basic

vs

CSEBO PPO 80

EE	EE + 1	Family
\$883.00	\$1,767.04	\$2,384.20

Coinsurance	30%
Deductible	\$1,000/\$2,000
OOP Max	\$5,000/\$10,000
Office Visit	\$20
ER Visit	\$50 + Coin.
Prescription Max	\$1,000/\$2,000
Mail Order	90 Days
Generic	\$10
Brand	\$50
Non-Preferred	\$90

EE	EE + 1	Family
\$988.18	\$1,783.53	\$2,576.35

Coinsurance	20%
Deductible	\$750/\$2,250
OOP Max	\$3,000/\$9,000
Office Visit	\$20
ER Visit	20% Coin.
Prescription Max	\$2,000/\$4,000
Mail Order	90 Days
Generic	\$20
Brand	\$40
Non-Preferred	\$70



CDHP Low

VS

CSEBO CDHP80

EE	EE + 1	Family
\$635.93	\$1,272.89	\$1,719.08

Coinsurance	50%
Deductible	\$3,300/\$6,600
OOP Max	\$8,000/\$16,000
Office Visit	50% Coin.
ER Visit	50% Coin.
Prescription Max	Combined OOP
Mail Order	90 Days
Generic	50% Coin.
Brand	50% Coin.
Non-Preferred	50% Coin.

EE	EE + 1	Family
\$562.24	\$1,028.36	\$1,409.56

Coinsurance	20%
Deductible	\$1,800/\$3,600
OOP Max	\$5,000/\$10,000
Office Visit	20% Coin.
ER Visit	20% Coin.
Prescription Max	Combined
Mail Order	90 Days
Generic	20% up to \$250
Brand	20% up to \$250
Non-Preferred	20% up to \$250



TCSIG				CSEBO		
	Standard	Basic	CDHP Low	PPO 90	PPO 80	CDHP 80
EE Only	\$1,025.82	\$883.00	\$635.93	\$1,378.03	\$988.18	\$562.24
EE + 1	\$2,051.64	\$1,767.04	\$1,272.89	\$2,487.13	\$1,783.53	\$1,028.36
Family	\$2,768.88	\$2,384.20	\$1,400.08	\$3,592.75	\$2,576.35	\$1,409.56
Waiver	\$369 Waiver Fee			\$0 Waiver Fee		



**The following slides present the benefit packages
as Claremont Partners lined them up.**

TCSIG
(In the Left Corner)

CSEBO
(In the Right Corner)



Premier

vs

PPO 90

EE	EE + 1	Family
\$1,230.15	\$2,461.34	\$3,323.37

Coinsurance	10%
Deductible	\$500/\$1,000
OOP Max	\$2,500/\$5,000
Office Visit	\$15
ER Visit	\$50 + 10% Coin.
Prescription Max	\$1,000/\$2,000
Mail Order	90 Days
Generic	\$10
Brand	\$50
Non-Preferred	\$90

EE	EE + 1	Family
\$1,378.03	\$2,487.13	\$3,592.75

Coinsurance	10%
Deductible	\$500/\$1,500
OOP Max	\$2,000/\$6,000
Office Visit	\$10
ER Visit	10% Coin.
Prescription Max	\$2,000/\$4,000
Mail Order	90 Days
Generic	\$5
Brand	\$5
Non-Preferred	\$5



Premier+ vs

EE	EE + 1	Family
\$1,452.20	\$2,2905.45	\$3,921.89

Coinsurance	20%
Deductible	\$75/\$150
OOP Max	\$475/\$950
Office Visit	\$10
ER Visit	\$50 + Coin.
Prescription Max	\$1,000/\$2,000
Retail	31 Days
Generic	\$5
Brand	25%, max \$35
Non-Preferred	45%, max \$70

PPO 80

EE	EE + 1	Family
\$988.18	\$1,783.53	\$2,576.35

Coinsurance	20%
Deductible	\$750/\$2,250
OOP Max	\$3,000/\$9,000
Office Visit	\$20
ER Visit	20% Coin.
Prescription Max	\$2,000/\$4,000
Mail Order	90 Days
Generic	\$20
Brand	\$40
Non-Preferred	\$70



Standard

vs

PPO 80

EE	EE + 1	Family
\$1,025.82	\$2,051.64	\$2,768.88

Coinsurance	20%
Deductible	\$750/\$1,500
OOP Max	\$3,500/\$7,000
Office Visit	\$20
ER Visit	\$50 + Coinsurance
Prescription Max	\$1,000/\$2,000
Mail Order	90 Days
Generic	\$10
Brand	\$50
Non-Preferred	\$90

EE	EE + 1	Family
\$988.18	\$1,783.53	\$2,576.35

Coinsurance	20%
Deductible	\$750/\$2,250
OOP Max	\$3,000/\$9,000
Office Visit	\$20
ER Visit	20% Coin.
Prescription Max	\$2,000/\$4,000
Mail Order	90 Days
Generic	\$20
Brand	\$40
Non-Preferred	\$70



Basic

vs

Wellness PPO

EE	EE + 1	Family
\$883.00	\$1,767.04	\$2,384.20

Coinsurance	30%
Deductible	\$1,000/\$2,000
OOP Max	\$5,000/\$10,000
Office Visit	\$20
ER Visit	\$50 + Coin.
Prescription Max	\$1,000/\$2,000
Mail Order	90 Days
Generic	\$10
Brand	\$50
Non-Preferred	\$90

EE	EE + 1	Family
\$814.65	\$1,470.32	\$2,123.92

Coinsurance	30%
Deductible	\$1,250/\$3,750
OOP Max	\$5,000/\$12,700
Office Visit	\$30
ER Visit	30% Coin.
Prescription Max	\$2,000/\$4,000
Mail Order	90 Days
Generic	\$20
Brand	\$40
Non-Preferred	\$70



PPO Low

vs

Indemnity PPO

EE	EE + 1	Family
\$661.99	\$1,325.02	\$1,788.93

Coinsurance	50%
Deductible	\$3,000/\$6,000
OOP Max	\$9,000/\$18,000
Office Visit	50% Coin.
ER Visit	50% Coin.
Prescription Max	Combined OOP
Mail Order	90 Days
Generic	\$10
Brand	\$50
Non-Preferred	\$90

EE	EE + 1	Family
\$902.92	\$1,804.89	\$2,436.95

Coinsurance	15%
Deductible	\$800/\$2,400
OOP Max	\$2,000/\$4,000
Office Visit	15% Coin.
ER Visit	15% after deductible
Prescription Max	\$4,600/\$9,200
Mail Order	90 Days
Generic	\$40
Brand	\$60
Non-Preferred	\$100



CDHP

VS

CDHP 90

EE	EE + 1	Family
\$702.65	\$1,407.38	\$1,900.48

Coinsurance	50%
Deductible	\$1,650/\$3,300
OOP Max	\$5,000/\$10,000
Office Visit	50% Coin.
ER Visit	50% Coin.
Prescription Max	Combined
Mail Order	90 Days
Generic	50% Coin.
Brand	50% Coin.
Non-Preferred	50% Coin.

EE	EE + 1	Family
\$725.47	\$1,325.96	\$1,817.47

Coinsurance	10%
Deductible	\$1,650/\$3,300
OOP Max	\$3,000/\$6,000
Office Visit	10% Coin.
ER Visit	10% after deductible
Prescription Max	Combined
Mail Order	90 Days
Generic	\$20
Brand	\$60
Non-Preferred	\$60



CDHP Low

VS

CSEBO CDHP80

EE	EE + 1	Family
\$635.93	\$1,272.89	\$1,719.08

Coinsurance	50%
Deductible	\$3,300/\$6,600
OOP Max	\$8,000/\$16,000
Office Visit	50% Coin.
ER Visit	50% Coin.
Prescription Max	Combined OOP
Mail Order	90 Days
Generic	50% Coin.
Brand	50% Coin.
Non-Preferred	50% Coin.

EE	EE + 1	Family
\$562.24	\$1,028.36	\$1,409.56

Coinsurance	20%
Deductible	\$1,750/\$3,500
OOP Max	\$5,000/\$10,000
Office Visit	20% Coin.
ER Visit	20% Coin.
Prescription Max	Combined
Mail Order	90 Days
Generic	20% up to \$250
Brand	20% up to \$250
Non-Preferred	20% up to \$250



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AeroSTEM Academy

82 Second St | Yuba City | CA | 95991

SCHOOL PROGRESS REPORT

November 2025

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

Part 1: Introduction

Aerostem Academy, authorized by the Sutter County Superintendent of Schools, is a site-based charter school in its sixth year of operation. Located at the Sutter County Airport in Yuba City, California, the school has grown significantly since its split from CORE Charter School in 2018, leading to a plan for a permanent building within the next five to ten years.

