

REGULAR MEETING AGENDA

January 12, 2026 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 type="checkbox"/>	<input type="checkbox"/>
3.2. Vice President: Chris Ramey, Parent Representative	<input type="checkbox"/>	<input type="checkbox"/>
3.3. Secretary: Dallan Reese, Community Representative	<input type="checkbox"/>	<input type="checkbox"/>
3.4. Kash Gill, SCSOS Representative	<input type="checkbox"/>	<input type="checkbox"/>
3.5. Joe Borzelleri, Community Representative	<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. Approval of Board minutes for 12/8/25 meeting	Page 5
6.2. Quarterly Williams Report	Page 11

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

7. DISCUSSION ITEMS

7.1. DIRECTOR'S REPORT

- 7.1.1. Enrollment Window & Marketing
- 7.1.2. 26/27 School Minutes & Calendar **Page 13**
- 7.1.3. Facilities
- 7.1.4. Parent & Student Surveys **Page 16**
- 7.1.5. LCAP Planning/Budgeting

7.2. FINANCIAL REPORT **Page 24**

7.3. ENROLLMENT REPORT

- 7.3.1. Current Enrollment: 132
- 7.3.2. In Que: 6 (26/27 - 20R/2N)
- 7.3.3. Percent Change for Month: 0
- 7.3.4. Percent Change for Year: 12.8
- 7.3.5. Average Daily Attendance for Year: 91

8. ACTION ITEMS

8.1. 26/27 Board Calendar **Page 30**

Background Information: Annual update for Yearly Board Calendar

Implications: Compliance

Presented By: Clark

Recommendation: Approval

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

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

Background Information: The Consolidated Application Reporting System (CARS) is the system used by the California Department of Education to distribute and monitor state and federal funds to county offices, school districts and direct-funded charter schools throughout California. Each year, AeroSTEM submits the CARS application to document participation in programs and to provide assurances that the School will comply with the legal requirements of each program.

Implications: Possible compliance and fiscal impact

Presented By: Clark

Recommendation: Approval

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

8.3. SARC **Page 32**

Background Information: Every school in California is required by state law to publish a School Accountability Report Card (SARC) each year. The SARC contains information about the condition and performance of each California public school. The data on the SARC is always a year behind the year it is published. All plans are available for public access on the District website and at the school site.

Implications: Possible compliance impact

Presented By: Clark

Recommendation: Approval

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

9. BOARD COMMENTS10. FUTURE BOARD ITEMS

- 10.1. SARC Overview
- 10.2. LCAP Mid year Review
- 10.3. LCAP Budget
- 10.4. Independent Audit

11. MOTION TO ADJOURN

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

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REGULAR MEETING AGENDA

Dec 8, 2025 at 5:30PM

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

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6.1. 11/10/25 Board Minutes

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

7. DISCUSSION ITEMS**7.1. DIRECTOR'S REPORT**

- 7.1.1. Academic Update
- 7.1.2. Facilities
- 7.1.3. School Calendar

7.2. FINANCIAL REPORT**7.3. ENROLLMENT REPORT**

- 7.3.1. Current Enrollment: 139
- 7.3.2. In Que: 9
- 7.3.3. Percent Change for Month: 0%
- 7.3.4. Percent Change for Year: +18.8%
- 7.3.5. Average Daily Attendance for Year: 91%

8. ACTION ITEMS**8.1. 24/25 Unaudited Actuals - Revised**

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.

The reason for the UA to be brought back to the board was due to a prior period adjustment to Unrestricted Assets (UA) to rectify a discrepancy in the beginning balance. While the current period's revenue and expenses were accurate, this update was necessary to ensure the overall Statement of Financial Position is correctly stated.

Specifically, adjustments and restatements for our beginning fund balance were incorrect. In the first UA that we submitted, we had a total beginning fund balance adjustment of \$-220,675.45. This caused our net beginning fund balance to be \$106,241.28. After corrections, our adjustments total was \$-58,291.95. After making the corrections, our net beginning fund balance was \$268,624.78. The county saw that our Ending Fund Balance was \$-9,663.98 with the error when we were projected to end with a lot more. After corrections, our EFB was \$152,719.52.

Implications: Financial

Presented By: Clark	Recommendation: Approval
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Motion: Ramey Second: Borzelleri Ayes: 4 Noes: 0 Abstain: 0

8.2. 25-02 Class Size & Caseload Limits - BP

Background Information: Class size and caseload policies are among the most significant decisions a school board makes. They directly impact three critical areas: student achievement, district budget, and staff retention. While research generally supports smaller ratios for younger and high-needs students, the financial trade-offs are substantial. Effective policy balances fiscal reality with educational goals.

Implications: Compliance and Legal

Presented By: Clark

Recommendation: Approval

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

8.3. 25-03 At-Will Employment - BP

Background Information: Though At-Will Policy is stated in the Charter and in the staff handbook, there is no board policy for those documents to refer back to. This is to create consistency among school documents.

Implications: Compliance and Legal

Presented By: Clark

Recommendation: Approval

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

8.4. 25-04 Use of School Facilities - BP

Background Information: A Facilities Use Agreement is not merely a rental contract; it is a risk management tool and a governance necessity. Without a clear, Board-approved policy and agreement, the District is exposed to significant liability, financial loss, and accusations of favoritism. The "Why" falls into four primary buckets: Liability Protection, Fiscal Responsibility, Operational Efficiency, and Community Equity.

Implications: Financial and Legal

Presented By: Clark

Recommendation: Approval

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

8.5. Governing Board Resolution CSEBO

Background Information: In order to change benefits provider, the California Schools Employee Benefits Organization (CSEBO) board requires a board resolution stating the approval to join their JPA.

Implications: Financial and Staffing

Presented By: Clark

Recommendation: Approval

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

8.6. Non-Voting Governing Board Resolution CSEBO

Background Information: In order to change benefits provider, the California Schools Employee Benefits Organization (CSEBO) board requires a board resolution stating the organization will accept membership as a non-voting member.

Implications: Financial and Staffing

Presented By: Clark

Recommendation: Approval

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

8.7. Governing Board Resolution TCSIG

Background Information: In order to change benefits provider, TCSIG requires a board approved resolution stating the organization intends to leave the TCSIG JPA. This is the first notification in the process to leave TCSIG.

Implications: Financial and Staffing

Presented By: Clark

Recommendation: Approval

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

9. CLOSED SESSION

- 9.1. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE (Gov. Code section 54957(b).) No reportable action.
- 9.2. Public Employee Performance Evaluation (54957): No reportable action.

