BOARD OF DIRECTORS MEETING

REGULAR MEETING AGENDA **June 19th, 2026 at 2:00PM**

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	☐	☐
3.2.	Vice President: Chris Ramey, Parent Representative	☐	☐
3.3.	Secretary: Dallan Reese, Community Representative	☐	☐
3.4.	Joe Borzelleri, Community Representative	☐	☐
3.5.	Mike Reid, SCSOS Representative (Non-Voting	☐	☐
3.6.	OPEN	☐	☐
3.7.	OPEN	☐	☐

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. ACTION ITEMS

6.1. 2026 Local Indicator Self-Reflection of 2025-26 Indicators

Background Information: Staff is presenting the School's local indicator data which will be included on the California Dashboard. The California Dashboard is used by parents/guardians, educators and other stakeholders to see how local educational agencies and schools are performing under California's school accountability system. The Dashboard displays overall performance and student group performance on multiple measures called state and local indicators. State indicators are populated by the California Department of Education onto the Dashboard and Districts use the State Board of Education approved self-reflection tools to measure progress on data collected at the local level.	
Implications: Possible compliance and fiscal impact	
Presented By: Clark	Recommendation: Staff recommends approval
Motion: ___________________Second: ___________________Ayes: ___ Noes: ___ Abstain: ___	

6.2. 2026-2027 Budget Overview for Parents

Background Information: A copy of AeroSTEM Academy's Draft 2026-27 Local Control and Accountability Plan (LCAP) can be found in the school office at 82 Second St, Yuba City CA 95991. The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. The components of the LCAP must be posted as one document that includes the following: LCFF Budget Overview for Parents, Plan Summary, Engaging Educational Partners Goals and Actions, Increased or Improved Services for Foster Youth, English Learners, and Low-income students, Action Tables, and Instructions	
Implications: Possible compliance and fiscal impact	
Presented By: Joseph Clark	Recommendation: Staff recommends approval
Motion: ___________________Second: ___________________Ayes: ___ Noes: ___ Abstain: ___	

6.3. 2026-2027 Local Control Accountability Plan (LCAP) Annual Update

Background Information: A copy of AeroSTEM Academy's Draft 2026-27 Local Control and Accountability Plan (LCAP) can be found in the school office at 82 Second St, Yuba City CA 95991. The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. The components of the LCAP must be posted as one document that includes the following: LCFF Budget Overview for Parents, Plan Summary, Engaging Educational Partners Goals and Actions, Increased or Improved Services for Foster Youth, English Learners, and Low-income students, Action Tables, and Instructions	
Implications: Possible compliance and fiscal impact	
Presented By: Joseph Clark	Recommendation: Staff recommends approval
Motion: ___________________Second: ___________________Ayes: ___ Noes: ___ Abstain: ___	

6.4. 2026-2027 Proposed Budget

Background Information: The school is required to adopt a budget. The proposed budget summarizes the financial activity for AeroSTEM Academy built on the best available information received to date. The proposed budget is only an initial blueprint for revenues and expenditures since the preparation of the proposed budget occurs before the state has enacted its budget and before actual expenditures are known.	
Implications: Possible compliance and fiscal impact	
Presented By: Joseph Clark	Recommendation: Staff recommends approval
Motion: ___________________Second: ___________________Ayes: ___ Noes: ___ Abstain: ___	

6.5. CORE Loan Mou

Background Information: An MOU with the repayment schedule for a loan CORE provided AeroSTEM needs to be approved to formalize the payment schedule.	
Implications: Possible compliance and fiscal impact	
Presented By: Joseph Clark	Recommendation: Staff recommends approval
Motion: ___________________Second: ___________________Ayes: ___ Noes: ___ Abstain: ___	

7. BOARD COMMENTS

8. FUTURE BOARD ITEMS

9. 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

2026-27 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
AeroSTEM Academy	Joseph Clark Executive Director	jclark@aerostem.org 530-742-2531

Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.

- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and

- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2025 - 2026	6	6						

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0%

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

   Rating Scale (lowest to highest):
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards			3		
History-Social Science				4	

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

   Rating Scale (lowest to highest):
   - 1 - Exploration and Research Phase
   - 2 - Beginning Development
   - 3 - Initial Implementation
   - 4 - Full Implementation
   - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards			3		
History-Social Science				4	

3. **Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

   Rating Scale (lowest to highest):
   - 1 - Exploration and Research Phase
   - 2 - Beginning Development
   - 3 - Initial Implementation
   - 4 - Full Implementation
   - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards			3		
History-Social Science				4	

Other Adopted Academic Standards

4. **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**

   Rating Scale (lowest to highest):
   - 1 - Exploration and Research Phase
   - 2 - Beginning Development
   - 3 - Initial Implementation
   - 4 - Full Implementation
   - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education					5	
Health Education Content Standards			3			
Physical Education Model Content Standards				4		
Visual and Performing Arts					5	
World Language					5	

Support for Teachers and Administrators

5. **Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

   Rating Scale (lowest to highest):
   - 1 - Exploration and Research Phase
   - 2 - Beginning Development
   - 3 - Initial Implementation
   - 4 - Full Implementation
   - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered				4	

Optional Narrative (Limited to 1,500 characters)

6. **Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

The AeroSTEM Academy implements California's academic standards through a unique project-based lens concentrating on aerospace, engineering and technology. In conformity with state frameworks, 100% of students in grades 5-12 have access to high-quality, board-approved instructional materials such as Savvas My Perspectives for ELA, Cengage Big Ideas for Mathematics, and AOPA for engineering pathways.

AeroSTEM Academy believes that delivery of rigorous standards through implementation of individualized support requires small class sizes, resulting in a student-to-staff ratio of 10:1. In an effort to accelerate foundational academic skills, our core math and ELA classrooms employ a strategic staffing plan of two instructors working simultaneously in the classroom to provide immediate Tier 1 interventions. Additionally, the Academy has created a campus-based hybrid model for its high school students; thus guaranteeing all students have complete access to a broad course of study that satisfies California's rigorous A-G college preparatory curriculum, as well as the opportunity to take advanced college level classes.

Looking ahead, the Academy continues to review its continuous improvement cycle by carefully reviewing student growth metrics for all subgroups and aligning our local LCAP goals with WASC accreditation standards. By utilizing experiential learning and data-driven instruction with ongoing instructional support in the classroom, AeroSTEM continues to develop strong critical thinking skills and growth mindsets in preparing all students for future STEM college and career paths.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	3
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

AeroSTEM Academy proves to be an effective nontraditional school that has developed strong, collaborative, and multi-relationship relationships with families as a result of extensive community engagement, input from educational partners and local statistics. The academy's strengths are represented in three key areas:

1) The Academy has made significant progress towards an individualized, relationship-centered approach to education and parent engagement through two-way communication and personalized feedback from families by meeting with families individually to solicit specific feedback in an appropriate, safe, and supportive environment. This qualitative data, along with other regular family surveys, directly impacts both the operational and academic decisions made by such as school calendar/schedules, meal program, pick-up times, and elective course offerings at AeroSTEM Academy; and [Notifications about school wide events, missing assignments, and urgent messages are streamlined, in multiple ways, through multi-channel communication tools including automated texting, chat, e-mail and digital newsletters.

2) Activity and Community Leadership: Educational partners have a vested interest in many aspects of the daily school culture and governance structure at AeroSTEM Academy. Educational partners regularly participate on field trips, assist in classroom activities, and raise money through volunteerism to support school fundraising efforts; and Educational partners have important leadership roles on the Charter Council and the Charter School Boards, and provide essential feedback, oversight, and guidance related to school policies and local resources.

3) Academic Transparency and Data Availability: AeroSTEM Academy ensures its level of commitment to education is transparent by providing ongoing transparency for families about student academic performance. The Student Information (SIS) and Learning Management System (LMS) have been integrated to allow families to access current grades, assignments, and weekly reports on their children in real time, which serve as the foundation for parent-teacher conferences. The school also publishes a School Accountability Report Card (SARC) annually to provide public accountability, and systematically disaggregates student performance data into subgroups (example: race/ethnicity, sex, ELL, socio-economic disadvantage, and disability) to ensure equitable educational outcomes for all populations.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA’s focus area(s) for improvement in Building Relationships Between School Staff and Families.