The school's curriculum, which meets California State Standards, is taught through the lens of the aviation industry, with a focus on engineering, mechanics, computer science, and drone piloting. High school students access core subjects through an online provider, while also participating in hands-on, on-site programs, including a dedicated CTE pathway in aeronautics, with plans to expand to engineering design. The middle school is a core-model program.

With a current enrollment of 140 students in grades 5-12, the student body is 61% middle school and 39% high school. The student makeup is 61% male and 39% female. In terms of special needs, 18% of students have an IEP, and 8% have a 504 plan. The school also serves a high percentage of students from low socioeconomic backgrounds at 72%. Regarding racial and ethnic diversity, 26% of students are of a minority background, and 37% are considered Hispanic or Latino.

To ensure equitable access for all students, Aerostem Academy has implemented a full PBIS system and new data management systems. These systems allow the school to collect and analyze student performance and behavior data, disaggregated by factors like race, ethnicity, and socioeconomic status. This data-driven approach helps the school identify disparities and implement targeted interventions, ensuring all students have a positive and successful learning experience.

Part 2

Briefly name the events that have occurred since the last visit and the impact each has had on your school and your students' academic growth and wellbeing. (Please think of these as events that were NOT under your control, but have had a significant impact on your school)

Events	Impact on Student Learning & Wellbeing
Pending possible closure due to past financial mismanagement	Led to staff turnover as key personnel sought stable employment, causing curriculum gaps and inconsistency. Teachers hesitated to invest in multi-year program development or specialized resources. Created significant stress for students and families concerned about future educational placement. Challenged student-teacher relationships as students sensed staff worry and institutional instability
Significant economic downturn and declining enrollment in the region as a whole	Higher rates of students moving in and out of the school make it difficult to maintain consistent instruction and progress monitoring. Fewer family donations/fundraising, potentially impacting access to technology, field trips, or extracurricular tutoring. Students arrived at school with more non-academic burdens (food, housing insecurity), making focus difficult. Students may miss school to work, care for siblings, or due to family upheaval.

Part 3: Identified Major Student Learner Needs

Provide quality first instruction and RTI supports based on data, specifically focused in the area of mathematics.

To continue the process of improving instruction and RTI, we implemented several resources and training initiatives. We added two additional paraeducators, which significantly enhanced our capacity to provide high-quality, frequent small-group instruction and individual support across the tiers. This ensured more of our students received the differentiated attention they needed during both core instruction and intervention time.

Furthermore, we increased the number of third-party diagnostics—such as comprehensive math assessments—which allowed for a deeper understanding of specific learning deficits (e.g., number sense, procedural fluency, conceptual understanding) that were driving student difficulties. We used this richer diagnostic data to precisely tailor both Tier 2 and Tier 3 interventions to address root causes, not just symptoms. Finally, we provided staff training on small-group instruction, focusing on organization, grouping strategies, effective use of instructional routines, and high-leverage feedback techniques. We are confident that these targeted enhancements, all informed by student data, created a more robust and responsive mathematics support system.

Cultivate a safe and positive learning environment where all educational partners feel connected, respected, and included in order to increase student attendance and reduce chronic absenteeism.

To tackle student attendance and chronic absenteeism, we cultivated a safe and positive learning environment where all educational partners, students, staff, and families felt connected, respected, and included. We achieved this by intentionally implementing programs and practices that prioritized socio-emotional well-being and a sense of belonging for everyone. Specifically, we established four Family Fun Nights in which all educational partners are welcome to attend. These events provided informal opportunities for connection.

To strengthen the home-school partnership, we restructured our communication and engagement methods. We successfully hosted two parent-teacher conference sessions—one in the late fall and a follow-up in early spring. To better support our families' busy schedules, we launched a parent-focused podcast, offering brief and accessible episodes on topics such as navigating homework, understanding the curriculum, and accessing support services. For our students, we recognized the importance of belonging, and we added four new student clubs to ensure every student had an opportunity to pursue an interest and feel connected to the school community.

As a result of these collective efforts, we witnessed a significant shift in school culture. Students were excited to come to school, and staff reported feeling more supported and collaborative. This demonstrated that a truly inclusive and respectful environment is the essential foundation for student presence and learning.

Continue to develop the high school program course offerings, including a-g courses, CTE pathways, and dual enrollment options, within the current school model and limitations of staff.

To continue developing the high school program course offerings within our current school model and staffing limitations, we focused our efforts on strategic expansion that maximized our existing resources while significantly broadening opportunities for our students.

First, we launched a new science pathway that aligns with a-g requirements. Simultaneously, we added multiple new electives, such as Art History and American Sign Language, to engage a wider range of student interests and provide crucial skills for college and career readiness.

Regarding career and technical education (CTE), we solidified and promoted our existing CTE pathway to ensure maximum student enrollment and program fidelity. Looking ahead, and despite our current staffing constraints, we have begun the crucial planning phase for adding a second CTE pathway, Computer Science, in the near future. This phased approach allows us to responsibly manage the development of new courses and facilities while upholding the quality of our current program.

Part 4

Copy and paste the Condition(s) that triggered the request for this progress report from the Personalized Outline sent to you by your Advisor. Discuss what actions you have taken to address these findings, and the impact your work has had on student learning, achievement and well-being.

Conditions	What have you done to address these matters?	How has this impacted student learning, achievement and wellbeing?
Continue to collect, disaggregate and analyze data to confirm that your students continue to grow and achieve academically.	<p>Our commitment to continuously collecting, disaggregating, and analyzing student data has fundamentally transformed our school into a highly responsive, data-driven environment. We addressed this condition by maintaining robust data systems (LMS, data warehouse) and diagnostic tools (such as IXL), ensuring that all staff have unified, real-time access to performance, attendance, and behavioral metrics. Crucially, we formalized systemic data review protocols within PLCs, requiring staff to disaggregate data by subgroups (EL, Special Education) and specific skill standards. This practice is supported by aligned professional development that trains staff to move beyond simply reviewing scores to actively applying prescriptive adjustments to instruction.</p>	<p>The impact on student achievement is clear: our data practices now enable precision instruction. Instead of relying on general remediation, we quickly pinpoint and address specific learning gaps identified through frequent diagnostics, accelerating academic growth and reducing the time it takes to close achievement deficits. Furthermore, the integration of educational, attendance, and behavioral data enables the creation of an early warning system. This allows our support staff, including the ERMS Counselor, to intervene proactively with social-emotional support when data signals an issue, addressing root causes before they significantly affect grades. This continuous cycle of data-informed action not only improves achievement but also enhances well-being. By making progress transparent to students and parents, we reduce anxiety and cultivate a</p>

		growth mindset, empowering students to see the direct connection between their effort and their measurable success.
Monitor the number of academic core course assignments to teachers with credential and subject matter expertise.	<p>Our focused action to monitor and ensure that academic core courses are taught by staff with the proper credentials and subject matter expertise has created a direct pathway to improved student achievement and confidence.</p> <p>We addressed this condition by utilizing a Graduation tracking system within the SIS, which proactively flags assignment mismatches, and by prioritizing the hiring of fully credentialed experts. Furthermore, the Master Schedule is strategically reviewed to ensure that expert teachers are consistently assigned to critical gateway courses, such as IM I and high-stakes ELA classes. This consistency is supported by targeted professional development for teachers who temporarily teach outside their primary field, ensuring that baseline quality is maintained.</p>	The primary impact is increased depth and quality of instruction. Students are now taught by experts who possess a deep understanding of the curriculum scope, sequence, and specialized pedagogical practices. This translates directly into better academic achievement and performance on standardized measures, as fewer fundamental misconceptions are created, thus reducing the need for extensive later remediation. Crucially, this action boosts well-being by improving academic security. When students know their teachers are highly qualified experts, their confidence in the quality and accuracy of their education rises, which in turn reduces frustration and fosters a more positive, trusting, and engaged learning experience.
Continue to monitor the relevance and usefulness of your comprehensive staff development plan to ensure rigorous instruction in all classes, adhering to academic standards and continue to improve your career readiness scores;	Our strategic focus on monitoring and refining our comprehensive staff development plan has been centered on ensuring instruction is rigorously aligned to academic standards while simultaneously	This approach has had a profound impact on student achievement by enhancing both relevance and rigor. By successfully integrating academic concepts within the practical context of CTE courses, student learning becomes immediately applicable,