10. BOARD COMMENTS

11. FUTURE BOARD ITEMS

- 11.1. Parent Survey
- 11.2. Student Survey
- 11.3. Williams Act Report
- 11.4. LCAP
- 11.5. Board Calendar

12. MOTION TO ADJOURN

Motion: Ramey. Second: Borzelleri 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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Proposed Changes for the 2026 - 2027 School Year Academic Calendar
Start time - 8:35am || End time - 2:58pm

July 2026							August 2026 (19)							September 2026 (20)						
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3							1			1	2	3	Flex	5
5	6	7	8	9	10	11	2	PD	PD	5	6	7	8	6	7	8	9	10	11	12
12	Flex	Flex	Flex	Flex	Flex	18	9	10	11	12	13	14	15	13	14	15	16	17	18	19
19	Flex	Flex	Flex	Flex	Flex	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26
26	27	28	29	30	31		23	24	25	26	27	28	29	27	26	27	28			
							30	31												
October 2026 (20)							November 2026 (15)							December 2026 (14)						
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3	1	2	3	4	5	6	7	6	7	8	9	10	11	12
4	5	6	7	8	9	10	8	9	10	11	12	13	14	13	14	15	16	17	18	19
11	12	13	14	15	16	17	15	16	17	18	19	20	21	20	21	22	23	24	25	26
18	19	20	21	22	Flex	24	22	Flex	Flex	25	26	27	28	27	28					
25	Flex	27	28	29	30	31														
January 2027 (18)							February 2027 (15)							March 2027 (19)						
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1								1	2	3	4	5	6	7
3	PD	A	6	7	8	9	7	8	9	10	11	12	13	7	8	9	10	11	12	13
10	11	12	13	14	15	16	14	15	16	17	18	19	20	14	15	16	17	18	19	20
17	18	19	20	21	22	23	21	22	23	24	25	26	27	21	22	23	24	25	26	27
24	25	26	27	28	29	30	30							28						
April 2027 (20)							May 2027 (18)							June (7)						
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2								1						
4	5	6	7	8	9	10	2	3	4	5	6	Flex	8	6	7	8	9	PD	PD	12
11	12	13	14	15	16	17	9	Flex	11	12	13	14	15	13	14	15	16	17	18	19
18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26
25	26	27	28	29	30		23	24	25	26	27	28	29	23	24	25	26	27		
							30	31												
Student Terms (185) (A)							Non-Student Holidays (20)							Flex Program Days (30)						
First Day of School: 8/5							Labor Day: 9/7							7/13 - 7/24						
End of Semester 1: 12/18							Veteran's Day: 11/11							9/4						
Start of Semester 2: 1/5							Thanksgiving Break: 11/23 - 11/27							10/23 - 10/26						
Last Day of School: 6/11							Winter Break: 12/21 - 1/1							11/23 - 11/24						
Non-Student PD Days (5) (PD)							MLK Jr. Day: 1/18							2/15 - 2/19						
8/3 - 8/4							President's Week Break: 2/15 - 2/19							3/12, 3/29 - 3/30						
1/4							Spring Break: 3/29 - 4/2							5/7 - 5/10						
6/16 - 6/17							Memorial Day: 5/31							6/14 - 6/18						

Block	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6	Block 7	Block 8	Block 9	
Time	8:35 - 9:18	9:22 - 10:05	10:08 - 10:51	10:54 - 11:37	11:40 - 12:10	12:13 - 12:43	12:46 - 1:29	1:32 - 2:15	2:15 - 2:58	
	43	43	43	43	30	30	43	43	43	331
										Period Minutes
										24
										Total
										182.5
										Days Needed

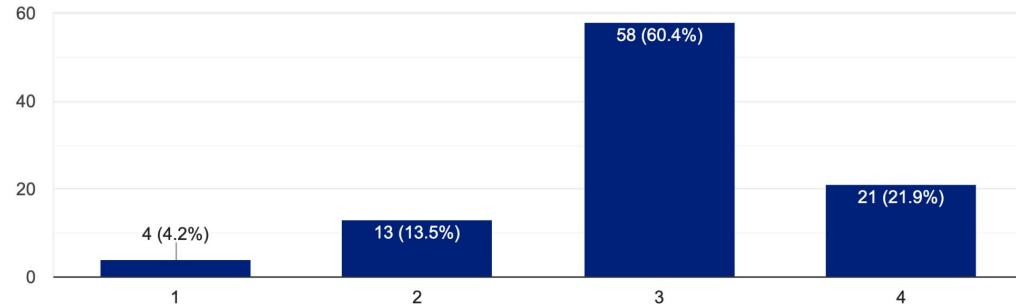
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25/26 Mid Year Survey Feedback

AeroSTEM staff members take the time to get to know me as a person.

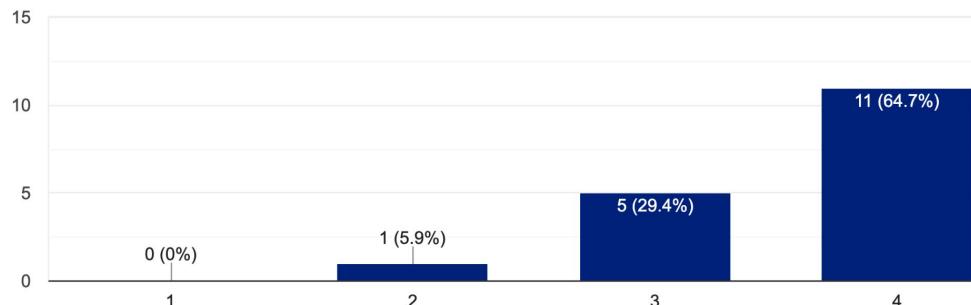
96 responses



96 Students

AeroSTEM staff members take the time to get to know my child and family.

17 responses

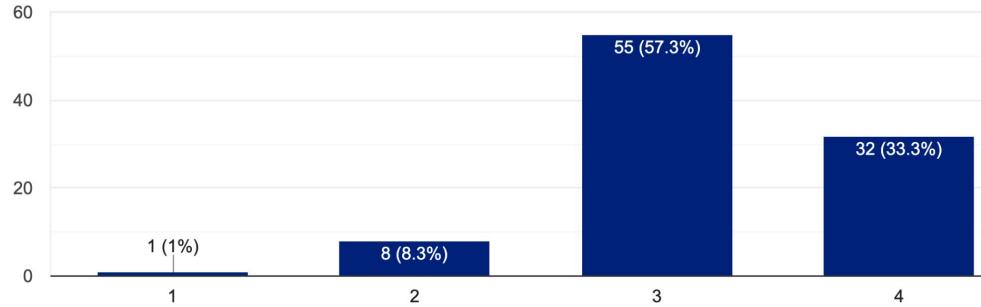


17 Parents



AeroSTEM staff members treat me with respect.