<p>continue to work on the integration of academic and career technical education.</p>	<p>building essential career readiness skills through educational and CTE integration. We addressed this condition by treating our Professional Development (PD) plan as a dynamic tool, driven by staff feedback and student data. This ensures training is consistently relevant and practical. To guarantee rigor, we utilize instructional rounds and focused walkthroughs to assess the consistent application of standards in every classroom.</p>	<p>significantly increasing their motivation and retention of foundational knowledge. This shift to applied, meaningful learning combats student apathy, replacing it with a sense of purpose and excitement. For student well-being, the PD feedback loop boosts staff morale, creating a more positive instructional environment, while the clear, relevant pathways demonstrated by the integrated curriculum reduce student anxiety about the future, giving them a confident sense of direction and self-efficacy.</p>
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Growth Areas identified by the VC

<p>Extra support for Gifted Students</p>	<p>We do not utilize a formal Gifted and Talented Education (GATE) identification program, as we believe a fixed label is counter to our school's mission and vision of fostering potential in all students. Instead, we focused our strategy on embedded differentiation, fluid grouping, and expansive enrichment to ensure our high-ability learners are consistently challenged and engaged.</p> <p>In Tier 1 setting, we have prioritized and provided training on core differentiation strategies for our teaching staff. We implemented a system where students who</p>	<p>The shift in our approach, away from a narrow GATE label and toward comprehensive differentiation and enrichment for all, has profoundly impacted the learning, achievement, and well-being of our high-ability students. By focusing on embedded strategies, we have seen a measurable increase in the depth and complexity of work submitted by our highest-achieving learners. Our assessment data now show higher scores on measures of higher-order thinking, synthesis, and creative application of knowledge, rather than just procedural fluency. The integration of challenging</p>
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	<p>demonstrate prior mastery of a unit's content via pre-assessment are excused from repetition (compacting the curriculum). This frees up time for more challenging work.</p> <p>We require teachers to use tiered assignments, particularly in math and ELA, which allow students to engage with the same learning objective at varying levels of complexity. Our high-ability students receive the highest-tier tasks, demanding more abstract reasoning and synthesis. We continually use flexible grouping based on content area expertise and task needs, rather than permanent ability groups. This allows students to work with like-minded peers for challenge, and with mixed groups for collaboration and leadership practice.</p> <p>Through these combined, data-informed approaches, we ensure that our high-ability learners are consistently challenged and provided with enrichment that aligns with their potential, all while maintaining an inclusive school model that supports the growth of every student.</p> <p>Would you like to review the curriculum design templates we developed for creating those tiered assignments?</p>	<p>content within the core classroom prepared these students for success in the A-G and advanced CTE pathways we developed, leading to higher enrollment rates in those rigorous courses.</p> <p>The emphasis on varied clubs and an inclusive environment addressed critical non-academic needs for this population. The expanded club offerings—especially the highly competitive and intellectual clubs like e-sports and Robotics—provided outlets that previously did not exist. We noticed a significant improvement in student reports of feeling connected to the school and finding like-minded peers, which helps combat the isolation sometimes felt by high-ability learners.</p> <p>By rejecting the narrow focus on a label, we created a dynamic system where challenge is the norm, not an exception. This environment fostered not only superior academic achievement but also a more profound sense of purpose and belonging for our most capable learners.</p>
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<p>Continue to provide differentiation for students; eg., dual enrollment, subject.com, etc.</p>	<p>To ensure every student has access to challenging and diverse learning pathways, we successfully added multiple new electives across various subject areas. These courses serve as high-interest differentiators, allowing students to explore career paths and intellectual passions beyond the core curriculum.</p> <p>We significantly utilized virtual course platforms (Subject.com) to overcome staffing limitations and expand our catalog. We enrolled students in high-demand, specialized, and rigorous courses that we could not otherwise offer on campus. This strategy ensured we provided a vast array of challenging options without increasing our fixed teaching staff.</p> <p>A significant component of our differentiation strategy was increasing access to college-level courses on the high school campus. We actively promoted and streamlined the process for Dual Enrollment, resulting in a higher number of students enrolling in college credit courses. We achieved this by collaborating closely with our local community college partner to host registration drives and embed academic counselors directly in the process.</p>	<p>The proactive strategy of expanding course access through new electives, leveraging virtual platforms (like Subject.com), and aggressively increasing Dual Enrollment opportunities has had a significant, measurable impact on student learning, achievement, and well-being. We successfully elevated the rigor and breadth of the high school experience, directly leading to increased academic achievement and readiness for post-secondary education.</p> <p>The higher number of students enrolling in Dual Enrollment courses directly resulted in more students completing college-level work and earning transferable college credit while still in high school. By utilizing virtual platforms (Subject.com), we offered specialized AP and advanced courses that were not previously available. For high-ability learners, the combination of Dual Enrollment and virtual courses created a pathway for subject-specific acceleration, ensuring continuous academic challenge and preventing stagnant learning.</p> <p>In summary, by intentionally diversifying and expanding our differentiation methods, we moved beyond mere instruction to offer genuine pathways for acceleration and</p>
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	<p>By implementing these strategies—expanding electives, leveraging virtual platforms for specialty courses, and aggressively growing our dual enrollment numbers—we ensured that we were consistently differentiating instruction and challenging all students to perform at their highest academic level, preparing them for post-secondary success.</p>	<p>enrichment that translated into tangible college credit, valuable new skills, and a healthier, more engaged student body.</p>
<p>Continue to provide support for academic growth through the use of paraprofessionals, before/after school programs, and in-person teacher access.</p>	<p>To address the matter of supporting academic growth, we continued to enhance our tiered support system using personnel, expanded programming, and increased teacher availability. We added two more paraprofessionals to our staff, significantly increasing our capacity to provide targeted, small-group instruction and individual academic assistance during and after the school day.</p> <p>We successfully expanded our before and after-school programs to provide engaging and academically relevant support. We added four new clubs to our programming, including the popular Friday Night Live (focusing on leadership and substance abuse prevention), e-sports (integrating teamwork and strategic thinking), and other clubs centered on STEM and literacy. These clubs offer students supervised, structured time for skill development and</p>	<p>The concerted efforts we implemented, adding paraprofessionals, expanding programs, and increasing teacher availability, created a more comprehensive and responsive system that positively influenced student learning, academic achievement, and overall well-being. The most direct impact was on academic learning and achievement. By adding two paraprofessionals, we significantly increased the frequency and quality of targeted, small-group instruction. This personalized attention, delivered both during and after the school day, allowed us to address specific learning gaps identified by our tiered system more efficiently. The 15 stipends for after-school teacher tutoring ensured students received help on complex assignments and grade-level remediation from certified experts. This focused, small-group work directly</p>

	<p>academic enrichment in a less formal environment. Furthermore, to ensure students had direct access to certified expertise, we provided 15 stipends for after-school support by credentialed teachers, offering focused tutoring, help with complex assignments, and grade-level remediation sessions. These combined efforts have strengthened our ability to provide consistent, high-quality academic support outside of the core instructional day, ensuring more students receive the scaffolding they need to grow.</p>	<p>translates to improved mastery of core curriculum standards and a reduction in failing grades. The expanded programming and new clubs (STEM and literacy) provided academic enrichment in engaging, less formal settings. This helped students practice skills, develop critical thinking (e-sports), and apply classroom knowledge, leading to deeper conceptual understanding and better retention of material. The addition of four new clubs, including Friday Night Live and e-sports, provided a wider range of students with opportunities to pursue their interests and feel connected to the school community. This increased sense of belonging is a key factor in reducing chronic absenteeism and improving the overall school climate. Overall, the combination of personnel (paraprofessionals), expanded programs (clubs), and increased availability (teacher stipends) created a robust, multifaceted support network. We provided the necessary scaffolding to accelerate academic growth while simultaneously nurturing the connectedness and well-being that made students feel supported, valued, and ready to learn.</p>
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Part 5

List your revised Action Plan Goals and show where you are in the process of implementing each goal, and what impact your implementation has had on students' academic achievement and wellbeing.

Goals	What Actions have you taken to address this goal?	What impact has this had on student achievement & well-being?
Cultivate a safe and positive learning environment where all educational partners feel connected, respected, and included.	<ul style="list-style-type: none"> - Maintain Positive Behavior Interventions and Supports (PBIS) system - Provide school ERMS Counselor - Chronic absentee interventions, attendance monitoring, communication, and supports - Continue maintenance of quality school facilities - Maintain a .5 FTE nurse assistant 	<p>The concerted effort to cultivate a safe and positive learning environment has created a foundation of predictability, security, and connection that directly supports both academic progress and student well-being. By maintaining the Positive Behavior Interventions and Supports (PBIS) system, the school has established clear, consistent expectations, leading to a noticeable reduction in classroom disruptions and, critically, an increase in focused instructional time. Students now spend less energy navigating an unpredictable environment and more time engaged in learning, resulting in improved academic efficacy. This behavioral clarity is powerfully augmented by the Chronic Absenteeism interventions, which ensure students are physically present to benefit from this steady environment. By monitoring attendance and communicating actively, the school signals that their presence matters, strengthens their connection to the community, and swiftly addresses underlying issues that are barriers to learning.</p> <p>On the well-being front, the visible commitment to student care provides a vital safety net. The school ERMS</p>

		<p>Counselor serves as an immediate resource, triaging mental health crises and providing essential coping strategies that normalize seeking help and rapidly remove significant emotional barriers to learning. This psychological safety is further reinforced by the proactive maintenance of quality school facilities and the presence of the .5 FTE nurse assistant. Well-maintained physical spaces convey respect and care for the students, boosting morale and reducing health-related distractions. Collectively, these actions ensure that the fundamental physical and emotional needs of the students are consistently met, allowing them to shift their focus from stress management and survival to active engagement and academic risk-taking, creating a genuinely nurturing atmosphere where all educational partners feel respected and included.</p>
<p>Increase student success in ELA and Math as evidenced by multiple measures.</p>	<ul style="list-style-type: none"> - Maintain Director of Special Education position - Maintain English Learner (EL) Supports - Maintain Paraeducator positions to support behavior and academics - Maintain IXL Diagnostics for progress monitoring and supplemental instruction - Maintain Class Size Reduction - Provide after school intervention and academic supports 	<p>The actions taken to increase student success in ELA and Math have established a vital infrastructure of personalized support and academic consistency. On the achievement front, maintaining Class Size Reduction and Paraeducator positions provides critical individualized attention, preventing minor academic difficulties from developing into significant learning gaps. Simultaneously, the continued presence of the Director of Special Education and English Learner (EL) Supports ensures high-quality, legally compliant programming for students who require specialized instruction, thereby preventing achievement gaps from widening. This effort is made data-driven by IXL Diagnostics, allowing teachers to instantly monitor progress and provide targeted, effective instruction that is reinforced</p>

		<p>through necessary after-school intervention and academic supports.</p> <p>Regarding well-being, this robust support system significantly reduces the anxiety and frustration often linked to academic struggle. Smaller classes and the presence of support staff make students feel less overwhelmed and more comfortable seeking help. By experiencing success through personalized interventions and witnessing their growth via diagnostics, students build vital self-efficacy and competence. This transition from struggle to success fosters a growth mindset, encouraging students to be resilient and engaged in their learning journey.</p>
Goals	What Actions have you taken to address this goal?	What impact has this had on student achievement & well-being?
Prepare students to be Career and College ready.	<ul style="list-style-type: none"> - Field Trips for all students - Provide academic, college, and CTE counseling to support students. - Increase middle school career awareness activities and programs aligned to CTE Programs and industry needs. - College Access Supports for at-risk students 	<p>The actions taken have had a profound, dual impact, moving students closer to being Career and College Ready by providing them with both essential exposure and continuous, targeted support.</p> <p>On the academic front, the initiative to offer Field Trips for all students and increase middle school career awareness has successfully tackled the critical issue of relevance. When students step onto a university campus or into a professional workplace, their learning transitions from abstract concepts to tangible goals. This real-world exposure increases academic motivation, leading to more engaged participation in challenging CTE and college-preparatory courses. Concurrently, the provision of educational, college, and CTE counseling ensures that this</p>

		<p>motivation is channeled effectively. For at-risk students, the targeted college access supports dismantle systemic barriers, increasing their application success and overall postsecondary eligibility.</p> <p>Crucially, these supports also function as a robust foundation for student well-being. The career awareness activities and field trips expand the students' worldviews, fostering a deep sense of possibility and hopefulness that counteract anxiety about the future, particularly for those from underserved backgrounds. When students realize the path from their current classwork to a desired career, their sense of direction solidifies, boosting self-efficacy and confidence. The core of the well-being impact lies in personalized counseling, which demystifies the overwhelming process of planning after graduation, thereby reducing stress for both students and their families. By providing a clear plan and a caring adult to mentor them, the school effectively builds a robust safety net that allows students to focus less on procedural confusion and more on their own growth and development. This holistic approach ensures that students are not only academically prepared but also emotionally resilient and confident enough to pursue the aspirations they have been empowered to discover.</p>
Engage all educational partners to support student success	<ul style="list-style-type: none"> - Maintain and utilize Parent Square application, website, and social media communications - Maintain staff member for partner coordination and outreach 	The actions taken to engage all educational partners have woven a robust network of communication and support around students, directly impacting both their academic achievement and their overall well-being.

	<ul style="list-style-type: none"> - Provide Educational Partner Engagement Opportunities through surveys and the Charter Council - Provide multiple events designed for educational partners - Maintain and utilize LMS and data warehouse 	<p>The consistent utilization of digital tools, such as the Parent Square application, website, and social media, has created a transparent and immediate line of communication regarding student progress, assignments, and school events. This constant flow of information empowers parents to become active co-educators, reinforcing classroom learning at home and proactively addressing minor academic concerns before they develop into significant performance gaps. The establishment of a staff member dedicated to partner coordination and outreach ensures that this engagement is consistent, targeted, and culturally responsive, moving beyond passive communication to genuine collaboration. Furthermore, maintaining and utilizing the LMS (Learning Management System) and data warehouse provides partners (staff and parents) with a unified, real-time view of student performance. This data access enables the quick identification of areas requiring intervention, ensuring that all stakeholders—teachers, parents, and support staff—are using the same information to collaboratively set practical academic goals.</p> <p>The emphasis on providing Educational Partner Engagement Opportunities through surveys and the Charter Council fosters a deep sense of community ownership and trust. When parents and community members feel their voices are heard and their input shapes school decisions, the school environment is perceived as safe, welcoming, and responsive. This partnership translates into greater student security and a sense of belonging. The intentional organization of multiple events designed for educational partners moves</p>
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		<p>relationship-building beyond transactional meetings, creating social connections and demonstrating the school's commitment to the family unit. When students see their parents and caregivers actively involved, collaborating with and respected by school staff, their own school-related stress is reduced, and their sense of loyalty and engagement with the school community is significantly strengthened. Ultimately, this comprehensive engagement strategy ensures students are supported by a unified front, which is a powerful predictor of long-term academic and emotional health.</p>
<p>Recruit and retain high-capacity staff who are committed to the mission and vision of the school.</p>	<ul style="list-style-type: none"> - Participate in the Tri-County Induction Program - Improve Human Resource Systems - Support staff through continuing education reimbursement. - Systemic Professional Development - AeroSTEM will hire, train, and maintain quality certificated and classified staff. 	<p>The investment in recruiting and retaining high-quality staff has had a profound impact on both student achievement and well-being, fostering stability and enhancing instructional quality. By supporting staff with the Tri-County Induction Program, continuing education reimbursement, and Systemic Professional Development (PD), the school ensures teaching practices are high-quality, relevant, and consistently applied. This translates directly to improved instructional outcomes and the effective use of academic strategies in ELA and Math. Furthermore, the focus on maintaining staff through improved Human Resource Systems leads to significantly lower turnover.</p> <p>This stability is critical for student well-being. When familiar, consistent educators teach students, they develop stronger, trusting relationships, making the school a reliable and emotionally safe environment. High staff morale, resulting</p>

		from feeling valued and invested in, radiates into the classroom, ensuring students are supported by a happy, resilient workforce equipped with the skills (often including trauma-informed care from PD) to address student social-emotional needs proactively.
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Please hyperlink any supporting evidence that you find appropriate to further illustrate that you have successfully addressed the conditions/findings that triggered the request for this off-cycle progress report.

[WASC/CDE Mid-cycle Progress Report - AeroSTEM Academy 24/25](#)

[25/26 LCAP](#)

[Board Policies](#)

[Grading Policy](#)

[Pathway to Graduation](#)

[CA School Dashboard](#)

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Joe Borzelleri

3457 Bob Court

Yuba City, CA 95993

RE: Board Member Position

Dear AeroSTEM Board,

I would like to express my interest in being on the AeroSTEM Board. I would like to be a “member at large” representing SBRAA and the airport.

I am an astute problem-solver capable of prioritizing and managing projects, with proficiency. I am open-minded and focused on new developments in my field. I have proven to be effective and motivational, with proficiency in problem solving and collaborative work. I enjoy brainstorming and coordinating efforts to achieve a common goal.

I would appreciate the opportunity to serve on the AeroSTEM Board.

Sincerely,

Joe Borzelleri

JOE BORZELLERI, RN

Profile

I am a Registered Nurse with 11 years of experience in a high volume cath lab. I am competent in all roles of the cath lab: sedating, circulating nurse, scrubbing and monitoring the case.