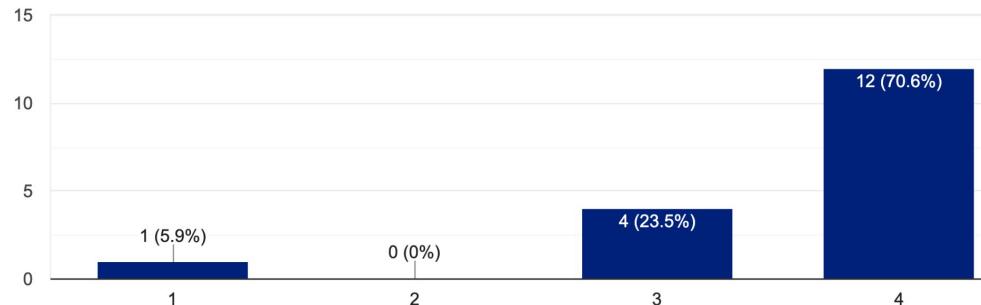
96 responses



96 Students

AeroSTEM staff members treat my family with respect.

17 responses

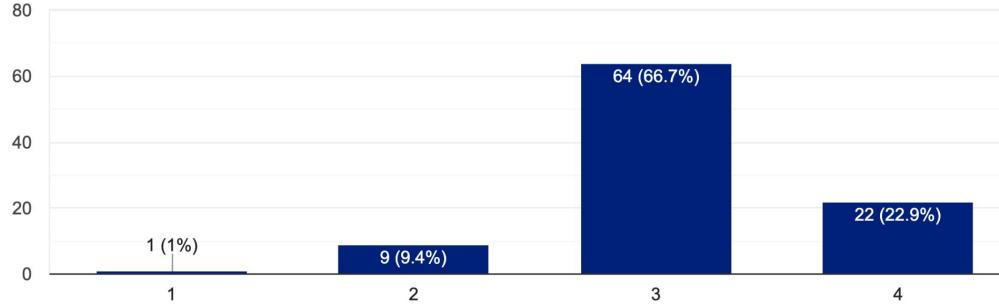


17 Parents



AeroSTEM Academy is a safe place for me to learn.

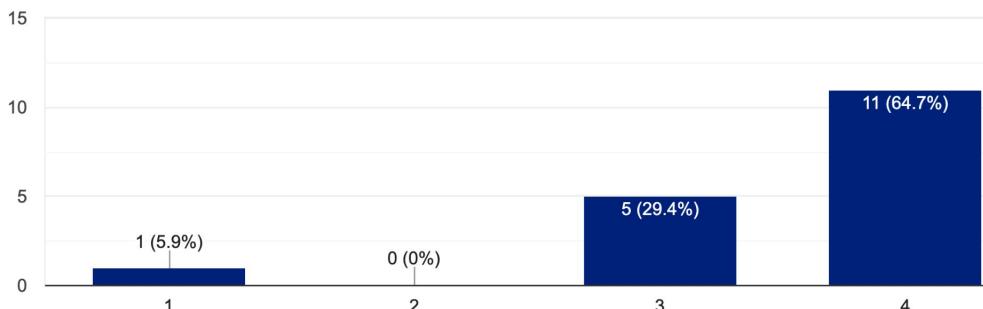
96 responses



96 Students

AeroSTEM Academy is a safe place to learn for my student.

17 responses

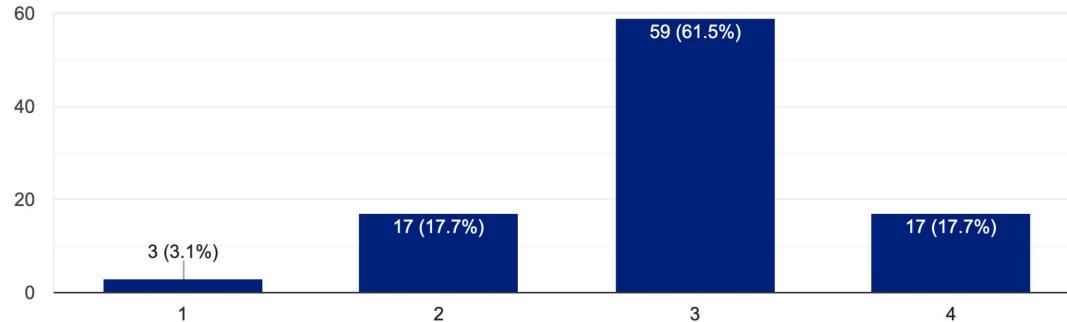


17 Parents



AeroSTEM staff has communicates with me as a student effectively.

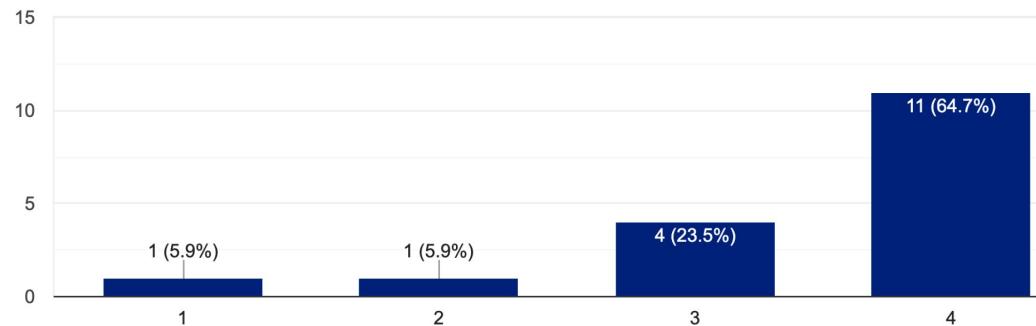
96 responses



96 Students

AeroSTEM Academy has effective two-way communication between home and school.

17 responses

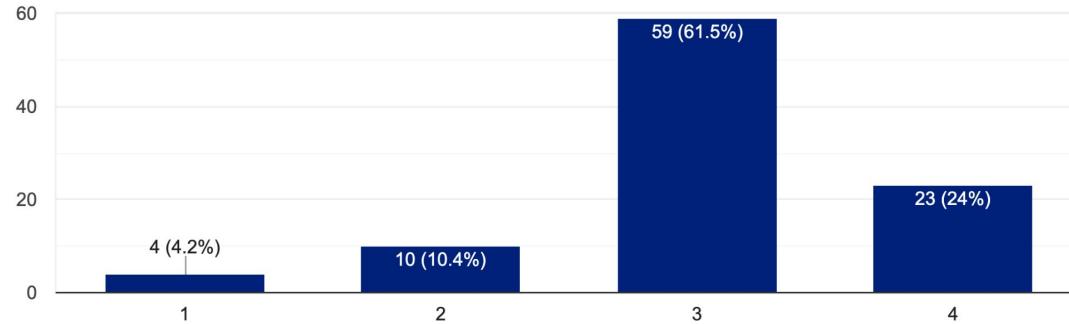


17 Parents



AeroSTEM Academy seeks student participation in school events and programs.