530-329-4573

jborzelleri@icloud.com

3457 Bob Court
Yuba City, CA
95993

Experience

Cath Lab RN, Adventist/Rideout Hospital — 2008-Present

I am currently working as a cath lab RN, and able to fulfill all roles in the department. I also work in IR/Special Procedures as a sedation nurse, performing CT guided biopsies, US guided thoracentesis and fluoroscopy guided vertebroplasty. With the assistance of the cath lab director, I helped implement a Universal Practice Committee (UPC), the first one at Rideout Hospital, and am the current chair.

Patient Service Representative, Zoll Lifevest 2015-Present

I fit and train patients in the hospital and at home with the Zoll Lifevest. This device is a wearable AED for patients who have an EF of 30% or less and are at high risk for a sudden cardiac event.

EMT, RN Intern, RN, Rideout Hospital — 2002-2009

I worked in the Emergency Department as an EMT/ER Tech. I provided hands on patient care: splinting of fractures, wound care, sterile set up and assistance for bedside sterile procedures. While in nursing school, I worked as an RN intern, fulfilling duties of an RN with supervision. After graduation in 2007, I worked as an RN.

Community Service

I founded a non-profit organization, SBRAA, to take on the day-to-day management of the Sutter County Airport. We have been operating the airport since 2014, with solvency. The airport has never looked or operated as well as it does now, in its 70 year history.

I am the Region 2 VP for California Pilots Association since 2014. My territory covers a large number of counties in northern California. I am an airport advocate and see to the well being and prevention of encroachment with incompatible land use near airports in this territory. I speak to aviation groups/clubs about airport management strategies and the value of protecting our local airports, as they are an important part of the National Air Transportation Infrastructure.

Education

Sierra College, Rocklin, CA — ADN - 2007

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CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2024 to June 30, 2025

CHARTER SCHOOL CERTIFICATION

Charter School Name:	AeroSTEM Academy
CDS #:	51-10512-0138040
Charter Approving Entity:	Sutter County Office of Education
County:	Sutter County Office of Education
Charter #:	2000

NOTE: An Alternative Form submitted to the California Department of Education will not be considered a valid submission if the following information is missing:

For information regarding this report, please contact:

<u>For County Fiscal Contact:</u> Nicolaas Hoogeveen Name Director, Internal Business Services Title 530-822-2900 Telephone nicolaash@sutter.k12.ca.us Email address	<u>For Approving Entity:</u> Nicolaas Hoogeveen Name Director, Internal Business Services Title 530-822-2900 Telephone nicolaash@sutter.k12.ca.us Email address	<u>For Charter School:</u> Joe Clark Name Executive Director Title 530-742-2531 Telephone jclark@aerostem.org Email address
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To the entity that approved the charter school:

2024-25 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to Education Code Section 42100(b).

Signed: _____ Date: 09/08/2025

Charter School Official
(Original signature required)

Printed Name: Joe Clark Title: Executive Director

To the County Superintendent of Schools:

2024-25 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to Education Code Section 42100(a).

Signed: _____ Date: _____

Authorized Representative of Charter Approving Entity
(Original signature required)

Printed Name: Tom Reusser Title: Sutter County Superintendent

To the Superintendent of Public Instruction:

2024-25 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been verified for mathematical accuracy by the County Superintendent of Schools pursuant to Education Code Section 42100(a).

Signed: _____ Date: _____

County Superintendent/Designee
(Original signature required)

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2024 to June 30, 2025

Charter School Name: AeroSTEM Academy
CDS #: 51-10512-0138040
Charter Approving Entity: Sutter County Office of Education
County: Sutter County Office of Education
Charter #: 2000

This charter school uses the following basis of accounting:

(Please enter an "X" in the applicable box below; check only one box)

Accrual Basis (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900-6920, 7438, 9400-9489, 9660-9669, 9796, and 9797)

Modified Accrual Basis (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6700, 7438, 7439, and 9711-9789)

Description	Object Code	Unrestricted	Restricted	Total
A. REVENUES				
1. LCFF Sources				
State Aid - Current Year	8011	1,179,552.00		1,179,552.00
Education Protection Account State Aid - Current Year	8012	21,668.00		21,668.00
State Aid - Prior Years	8019	(639.00)		(639.00)
Transfers to Charter Schools in Lieu of Property Taxes	8096	334,299.00		334,299.00
Other LCFF Transfers	8091, 8097	0.00	5,974.00	5,974.00
Total, LCFF Sources		1,534,880.00	5,974.00	1,540,854.00
2. Federal Revenues (see NOTE in Section L)				
Every Student Succeeds Act	8290		14,485.16	14,485.16
Special Education - Federal	8181, 8182		28,581.00	28,581.00
Child Nutrition - Federal	8220		101,038.35	101,038.35
Donated Food Commodities	8221		0.00	0.00
Other Federal Revenues	8110, 8260-8299	0.00	0.00	0.00
Total, Federal Revenues		0.00	144,104.51	144,104.51
3. Other State Revenues				
Special Education - State	StateRev SE		1,382.00	1,382.00
All Other State Revenues	StateRev AO	11,300.82	400,283.96	411,584.78
Total, Other State Revenues		11,300.82	401,665.96	412,966.78
4. Other Local Revenues				
All Other Local Revenues	LocalRev AO	6,956.89	85,762.70	92,719.59
Total, Local Revenues		6,956.89	85,762.70	92,719.59
5. TOTAL REVENUES		1,553,137.71	637,507.17	2,190,644.88
B. EXPENDITURES (see NOTE in Section L)				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	380,777.84	132,971.34	513,749.18
Certificated Pupil Support Salaries	1200	0.00	67,107.60	67,107.60
Certificated Supervisors' and Administrators' Salaries	1300	159,416.35	0.00	159,416.35
Other Certificated Salaries	1900	0.00	0.00	0.00
Total, Certificated Salaries		540,194.19	200,078.94	740,273.13
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100	0.00	56,726.47	56,726.47
Noncertificated Support Salaries	2200	33,994.33	23,182.55	57,176.88
Noncertificated Supervisors' and Administrators' Salaries	2300	42,979.59	18,573.37	61,552.96
Clerical, Technical and Office Salaries	2400	70,857.82	8,153.66	79,011.48
Other Noncertificated Salaries	2900	0.00	0.00	0.00
Total, Noncertificated Salaries		147,831.74	106,636.05	254,467.79
C. EXPENSES				
3. Employee Benefits				
STRS	3101-3102	102,230.35	107,993.34	210,223.69
PERS	3201-3202	39,765.39	22,241.38	62,006.77
OASDI / Medicare / Alternative	3301-3302	18,813.07	11,015.49	29,828.56

Health and Welfare Benefits	3401-3402	95,073.38	27,719.20	122,792.58
Unemployment Insurance	3501-3502	344.13	157.07	501.20
Workers' Compensation Insurance	3601-3602	6,954.52	3,171.97	10,126.49
OPEB, Allocated	3701-3702	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00
Other Employee Benefits	3901-3902	0.00	0.00	0.00
Total, Employee Benefits		263,180.84	172,298.45	435,479.29
4. Books and Supplies				
Approved Textbooks and Core Curricula Materials	4100	1,318.78	32,426.27	33,745.05
Books and Other Reference Materials	4200	0.00	0.00	0.00
Materials and Supplies	4300	15,054.64	45,596.40	60,651.04
Noncapitalized Equipment	4400	301.16	68.57	369.73
Food	4700	0.00	106,313.00	106,313.00
Total, Books and Supplies		16,674.58	184,404.24	201,078.82
5. Services and Other Operating Expenditures				
Subagreements for Services	5100	0.00	0.00	0.00
Travel and Conferences	5200	1,476.00	1,598.90	3,074.90
Dues and Memberships	5300	271.45	660.00	931.45
Insurance	5400	37,607.37	0.00	37,607.37
Operations and Housekeeping Services	5500	40,546.91	0.00	40,546.91
Rentals, Leases, Repairs, and Noncap. Improvements	5600	137,438.26	82,516.14	219,954.40
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00
Professional/Consulting Services and Operating Expend.	5800	207,454.99	127,262.15	334,717.14
Communications	5900	24,747.58	0.00	24,747.58
Total, Services and Other Operating Expenditures		449,542.56	212,037.19	661,579.75
6. Capital Outlay				
(Objects 6100-6170, 6200-6700 modified accrual basis only)				
Land and Land Improvements	6100-6170			0.00
Buildings and Improvements of Buildings	6200			0.00
Books and Media for New School Libraries or Major				
Expansion of School Libraries	6300			0.00
Equipment	6400			0.00
Equipment Replacement	6500			0.00
Lease Assets	6600			0.00
Subscription Assets	6700			0.00
Depreciation Expense (accrual basis only)	6900	11,000.00	2,522.36	13,522.36
Amortization Expense - Lease Assets (accrual basis only)	6910	0.00	0.00	0.00
Amortization Expense - Subscription Assets (accrual basis only)	6920	0.00	0.00	0.00
Total, Capital Outlay		11,000.00	2,522.36	13,522.36
7. Other Outgo				
Tuition to Other Schools	7110-7143	0.00	149.00	149.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00
All Other Transfers	7281-7299	0.00	0.00	0.00
Transfers of Indirect Costs	7300-7399	(15,611.53)	15,611.53	0.00
Debt Service:				
Interest	7438	0.00	0.00	0.00
Principal (for modified accrual basis only)	7439			0.00
Total Debt Service		0.00	0.00	0.00
Total, Other Outgo		(15,611.53)	15,760.53	149.00
8. TOTAL EXPENDITURES		1,412,812.38	893,737.76	2,306,550.14
Description	Object Code	Unrestricted	Restricted	Total
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		140,325.33	(256,230.59)	(115,905.26)
D. OTHER FINANCING SOURCES / USES				

1. Other Sources	8930-8979	0.00	0.00	0.00	
Less:					
2. Other Uses	7630-7699	0.00	0.00	0.00	
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(121,104.58)	121,104.58	0.00	
4. TOTAL OTHER FINANCING SOURCES / USES		(121,104.58)	121,104.58	0.00	
E. NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)		19,220.75	(135,126.01)	(115,905.26)	
F. FUND BALANCE / NET POSITION					
1. Beginning Fund Balance/Net Position					
a. As of July 1	9791	(79,902.51)	406,819.24	326,916.73	
b. Adjustments/Restatements	9793, 9795	8,144.93	(66,436.88)	(58,291.95)	
c. Adjusted Beginning Fund Balance /Net Position		(71,757.58)	340,382.36	268,624.78	
2. Ending Fund Balance /Net Position, June 30 (E+F1c)		(52,536.83)	205,256.35	152,719.52	
Components of Ending Fund Balance (Modified Accrual Basis only)					
a. Nonspendable					
1. Revolving Cash (equals Object 9130)	9711			0.00	
2. Stores (equals Object 9320)	9712			0.00	
3. Prepaid Expenditures (equals Object 9330)	9713			0.00	
4. All Others	9719			0.00	
b. Restricted	9740			0.00	
c. Committed					
1. Stabilization Arrangements	9750			0.00	
2. Other Commitments	9760			0.00	
d. Assigned	9780			0.00	
e. Unassigned/Unappropriated					
1. Reserve for Economic Uncertainties	9789			0.00	
2. Unassigned/Unappropriated Amount	9790M			0.00	
3. Components of Ending Net Position (Accrual Basis only)					
a. Net Investment in Capital Assets	9796	0.00	0.00	0.00	
b. Restricted Net Position	9797		205,256.35	205,256.35	
c. Unrestricted Net Position	9790A	(52,536.83)	0.00	(52,536.83)	
	Description	Object Code	Unrestricted	Restricted	Total
G. ASSETS					
1. Cash					
In County Treasury	9110	437,546.23	87,252.87	524,799.10	
Fair Value Adjustment to Cash in County Treasury	9111	(36,324.00)	0.00	(36,324.00)	
In Banks	9120	2,116.99	0.00	2,116.99	
In Revolving Fund	9130	0.00	0.00	0.00	
With Fiscal Agent/Trustee	9135	0.00	0.00	0.00	
Collections Awaiting Deposit	9140	0.00	0.00	0.00	
2. Investments	9150	0.00	0.00	0.00	
3. Accounts Receivable	9200	11,495.77	54,483.80	65,979.57	
4. Due from Grantor Governments	9290	0.00	203,738.29	203,738.29	
5. Stores	9320	0.00	0.00	0.00	
6. Prepaid Expenditures (Expenses)	9330	0.00	0.00	0.00	
7. Other Current Assets	9340	2,500.00	0.00	2,500.00	
8. Lease Receivable	9380	0.00	0.00	0.00	
9. Capital Assets (accrual basis only)	9400-9489	122,299.34	0.00	122,299.34	
10. TOTAL ASSETS		539,634.33	345,474.96	885,109.29	
H. DEFERRED OUTFLOWS OF RESOURCES					
1. Deferred Outflows of Resources	9490	0.00	0.00	0.00	
2. TOTAL DEFERRED OUTFLOWS		0.00	0.00	0.00	
I. LIABILITIES					
1. Accounts Payable	9500	44,862.75	85,107.16	129,969.91	
2. Due to Grantor Governments	9590	19,808.45	56.07	19,864.52	
3. Current Loans	9640	527,499.96	0.00	527,499.96	

4. Unearned Revenue	9650	0.00	55,055.48	55,055.48
5. Long-Term Liabilities (accrual basis only)	9660-9669	0.00	0.00	0.00
6. TOTAL LIABILITIES		592,171.16	140,218.71	732,389.87
J. DEFERRED INFLOWS OF RESOURCES				
1. Deferred Inflows of Resources	9690			0.00
2. TOTAL DEFERRED INFLOWS		0.00	0.00	0.00
K. FUND BALANCE /NET POSITION				
Ending Fund Balance /Net Position, June 30 (G10 + H2) - (I6 + J2)				
(must agree with Line F2)		(52,536.83)	205,256.25	152,719.42

L. FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT

NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED IN ORDER FOR THE CDE TO CALCULATE COMPLIANCE WITH THE FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT:

1. Federal Revenue Used for Capital Outlay and Debt Service

Included in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are the following amounts paid out of federal funds:

Federal Program Name (If no amounts, indicate "NONE")	Capital Outlay	Debt Service	Total
a. NONE	\$ 0.00	0.00	0.00
b. NONE	0.00	0.00	0.00
c. NONE	0.00	0.00	0.00
d. NONE	0.00	0.00	0.00
e. NONE	0.00	0.00	0.00
f. NONE	0.00	0.00	0.00
g. NONE	0.00	0.00	0.00
h. NONE	0.00	0.00	0.00
i. NONE	0.00	0.00	0.00
j. NONE	0.00	0.00	0.00
TOTAL FEDERAL REVENUES USED FOR CAPITAL OUTLAY AND DEBT SERVICE	0.00	0.00	0.00

2. Community Services Expenditures

Provide the amount of State and Local funds reported in Section B that were expended for Community Services Activities:

Objects of Expenditures	Amount
(Enter "0.00" if none)	
a. Certificated Salaries	1000-1999 0.00
b. Noncertificated Salaries	2000-2999 0.00
c. Employee Benefits	3000-3999 0.00
d. Books and Supplies	4000-4999 0.00
e. Services and Other Operating Expenditures	5000-5999 0.00
TOTAL COMMUNITY SERVICES EXPENDITURES	0.00

3. Supplemental State and Local Expenditures resulting from a Presidentially Declared Disaster

Date of Presidential Disaster Declaration	Brief Description (If no amounts, indicate "None")	Amount
a.	NONE	0.00
b.	NONE	0.00
c.	NONE	0.00
d.	NONE	0.00
TOTAL SUPPLEMENTAL EXPENDITURES (Should not be negative)		0.00

4. State and Local Expenditures to be Used for ESSA Annual Maintenance of Effort Calculation:

Results of this calculation will be used for comparison with 2023-24 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reduction to allocations for covered programs in 2026-27.

a. Total Expenditures (B8)	2,306,550.14
b. Less Federal Expenditures (Total A2)	
[Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	144,104.51
c. Subtotal of State & Local Expenditures	2,162,445.63
[a minus b]	
d. Less Community Services	0.00
[L2 Total]	
e. Less Capital Outlay & Debt Service	13,522.36
[Total B6 plus objects 7438 and 7439, less L1 Total, less objects 6600, 6700, 6910 and 6920]	
f. Less Supplemental Expenditures made as the result of a Presidentially	0.00

Declared Disaster

TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE

[c minus d minus e minus f]

\$ 2,148,923.27

LEFT BLANK INTENTIONALLY

**CHARTER SCHOOL
1ST INTERIM - 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:

() 2025/26 CHARTER SCHOOL 1ST INTERIM 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: _____
Charter School Official
(Original signature required)

Date: _____

Print
Name: Joe Clark

Title: Executive Director

To the County Superintendent of Schools:

() 2025/26 CHARTER SCHOOL 1ST INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33.

Signed: _____

Date: _____

Authorized Representative of
Charter Approving Entity
(Original signature required)

Print
Name: _____

Title: _____

For additional information on the BUDGET, please contact:

For Approving Entity:

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

For Charter School:

Joe Clark
Name
Executive Director
Title
530-742-2531
Telephone
jclark@aerostem.org
E-mail address

() 2025/26 CHARTER SCHOOL 1ST INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code* Section 47604.33.