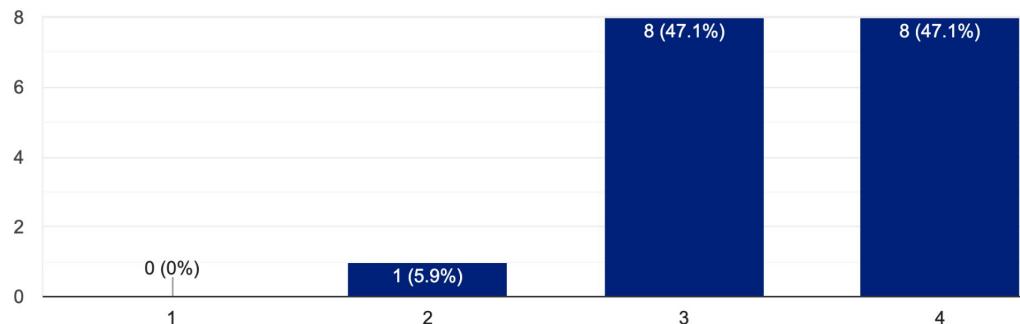
96 responses



96 Students

AeroSTEM Academy seeks parent participation in school events and programs.

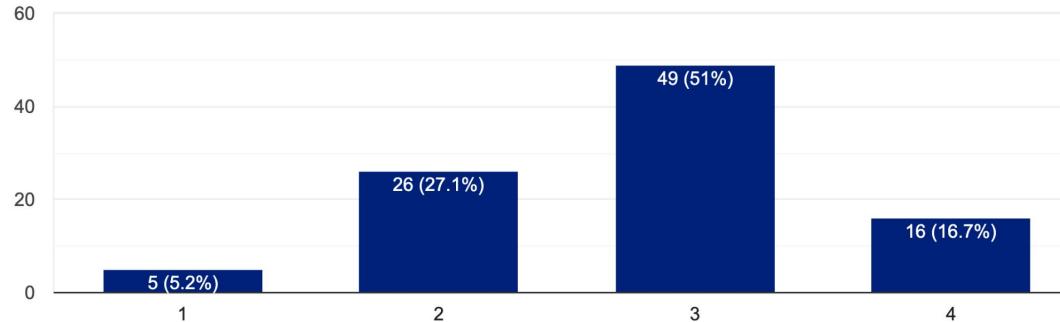
17 responses



17 Parents

AeroSTEM staff gives me strategies to improve my learning while at home.

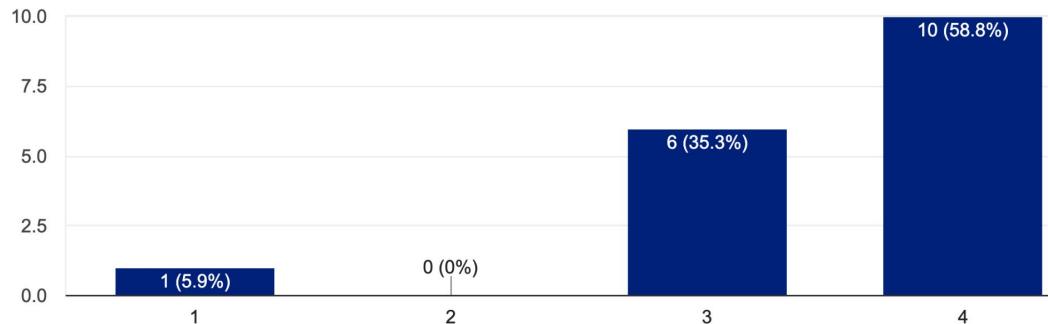
96 responses



96 Students

I receive information from AeroSTEM Academy on how I can help my student at home.

17 responses



17 Parents



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YTD Revenue

\$939,043

32.68% of Budget

YTD Expense

\$1,266,588

47.01% of Budget

YTD Fund Balance

\$454,995

	FY 2026 Unrestricted YTD	FY 2026 Restricted YTD	FY 2026 Combined YTD	FY 2026 Annual Budget	YTD % of Annual Budget
REVENUES:					
LCFF/Revenue Limit Sources	\$743,125	\$0	\$743,125	\$1,816,440	40.91%
Federal Revenues	\$0	\$26,816	\$26,816	\$205,331	13.06%
Other State Revenues	\$4,360	\$141,286	\$145,646	\$753,869	19.32%
Other Local Revenues	\$9,891	\$13,565	\$23,456	\$98,096	23.91%
TOTAL REVENUES	\$757,376	\$181,667	\$939,043	\$2,873,736	32.68%
EXPENDITURES:					
Certificated Salaries	\$256,105	\$127,543	\$383,648	\$799,890	47.96%
Classified Salaries	\$44,653	\$65,720	\$110,372	\$276,054	39.98%
Employee Benefits	\$121,063	\$66,423	\$187,487	\$491,784	38.12%
Books and Supplies	\$14,931	\$130,561	\$145,492	\$269,957	53.89%
Services, Other Operating Expense	\$212,729	\$213,220	\$425,948	\$821,663	51.84%
Capital Outlay	\$0	\$13,640	\$13,640	\$24,640	55.36%
Other Outgo	\$0	\$0	\$0	\$10,100	0.00%
Direct Support/Indirect Costs	\$0	\$0	\$0	\$0	0.00%
TOTAL EXPENDITURES	\$649,481	\$617,106	\$1,266,588	\$2,694,088	47.01%
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES	\$107,895	-\$435,439	-\$327,545	\$179,648	-182.33%
OTHER FINANCING SOURCES/USES:					
Interfund Transfers In & Other Sources	\$0	\$0	\$0	\$0	\$0
Interfund Transfers Out & Other Uses	\$0	\$0	\$0	\$0	\$0
Contributions	\$0	\$0	\$0	\$0	0.00%
TOTAL OTHER FINANCING SOURCES/USES	\$0	\$0	\$0	\$0	NaN
NET CHANGES IN FUND BALANCE	\$107,895	-\$435,439	-\$327,545	\$179,648	-182.33%
FUND BALANCE, RESERVES					
Beginning Balance, July 1, 2025			\$782,540	\$782,540	
Ending Balance, December 2025			\$454,995	\$962,188	