Signed: _____
ACOE District Advisor

Date: _____

CHARTER SCHOOL
1ST INTERIM 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:

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: 116; ADA 108.34 (ADA to Enr 93%)

Description	Object Code	2024-25 Unaudited Actuals			2025-26 1st Interim		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES							
1. LCFF Sources (8010-8099)							
State Aid - Current Year	8011	1,179,552.00	0.00	1,179,552.00	1,449,614.00	0.00	1,449,614.00
Education Protection Account State Aid - Current Year	8012	21,668.00	0.00	21,668.00	25,854.00	0.00	25,854.00
State Aid - Prior Years	8019	(639.00)	0.00	(639.00)	0.00	0.00	0.00
Transfer of Charter Schools in Lieu of Property Taxes	8096	334,299.00	0.00	334,299.00	334,998.00	0.00	334,998.00
Other LCFF Transfers	8091, 8097	0.00	5,974.00	5,974.00	0.00	5,974.00	5,974.00
Total, LCFF Sources		1,534,880.00	5,974.00	1,540,854.00	1,810,466.00	5,974.00	1,816,440.00
2. Federal Revenues (8100-8299)							
Every Student Succeeds Act (Titles I - V)	8290	0.00	14,485.16	14,485.16	0.00	52,737.00	52,737.00
Special Education - Federal	8181, 8182	0.00	28,581.00	28,581.00	0.00	26,572.00	26,572.00
Child Nutrition - Federal	8220	0.00	101,038.35	101,038.35	0.00	96,274.00	96,274.00
Donated Food Commodities	8221	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	29,748.00	29,748.00
Total, Federal Revenues		0.00	144,104.51	144,104.51	0.00	205,331.00	205,331.00
3. Other State Revenues (8300-8599)							
Special Education - State	StateRevSE	0.00	1,382.00	1,382.00	0.00	9,194.00	9,194.00
All Other State Revenues	StateRevAO	11,300.82	400,283.96	411,584.78	30,087.00	714,588.00	744,675.00
Total, Other State Revenues		11,300.82	401,665.96	412,966.78	30,087.00	723,782.00	753,869.00
4. Other Local Revenues (8600-8799)							
All Other Local Revenues	LocalRevAO	6,956.89	85,762.70	92,719.59	22,835.00	75,261.00	98,096.00
Total, Local Revenues		6,956.89	85,762.70	92,719.59	22,835.00	75,261.00	98,096.00
5. TOTAL REVENUES		1,553,137.71	637,507.17	2,190,644.88	1,863,388.00	1,010,348.00	2,873,736.00
B. EXPENDITURES							
1. Certificated Salaries							
Certificated Teachers' Salaries	1100	380,777.84	132,971.34	513,749.18	388,070.00	165,523.00	553,593.00
Certificated Pupil Support Salaries	1200	0.00	67,107.60	67,107.60	0.00	78,968.00	78,968.00
Certificated Supervisors' and Administrators' Salaries	1300	159,416.35	0.00	159,416.35	153,623.00	13,706.00	167,329.00
Other Certificated Salaries	1900	0.00	0.00	0.00	0.00	0.00	0.00
Total, Certificated Salaries		540,194.19	200,078.94	740,273.13	541,693.00	258,197.00	799,890.00
2. Non-certificated Salaries							
Non-certificated Instructional Aides' Salaries	2100	0.00	56,726.47	56,726.47	0.00	124,994.00	124,994.00
Non-certificated Support Salaries	2200	33,994.33	23,182.55	57,176.88	20,030.00	24,897.00	44,927.00
Non-certificated Supervisors' and Administrators' Sal.	2300	42,979.59	18,573.37	61,552.96	30,666.00	15,379.00	46,045.00
Clerical and Office Salaries	2400	70,857.82	8,153.66	79,011.48	52,076.00	8,012.00	60,088.00
Other Non-certificated Salaries	2900	0.00	0.00	0.00	0.00	0.00	0.00
Total, Non-certificated Salaries		147,831.74	106,636.05	254,467.79	102,772.00	173,282.00	276,054.00

CHARTER SCHOOL
1ST INTERIM 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

Description	Object Code	2024-25 Unaudited Actuals			2025-26 1st Interim		Total
		Prior Year	Restricted	Total	Unrestricted	Restricted	
3. Employee Benefits							
STRS	3101-3102	102,230.35	107,993.34	210,223.69	101,930.00	120,384.00	222,314.00
PERS	3201-3202	39,765.39	22,241.38	62,006.77	27,554.00	46,457.00	74,011.00
OASDI / Medicare / Alternative	3301-3302	9,229.59	6,524.54	15,754.13	9,348.00	10,740.00	20,088.00
Medicare	3311-3312	9,583.48	4,490.95	14,074.43	8,621.00	6,193.00	14,814.00
Health and Welfare Benefits	3401-3402	95,073.38	27,719.20	122,792.58	111,644.00	37,545.00	149,189.00
Unemployment Insurance	3501-3502	344.13	157.07	501.20	324.00	218.00	542.00
Workers' Compensation Insurance	3601-3602	6,954.52	3,171.97	10,126.49	6,500.00	4,326.00	10,826.00
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		263,180.84	172,298.45	435,479.29	265,921.00	225,863.00	491,784.00
4. Books and Supplies							
Approved Textbooks and Core Curricula Materials	4100	1,318.78	32,426.27	33,745.05	2,500.00	20,785.00	23,285.00
Books and Other Reference Materials	4200	0.00	0.00	0.00	500.00	0.00	500.00
Materials and Supplies	4300	15,054.64	45,596.40	60,651.04	17,647.00	131,733.00	149,380.00
Noncapitalized Equipment	4400	301.16	68.57	369.73	2,609.00	12,715.00	15,324.00
Food	4700	0.00	106,313.00	106,313.00	0.00	81,468.00	81,468.00
Total, Books and Supplies		16,674.58	184,404.24	201,078.82	23,256.00	246,701.00	269,957.00
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	1,476.00	1,598.90	3,074.90	9,000.00	17,115.00	26,115.00
Dues and Memberships	5300	271.45	660.00	931.45	1,052.00	660.00	1,712.00
Insurance	5400	37,607.37	0.00	37,607.37	40,000.00	0.00	40,000.00
Operations and Housekeeping Services	5500	40,546.91	0.00	40,546.91	49,235.00	0.00	49,235.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	137,438.26	82,516.14	219,954.40	139,438.00	185,311.00	324,749.00
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00	0.00	0.00	0.00
Professional/Consulting Services & Operating Expend.	5800	207,454.99	127,262.15	334,717.14	218,188.00	138,104.00	356,292.00
Communications	5900	24,747.58	0.00	24,747.58	23,560.00	0.00	23,560.00
Total, Services and Other Operating Expenditures		449,542.56	212,037.19	661,579.75	480,473.00	341,190.00	821,663.00
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	13,640.00	13,640.00
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	2,522.36	2,522.36	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	2,522.36	13,522.36	11,000.00	13,640.00	24,640.00
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	0.00	0.00	0.00	9,951.00	9,951.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	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
Transfer of Indirect Costs	7300-7399	(15,611.53)	15,611.53	0.00	(32,391.00)	32,391.00	0.00
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		(15,611.53)	15,760.53	149.00	(32,391.00)	42,491.00	10,100.00
8. TOTAL EXPENDITURES		1,412,812.38	893,737.76	2,306,550.14	1,392,724.00	1,301,364.00	2,694,088.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND.		140,325.33	(256,230.59)	(115,905.26)	470,664.00	(291,016.00)	179,648.00
BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)							

CHARTER SCHOOL
1ST INTERIM 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

Description	Object Code	2024-25 Unaudited Actuals			2025-26 1st Interim		Total
		Prior Year	Restricted	Total	Unrest.	Rest.	
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	(121,104.58)	121,104.58	0.00	(249,356.00)	249,356.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		(121,104.58)	121,104.58	0.00	(249,356.00)	249,356.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		19,220.75	(135,126.01)	(115,905.26)	221,308.00	(41,660.00)	179,648.00
F. FUND BALANCE, RESERVES							
1. Beginning Fund Balance							
a. As of July 1	9791	(79,902.51)	406,819.24	326,916.73	(52,536.83)	205,256.35	152,719.52
b. Adjustments/Restatements to Beginning Balance	97,939,795	8,144.93	(66,436.88)	(58,291.95)	0.00	0.00	0.00
c. Adjusted Beginning Balance		(71,757.58)	340,382.36	268,624.78	(52,536.83)	205,256.35	152,719.52
2. Ending Fund Balance, June 30 (E + F.1.c.)		(52,536.83)	205,256.35	152,719.52	168,771.17	163,596.35	332,367.52
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		205,256.35	205,256.35		163,596.35	163,596.35
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	69,197.00		69,197.00	80,822.64		80,822.64
Unassigned / Unappropriated Amount	9790	(121,733.83)	0.00	(121,733.83)	87,948.53	0.00	87,948.53