Aerostem Academy

Year to Date Revenue Overview - General Fund

December 2025

LCFF Revenue

\$743,125

40.91% of Budget

Federal Revenue

\$26,816

13.06% of Budget

State Revenue

\$145,646

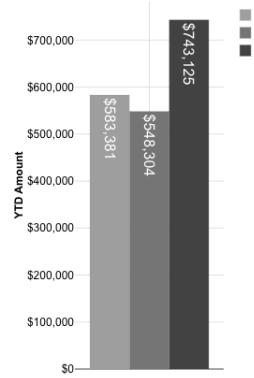
19.32% of Budget

State Revenue

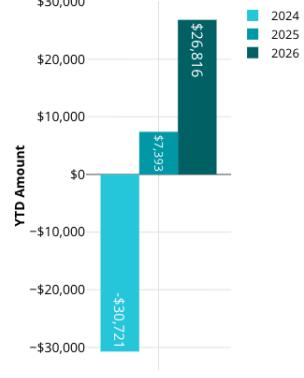
\$23,456

23.91% of Budget

LCFF Revenue



Federal Revenue



State Revenue



Local Revenue



For the Period JUL - DEC

	FY 2024 YTD Amount	FY 2025 YTD Amount	FY 2026 YTD Amount	FY 2026 Annual Budget	FY 2026 % YTD Budget
LCFF REVENUE					
8000-8019 Principal Apportionment	\$481,131	\$454,942	\$629,646	\$1,475,468	42.67%
8020-8079 Property Taxes	\$0	\$0	\$0	\$0	\$0
8080-8099 Miscellaneous Funds	\$102,250	\$93,362	\$113,479	\$340,972	33.28%
TOTAL - LCFF REVENUE	\$583,381	\$548,304	\$743,125	\$1,816,440	40.91%
OTHER REVENUE SOURCES					
8100-8299 Federal Revenue	\$-30,721	\$7,393	\$26,816	\$205,331	13.06%
8300-8599 Other State Revenue	\$209,726	\$-20,797	\$145,646	\$753,869	19.32%
8600-8799 Other Local Revenue	\$33,796	\$13,488	\$23,456	\$98,096	23.91%
TOTAL - OTHER REVENUE SOURCES	\$212,801	\$84	\$195,918	\$1,057,296	18.53%
OTHER FINANCING SOURCES					
8900-8929 Interfund Transfers In	\$0	\$0	\$0	\$0	\$0
8930-8979 All Other Financing Sources	\$0	\$0	\$0	\$0	0.00%
TOTAL - OTHER FINANCING SOURCES	\$0	\$0	\$0	\$0	0.00%
TOTAL REVENUE	\$796,182	\$548,388	\$939,043	\$2,873,736	32.68%

Revenue Insight:

General Fund YTD revenues totaled \$939,043 through December 2025, which is \$390,655 or 41.6% more than the amount received last year for this period. The YTD difference is driven by an increase in 8010-8099 LCFF Sources of \$194,821, an increase in 8300-8599 Other State Revenue of \$166,443, and an increase in 8100-8299 Federal Revenue of \$19,423.

Aerostem Academy

Year to Date Expense Overview - General Fund

December 2025

Salaries and Benefits

\$681,507

43.47% of Budget

Supplies & Materials

\$145,492

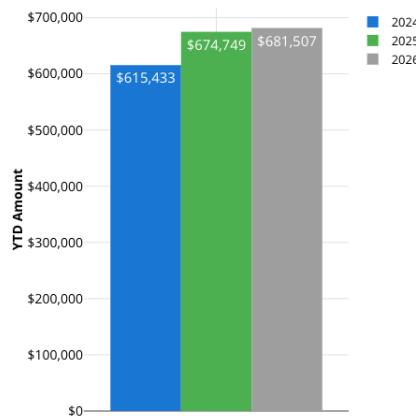
53.89% of Budget

Purchased Services

\$425,948

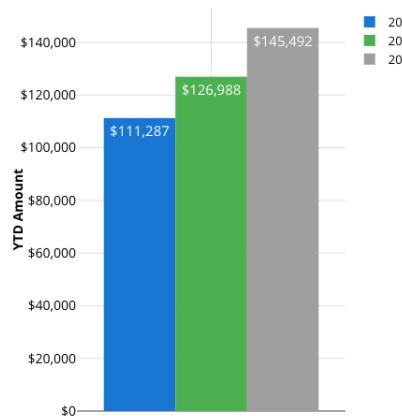
51.84% of Budget

Salaries and Benefits



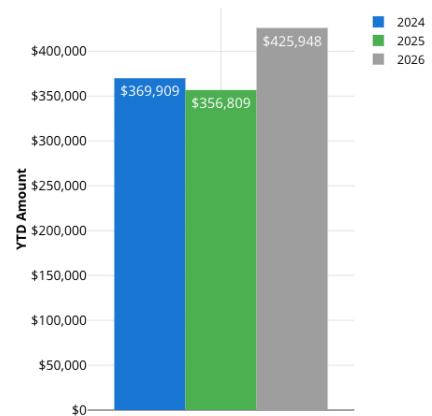
For the Period JUL - DEC

Supplies & Materials



For the Period JUL - DEC

Purchased Services



For the Period JUL - DEC

	FY 2024 YTD Amount	FY 2025 YTD Amount	FY 2026 YTD Amount	FY 2026 Annual Budget	FY 2026 % YTD Budget
SALARIES & BENEFITS					
1000-1999 Certificated Salaries	\$343,678	\$346,048	\$383,648	\$799,890	47.96%
2000-2999 Classified Salaries	\$112,446	\$148,395	\$110,372	\$276,054	39.98%
3000-3999 Employee Benefits	\$159,309	\$180,306	\$187,487	\$491,784	38.12%
TOTAL - SALARIES & BENEFITS	\$615,433	\$674,749	\$681,507	\$1,567,728	43.47%
NON-PERSONNEL					
4000-4999 Books and Supplies	\$111,287	\$126,988	\$145,492	\$269,957	53.89%
5000-5999 Services	\$369,909	\$356,809	\$425,948	\$821,663	51.84%
6000-6999 Capital Outlay	\$106,399	\$0	\$13,640	\$13,640	100.00%
7000-7599 Other Outgo	\$0	\$149	\$0	\$10,100	0.00%
TOTAL - NON-PERSONNEL	\$587,594	\$483,946	\$585,081	\$1,126,360	51.94%
OTHER FINANCING USES					
7600-7629 Interfund Transfers Out	\$0	\$0	\$0	\$0	\$0
7630-7699 All Other Financing Uses	\$0	\$0	\$0	\$0	\$0
TOTAL - OTHER FINANCING USES	\$0	\$0	\$0	\$0	\$0
TOTAL EXPENSES	\$1,203,027	\$1,158,695	\$1,266,588	\$2,694,088	47.01%

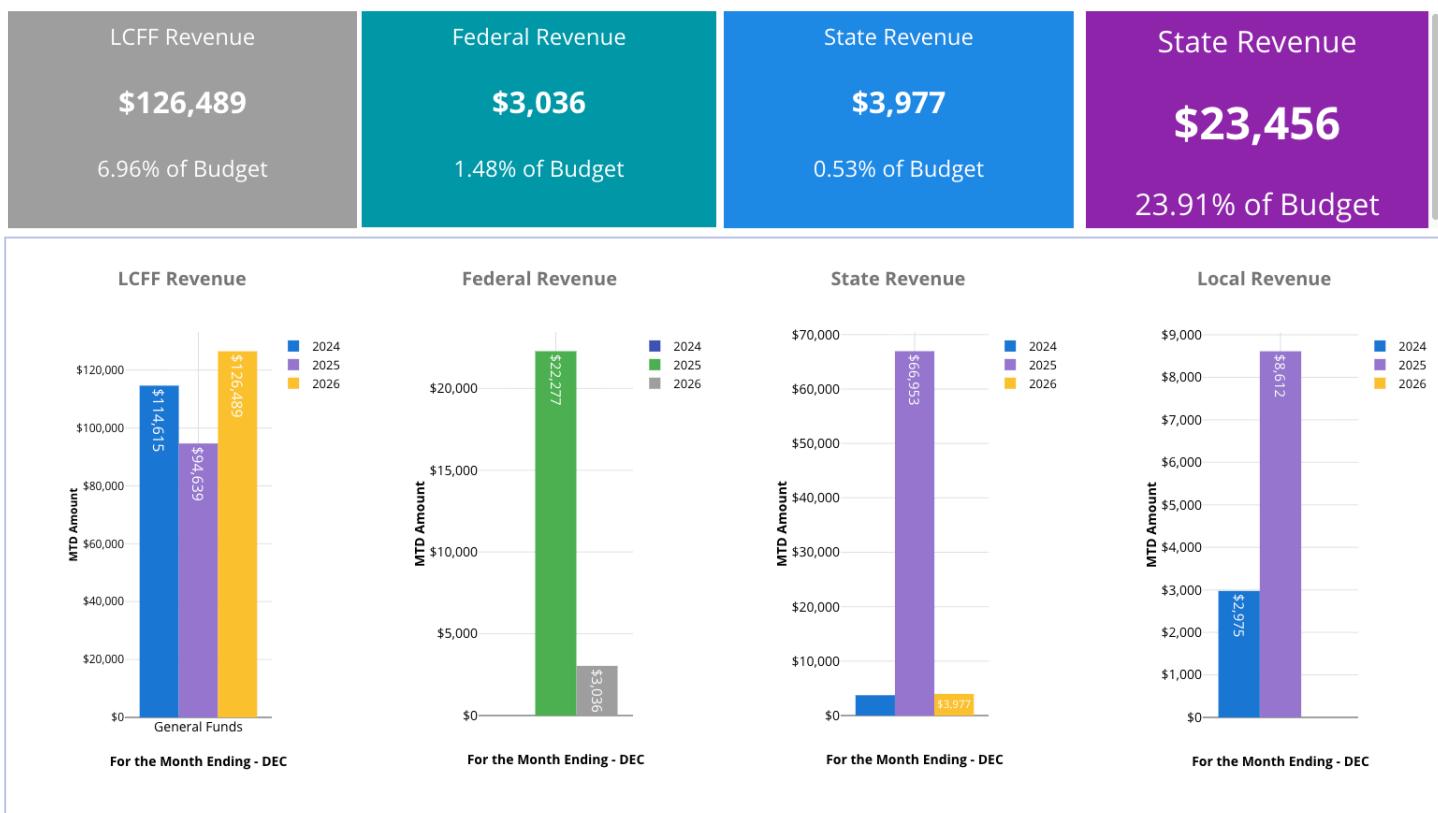
Expense Insights:

General Fund YTD expenses totaled \$1,266,588 through December 2025, which is \$107,893 or 8.5% more than the amount spent last year for this period. The YTD difference is driven by an increase in 5000-5999 Services and Other Operating Expenditures of \$69,139, a decrease in 2000-2999 Classified Personnel Salaries of -\$38,023, and an increase in 1000-1999 Certificated Personnel Salaries of \$37,600.

Aerostem Academy

Month to Date Revenue Overview - General Fund

December 2025



	FY 2024 MTD Amount	FY 2025 MTD Amount	FY 2026 MTD Amount	FY 2026 Annual Budget	FY 2026 % MTD Budget
LCFF REVENUE					
8000-8019 Principal Apportionment	\$114,615	\$94,639	\$126,489	\$1,475,468	8.57%
8020-8079 Property Taxes	\$0	\$0	\$0	\$0	0.00%
8080-8099 Miscellaneous Funds	\$0	\$0	\$0	\$340,972	0.00%
TOTAL - LCFF REVENUE	\$114,615	\$94,639	\$126,489	\$1,816,440	6.96%
OTHER REVENUE SOURCES					
8100-8299 Federal Revenue	\$0	\$22,277	\$3,036	\$205,331	1.48%
8300-8599 Other State Revenue	\$3,736	\$66,953	\$3,977	\$753,869	0.53%
8600-8799 Other Local Revenue	\$2,975	\$8,612	\$0	\$98,096	0.00%
TOTAL - OTHER REVENUE SOURCES	\$6,711	\$97,843	\$7,013	\$1,057,296	0.66%
OTHER FINANCING SOURCES					
8900-8929 Interfund Transfers In	\$0	\$0	\$0	\$0	\$0
8930-8979 All Other Financing Sources	\$0	\$0	\$0	\$0	0.00%
TOTAL - OTHER FINANCING SOURCES	\$0	\$0	\$0	\$0	0.00%
TOTAL REVENUE	\$121,326	\$192,482	\$133,502	\$2,873,736	4.65%

Revenue Insight:

General Fund revenues totaled \$133,502 in December 2025, which is -\$58,980 or -30.6% less than the amount received last year for this month. The year over year difference is driven by a decrease in 8300-8599 Other State Revenue of -\$62,976, an increase in 8010-8099 LCFF Sources of \$31,850, and a decrease in 8100-8299 Federal Revenue of -\$19,241.