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:

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: 139; ADA 129.27 (ADA to Enr 93%) Enr: 146; ADA 135.78 (ADA to Enr 93%) Enr: 146; ADA 135.78 (ADA to Enr 93%)

Description	Object Code	FY 2025/26			FY 2026/27			FY 2027/28		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES										
1. LCFF Sources										
State Aid - Current Year	8011	1,449,614.00	0.00	1,449,614.00	1,594,922.00	0.00	1,594,922.00	1,614,425.00	0.00	1,614,425.00
Education Protection Account State Aid - Current Year	8012	25,854.00	0.00	25,854.00	27,156.00	0.00	27,156.00	27,156.00	0.00	27,156.00
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	334,998.00	0.00	334,998.00	334,998.00	0.00	334,998.00	334,998.00	0.00	334,998.00
Other LCFF Transfers	8091, 8097	0.00	5,974.00	5,974.00	0.00	5,579.00	5,579.00	0.00	5,579.00	5,579.00
Total, LCFF Sources		1,810,466.00	5,974.00	1,816,440.00	1,957,076.00	5,579.00	1,962,655.00	1,976,579.00	5,579.00	1,982,158.00
2. Federal Revenues										
Every Student Succeeds Act (Titles I - V)	8290	0.00	52,737.00	52,737.00	0.00	52,737.00	52,737.00	0.00	52,737.00	52,737.00
Special Education - Federal	8181, 8182	0.00	26,572.00	26,572.00	0.00	26,572.00	26,572.00	0.00	26,572.00	26,572.00
Child Nutrition - Federal	8220	0.00	96,274.00	96,274.00	0.00	103,677.00	103,677.00	0.00	103,677.00	103,677.00
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	29,748.00	29,748.00	0.00	0.00	0.00	0.00	0.00	0.00
Total, Federal Revenues		0.00	205,331.00	205,331.00	0.00	182,986.00	182,986.00	0.00	182,986.00	182,986.00
3. Other State Revenues										
Special Education - State	StateRevSE	0.00	9,194.00	9,194.00	0.00	9,194.00	9,194.00	0.00	9,194.00	9,194.00
All Other State Revenues	StateRevAO	30,087.00	714,588.00	744,675.00	32,359.00	600,533.00	632,892.00	32,524.00	600,533.00	633,057.00
Total, Other State Revenues		30,087.00	723,782.00	753,869.00	32,359.00	609,727.00	642,086.00	32,524.00	609,727.00	642,251.00
4. Other Local Revenues										
All Other Local Revenues	LocalRevAO	22,835.00	75,261.00	98,096.00	12,393.00	75,261.00	87,654.00	12,393.00	75,261.00	87,654.00
Total, Local Revenues		22,835.00	75,261.00	98,096.00	12,393.00	75,261.00	87,654.00	12,393.00	75,261.00	87,654.00
5. TOTAL REVENUES		1,863,388.00	1,010,348.00	2,873,736.00	2,001,828.00	873,553.00	2,875,381.00	2,021,496.00	873,553.00	2,895,049.00
B. EXPENDITURES										
1. Certificated Salaries										
Certificated Teachers' Salaries	1100	388,070.00	165,523.00	553,593.00	480,814.00	170,660.00	651,474.00	489,525.00	171,612.00	661,137.00
Certificated Pupil Support Salaries	1200	0.00	78,968.00	78,968.00	0.00	82,902.00	82,902.00	0.00	87,048.00	87,048.00
Certificated Supervisors' and Administrators' Salaries	1300	153,623.00	13,706.00	167,329.00	158,191.00	17,443.00	175,634.00	166,040.00	18,316.00	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		541,693.00	258,197.00	799,890.00	639,005.00	271,005.00	910,010.00	655,565.00	276,976.00	932,541.00
2. Non-certificated Salaries										
Non-certified Instructional Aides' Salaries	2100	0.00	124,994.00	124,994.00	0.00	105,522.00	105,522.00	0.00	110,749.00	110,749.00
Non-certified Support Salaries	2200	20,030.00	24,897.00	44,927.00	22,085.00	24,897.00	46,982.00	23,211.00	26,131.00	49,342.00
Non-certified Supervisors' and Administrators' Sal.	2300	30,666.00	15,379.00	46,045.00	32,213.00	16,137.00	48,350.00	33,817.00	16,940.00	50,757.00
Clerical and Office Salaries	2400	52,076.00	8,012.00	60,088.00	57,420.00	8,834.00	66,254.00	102,438.00	9,286.00	111,724.00
Other Non-certified Salaries	2900	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total, Non-certified Salaries		102,772.00	173,282.00	276,054.00	111,718.00	155,390.00	267,108.00	159,466.00	163,106.00	322,572.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND.										
BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		470,664.00	(291,016.00)	179,648.00	395,249.00	(255,135.00)	140,114.00	309,171.00	(234,548.00)	74,623.00

Description	Object Code	FY 2025/26			FY 2026/27			FY 2027/28		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	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	(249,356.00)	249,356.00	0.00	(251,850.00)	251,850.00	0.00	(254,369.00)	254,369.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		(249,356.00)	249,356.00	0.00	(251,850.00)	251,850.00	0.00	(254,369.00)	254,369.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		221,308.00	(41,660.							

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Salary Schedule

Certificated II	
FLSA	
Schedule	D
Role	- Teacher - Speech Language Pathologist
Employee Type	Full Time
Days (Holiday) -- Total Paid	187
Work Hours	8
Vacation Days	
Sick Days	10
STEPS	Annually
1	\$54,478.00
2	\$56,383.00
3	\$58,360.00
4	\$60,403.00
5	\$62,519.00
6	\$64,708.00
7	\$66,972.00
8	\$69,317.00
9	\$71,741.00
10	\$74,253.00
11	\$76,852.00
12	\$79,542.00
13	\$79,542.00
14	\$82,324.00
15	\$82,324.00
16	\$85,206.00
17	\$85,206.00
18	\$88,187.00
19	\$88,187.00
20	\$91,274.00
21	\$91,274.00
22	\$94,469.00
Board Adopted 2018 - 15% increase 2021 - Revised 5/13/24	



Proposed Salary Schedule starting 26/27 school year

Certificated II		
FLSA	Annual	
Schedule	D	
Role	- Teacher - Speech Language Pathologist	
Employee Type	Full Time	
Days (Holiday) -- Total Paid	187	
Work Hours	8	
Vacation Days		
Sick Days	10	
STEPS	BA & Credential (A)	BA+45 or MA (B)
1	\$57,201.90	\$58,917.96
2	\$59,202.15	\$60,978.21
3	\$61,278.00	\$63,116.34
4	\$63,423.15	\$65,325.84
5	\$65,644.95	\$67,614.30
6	\$67,943.40	\$69,981.70
7	\$70,320.60	\$72,430.22
8	\$72,782.85	\$74,966.34
9	\$75,328.05	\$77,587.89
10	\$77,965.65	\$80,304.62
11	\$80,694.60	\$83,115.44
12	\$83,519.10	\$86,024.67
13	\$83,519.10	\$86,024.67
14	\$86,440.20	\$89,033.41
15	\$86,440.20	\$89,033.41
16	\$89,466.30	\$92,150.29
17	\$89,466.30	\$92,150.29
18	\$92,596.35	\$95,374.24
19	\$92,596.35	\$95,374.24
20	\$95,837.70	\$98,712.83
Board Adopted 2018 15% increase 2021 5% increase +3% 2025		

	Current Salary Schedule						Proposed Salary Schedule					
	FY 2026/27			FY 2027/28			FY 2026/27			FY 2027/28		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
Total, Certificated Salaries	639,005.00	271,005.00	910,010.00	655,565.00	276,976.00	932,541.00	677,035.00	284,658.00	961,693.00	694,291.00	290,705.00	984,996.00
Total, Non-certificated Salaries	111,718.00	155,390.00	267,108.00	159,466.00	163,106.00	322,572.00	111,718.00	155,390.00	267,108.00	159,466.00	163,106.00	322,572.00
Total, Employee Benefits	289,515.00	223,180.00	512,695.00	317,544.00	228,685.00	546,229.00	297,734.00	226,130.00	523,864.00	325,912.00	231,652.00	557,564.00
Total Staffing Cost	1,040,238.00	649,575.00	1,689,813.00	1,132,575.00	668,767.00	1,801,342.00	1,086,487.00	666,178.00	1,752,665.00	1,179,669.00	685,463.00	1,865,132.00
Ending Fund Balance, June 30	312,170.17	160,311.35	472,481.52	366,972.17	180,132.35	547,104.52	265,921.17	143,708.35	409,629.52	273,629.17	146,833.35	420,462.52