Salaries and Benefits

\$123,640

7.89% of Budget

Supplies & Materials

\$14,960

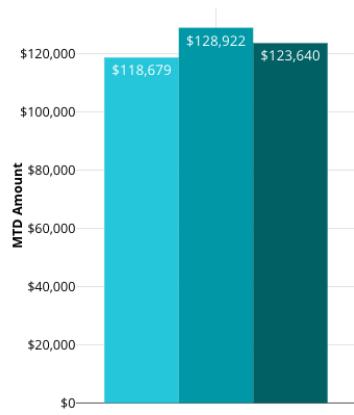
5.54% of Budget

Purchased Services

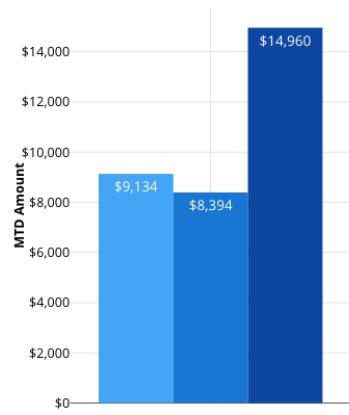
\$166,046

20.21% of Budget

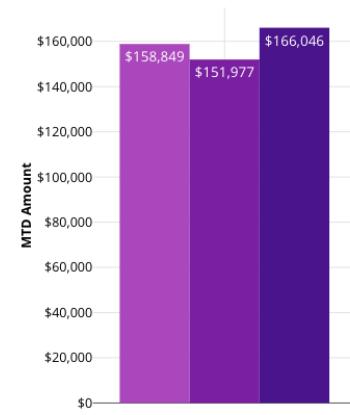
Salaries and Benefits



Supplies & Materials



Purchased Services



	FY 2024 MTD Amount	FY 2025 MTD Amount	FY 2026 MTD Amount	FY 2026 Annual Budget	FY 2026 % MTD Budget
SALARIES & BENEFITS					
1000-1999 Certificated Salaries	\$68,737	\$68,489	\$68,703	\$799,890	8.59%
2000-2999 Classified Salaries	\$19,665	\$25,220	\$20,409	\$276,054	7.39%
3000-3999 Employee Benefits	\$30,276	\$35,213	\$34,528	\$491,784	7.02%
TOTAL SALARIES & BENEFITS	\$118,679	\$128,922	\$123,640	\$1,567,728	7.89%
OTHER EXPENSES					
4000-4999 Books and Supplies	\$9,134	\$8,394	\$14,960	\$269,957	5.54%
5000-5999 Services	\$158,849	\$151,977	\$166,046	\$821,663	20.21%
6000-6999 Capital Outlay	\$0	\$0	\$0	\$13,640	0.00%
7000-7599 Other Outgo	\$0	\$0	\$0	\$10,100	0.00%
TOTAL OTHER EXPENSES	\$167,983	\$160,371	\$181,006	\$1,126,360	16.07%
OTHER FINANCING USES					
7600-7629 Interfund Transfers Out	\$0	\$0	\$0	\$0	\$0
7630-7699 All Other Financing Uses	\$0	\$0	\$0	\$0	\$0
TOTAL OTHER FINANCING USES	\$0	\$0	\$0	\$0	\$0
TOTAL EXPENSES & OTHER FINANCING USES	\$286,662	\$289,293	\$304,646	\$2,694,088	11.31%

Expense Insights:

General Fund expenses totaled \$304,647 in December 2025, which is \$15,354 or 5.3% more than the amount spent last year for this month. The year over year difference is driven by an increase in 5000-5999 Services and Other Operating Expenditures of \$14,070, an increase in 4000-4999 Books and Supplies of \$6,566, and a decrease in 2000-2999 Classified Personnel Salaries of -\$4,811.

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August 10th, 2026

September 14th, 2026*

October 5th, 2026

November 9th, 2026

December 14th, 2026*

January 11th, 2027

February 8th, 2027

March 8th, 2027*

April 12th, 2027

May 3rd, 2027*

June 7th, 2027

June 14th, 2027

Board Meeting start time - 5:30pm

*Charter Council Meeting start time - 4:30pm

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AeroSTEM Academy

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2025-26 School Contact Information

School Name	AeroSTEM Academy
Street	82 Second Street
City, State, Zip	Yuba City, CA 95991
Phone Number	530-742-2531
Principal	Joseph Clark
Email Address	admin@aerostem.org
School Website	www.aerostem.org
Grade Span	5-12
County-District-School (CDS) Code	51-10512-0138040

2025-26 District Contact Information

District Name	AeroSTEM Academy
Phone Number	(530) 742-2531
Superintendent	Joseph Clark
Email Address	admin@aerostem.org
District Website	www.aerostem.org

2025-26 School Description and Mission Statement

AeroSTEM Academy is a public, WASC-accredited charter school serving students in grades 5 through 12, located on the campus of the Sutter County Airport. The school's mission is explicitly focused on preparing students for growing college and career opportunities by deeply integrating Science, Technology, Engineering, and Mathematics (STEM) through the lens of aerospace and engineering. This innovative approach encourages imagination, incorporates extensive experiential learning, and provides students with continuous opportunities to engineer real-world solutions. The educational program is designed to cultivate effective readers, communicators, critical thinkers, and collaborators, preparing graduates to acquire relevant real-world STEM skill sets and successfully enter their chosen post-secondary education or career pathway.

The Academy's educational philosophy emphasizes a student-centered hybrid model, combining on-campus instruction with personalized learning opportunities, all designed to foster a strong "Growth Mindset." Key structural features include a commitment to small class sizes, with a low student-to-staff ratio of 10:1, and dedicated academic intervention and support built directly into the school day, including two staff members in both Math and English Language Arts (ELA) classes. Students benefit from required daily STEM electives utilizing curricula from C-STEM, Code.org, and Project Lead the Way (PLTW), as well as hands-on access to technologies like certified flight simulators, UAV kits, and 3D printers.

Demographically, AeroSTEM Academy serves a diverse student body drawn from surrounding communities, with a significant percentage of students identified as Socioeconomically Disadvantaged. The school is committed to ensuring high-quality instruction, and records indicate that 100% of teachers are appropriately credentialed and trained for their subject and student placement. With a focus on rigorous, A-G approved coursework for high school students, a CTE pathway for industry certifications, and a strong culture of character and collaboration, the Academy aims to provide a unique and supportive learning environment for all students seeking a specialized educational option.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 5	7
Grade 6	20
Grade 7	26
Grade 8	15
Grade 9	25
Grade 10	15
Grade 11	7
Grade 12	1
Total Enrollment	116

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	33.6
Male	66.4
American Indian or Alaska Native	6
Asian	1.7
Black or African American	1.7
Filipino	0.9
Hispanic or Latino	31
Two or More Races	5.2
White	53.4
English Learners	3.4
Foster Youth	0.9
Homeless	0.9
Socioeconomically Disadvantaged	76.7
Students with Disabilities	12.1

A. Conditions of Learning State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.9	89.62	28.8	55.95	234405.2	84
Intern Credential Holders Properly Assigned	0	0	3	5.81	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.6	7.95	0.6	1.2	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.1	1.67	1.9	3.84	11953.1	4.28
Unknown/Incomplete/NA	0	0.64	17.1	33.16	15831.9	5.67
Total Teaching Positions	7.8	100	51.6	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.4	24.17	17.1	35.69	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	1	2.08	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.7	63	20.2	42.12	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	2.7	5.62	11746.9	4.23
Unknown/Incomplete/NA	0.7	12.5	6.9	14.46	14303.8	5.15
Total Teaching Positions	6	100	48	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.9	60.82	21.6	43.26	230039.4	100
Intern Credential Holders Properly Assigned	0.7	11.43	3.5	7.16	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.7	10.67	17.2	34.54	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	2.7	5.48	12112.8	4.34
Unknown/Incomplete/NA	1.1	16.92	4.7	9.52	13705.8	4.91
Total Teaching Positions	6.5	100	50	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0.8	0.3
Misassignments	0.60	2.9	0.3
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.60	3.7	0.7

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.10	0	0
Total Out-of-Field Teachers	0.10	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	12.8	55.3	17.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.1	13.3	50.8

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	November 2024	
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Including but not limited to: Subject, Savvas My Perspectives, Novels, IXL	0
Mathematics	Including but not limited to: Subject, C-STEM, Houghton Mifflin Go Math!, IXL	0
Science	Including but not limited to: Subject, Discovery Education	0
History-Social Science	Including but not limited to: Subject, TCI	0
Foreign Language	Including but not limited to: Subject	0
Health	Including but not limited to: Subject	0
Visual and Performing Arts	Including but not limited to: Subject, Project Lead the Way, AOPA	0
Science Laboratory Equipment (grades 9-12)	Including but not limited to: materials necessary for a Biology Lab, Earth Science Lab, Life Science Lab, Environmental Science Lab, Forensic Science Lab, Integrated Science Lab, Physics Lab, and Chemistry Lab.	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

AeroSTEM Academy has portable classrooms that are in good condition.

Year and month of the most recent FIT report	September 2025			
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned

School Facility Conditions and Planned Improvements

Systems: Gas Leaks, Mechanical/HVAC, Sewer	X		
Interior: Interior Surfaces	X		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		
Electrical	X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X	One fountain needs to be repaired
Safety: Fire Safety, Hazardous Materials	X		
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	38	56	18	21	47	48
Mathematics (grades 3-8 and 11)	25	34	11	14	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	72	68	94.44	5.56	55.88
Female	25	23	92.00	8.00	43.48
Male	47	45	95.74	4.26	62.22
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	19	18	94.74	5.26	50.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	40	37	92.50	7.50	64.86
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	58	54	93.10	6.90	50.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3—Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	72	68	94.44	5.56	33.82
Female	25	23	92.00	8.00	17.39
Male	47	45	95.74	4.26	42.22
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	19	18	94.74	5.26	11.11
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	40	37	92.50	7.50	43.24
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0

Socioeconomically Disadvantaged	58	54	93.10	6.90	27.78
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	45.24	36.67	0	0	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	30	30	100.00	0.00	36.67
Female	12	12	100.00	0.00	25.00
Male	18	18	100.00	0.00	44.44
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	18	18	100.00	0.00	50.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	23	23	100.00	0.00	26.09
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 Career Technical Education Programs

AeroSTEM Academy students participate in a regional Career Technical Education (CTE) Transportation pathway.

Concentration classes includes Introduction to Model Aeronautics and UAVs and Introduction to Aerospace. Capstone classes includes Commercial UAV Piloting, Guided Flight Discovery and Teen Airplane Build. Upon completion of a pathway, students earn a certification and/or college credit preparing students to continue with a post-secondary education.

2024-25 Career Technical Education (CTE) Participation

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

2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	100
Graduates Who Completed All Courses Required for UC/CSU Admission	100

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100
Grade 7	100	100	100	95	95
Grade 9	96	96	96	96	92

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

AeroSTEM urges parent input in decision-making and promotes parental participation in education programs for students. AeroSTEM uses Parent Square, an online platform that communicates with all parents through email, text, telephone, and/or online via the app.

This has allowed staff and parents to stay in consistent contact about a variety of topics from attendance to school events to classroom issues and celebrations. Parents are also invited and encouraged to come to event planning and implementation, charter council meetings, board meetings, LCAP meetings, and parent-teacher-student conferences.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	60	--	--	37	59	13	8.2	8.9	8
Graduation Rate	40	--	--	26.1	33.3	50	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	--	--	--
Female	--	--	--
Male	0.0	0.0	0.0
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	151	139	44	31.7
Female	58	49	18	36.7
Male	93	90	26	28.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	48	43	19	44.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	12	--	--	--
White	77	74	21	28.4
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	120	109	36	33.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	20	19	9	47.4

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
3.4	4.96	8.61	8.7	6.1	9.43	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.61	0.00
Female	10.34	0.00
Male	7.53	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	12.50	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	16.67	0.00
White	5.19	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	10.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	15.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The procedures that AeroSTEM Academy follows to ensure the health and safety of pupils and staff are reflected in the adoption and implementation of a Comprehensive Safety Plan. The plan identifies appropriate strategies and programs that provide and maintain a high level of school safety and addresses the school's procedures for complying with existing laws related to school safety, including but not limited to the following:

- Employee Fingerprint/Background Check
- Bullying Prevention Policies & Procedures
- Child Abuse Reporting Procedures
- Discrimination & Harassment Policy
- Emergency/Disaster Plans
- Immunization
- Medication in School
- Mental Health and Suicide Prevention
- Notification of Dangerous Pupils Procedures
- Safe and Orderly Environment
- Safe Ingress and Egress Procedures
- Sexual or Gender-Based Harassment
- Staff and Student Interaction Policy
- Suspension & Expulsion Policies

The Comprehensive School Safety Plan (CSSP) is reviewed and updated yearly. The CSSP was last reviewed in 2025.

D. Other SARC Information **Information Required in the SARC**

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	8	3	0	0
6	23	0	3	0
Other	31	0	4	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	9	1	0	0
6	10	2	0	0
Other	27	0	3	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
5	7	2		
6	20	2		
Other	23	1	5	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	10	5	0	0
Mathematics	8	8	0	0
Science	14	3	0	0
Social Science	11	3	0	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	12	9	2	
Mathematics	11	6	1	
Science	16	4	1	
Social Science	11	5	1	

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	6	14	2	
Mathematics	6	16	3	
Science	7	9	2	
Social Science	4	17	1	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	107

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

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

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	17,522.29	4,323.48	13,198.81	65,038
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$11,146	
Percent Difference - School Site and State	N/A	N/A	16.9	

Fiscal Year 2024-25 Types of Services Funded

AeroSTEM receives the following supplemental funds:

Title I - School-wide program to upgrade the entire educational program of eligible students in high poverty areas.

Title II - Teacher and Principal Training to improve and increase the number of highly qualified teachers and principals.

Title IV - Student Support and Academic Enrichment- To provide all students with access to a well-rounded education; To improve school conditions; and Improve the use of Technology.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered	0
Where there are student course enrollments of at least one student.	

Professional Development

At AeroSTEM Academy, credentialed teachers are facilitators of learning, instructors proficient of diagnosing and assessing student progress, and continual learners themselves. We believe that on-going trainings help teachers stay focused and effective as educators. A regular staff development meeting calendar is created annually. Detailed, formal training begins for new teachers at the time of hire. All teachers attend a series of staff training in August, which includes professional development in curriculum and technology, safety policies, and changes to program in general. Analysis of testing data and setting school-wide and individual student goals occurs as the school year begins. Bi-weekly staff trainings include curriculum

Professional Development

and instruction support, department collaboration, individual student progress analysis, and development of student services.

In addition, at the beginning of each school year, teachers define the professional goals they wish to achieve. The school budget supports training for these individual choices encouraging staff members to attend workshops throughout the year to attain their goals. As the budget allows, teachers are encouraged to attend conferences including the Project Lead the Way, AOPA and C-STEM trainings. This standard for professional development is based on the concept that what is good for the students – a wide variety of engaging learning opportunities, creating and solving real problems, using relevant experiences, and cooperating with others – is also beneficial for teachers as learners.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	13	13	10