Based on data gathered from local sources and input from educational partners, AeroSTEM Academy has identified a need for formalizing, structuring, and tracking family engagement beyond how it is currently being accomplished through formal governance meetings. Parent input is very strong at the Charter Council and Board levels; therefore, the academy will be making the following systemic improvements in order to deepen and broaden family partnerships:

Developing and Expanding a School-Wide Volunteer Structure: The development of a school-wide volunteer infrastructure is a primary focus. The academy will create and implement a Volunteer Handbook and create, implement, and maintain standardized onboarding and training processes so that all family members/volunteers will be vetted appropriately and trained to effectively and safely assist with classroom activities, field trips, and school events.

Centralizing Communication and Volunteer Opportunities: In order to facilitate broad participation and remove barriers to participation, establishing a centralized community calendar of volunteer opportunities and events will allow for increased accessibility allowing for working families and community partners to plan for and identify ways to meaningfully contribute to the school community.

Implementing Data-Driven Participation Tracking: There is nothing currently in place at AeroSTEM Academy to formally track parent participation outside of committee membership rosters. The academy will implement digital tracking for family/volunteer participation so that it may capture and track all levels of participation for families/volunteers. This tracking mechanism will help the academy evaluate the effectiveness of their family engagement initiatives and support the identification of student sub-groups that are underrepresented. In turn, data analysis will inform the creation of equity-based intervention strategies to provide all families/volunteers equitable opportunities to connect with school and staff.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

At AeroSTEM Academy, we understand how important it is to create intentional opportunities for connection between our staff, underrepresented families, and the community at large. To foster equitable engagement, we have developed a targeted action plan directly linked to the LCAP Goal 4 (Addressed State Priorities 3 and 6). While our overall intention is to expand our volunteer network, our specific focus for engaging underrepresented and historically underserved families through the following strategic enhancements:

Flexible Volunteer Structures as a Means of Removing Barriers to Entry: Recognizing that traditional volunteer opportunities may conflict with work schedules or have language barriers, we will provide alternative options for engagement which include creating take-home volunteer tasks, virtual/digital support roles, and flexible scheduling. We will also develop and formalize a Volunteer Handbook and standardized onboarding as means to create explicit pathways that facilitate and encourage socio-economically disadvantaged families and parents who work.

Outreach that is Culturally and Linguistically Responsive: In order to relate better to our English Language Learner (ELL) population and other underrepresented subgroups, all of our community calendars, volunteer opportunity descriptions, and onboarding materials will be translated into the needed languages and made culturally relevant. We will utilize a multi-channel approach to communication so that we can offer personalized outreach through preferred methods to our various demographics of students.

Developing relationships and establishing feedback loops with a targeted approach: We will continue to build upon our strength of having one-on-one meetings with parents by having staff proactively reach out to families who have historically been disconnected from school activities. These individualized/low-risk environments will be used to identify specific barriers to involvement, capture qualitative feedback regarding student needs, and collaboratively create solutions. By pairing structured data tracking (via digital participation logs) with these targeted approaches, we will evaluate subgroup engagement on a regular basis to determine whether the LCAP Goal 4 resources are effectively addressing the involvement disparity.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	3

Practices	Rating Scale Number
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

The Academy uses transparency and access to form the basis of their partnership strategy. After analysis of local data in partnership with educational stakeholders, the AeroSTEM Academy has demonstrated measurable successes and progress in leveraging established partnerships to achieve improved student outcomes through their current strengths of:

Developing an Accessible Environment for Students: An integral strength for the AeroSTEM Academy during this school year has been to develop an open door to their students and families through a committed environment. Staff members at AeroSTEM Academy intentionally have one-on-one meetings with every student to assess their academic progress as well as social-emotional status on a regular basis. By providing their students with consistent support through high levels of relational trust through the provision of multiple avenues for contact, students feel supported and empowered to take ownership of their educational journeys.

Systemic Transparency and Accessibility of Data: The AeroSTEM Academy has implemented effective information and learning management systems that provide educational partners with real-time access to performance data for each student. Through the weekly provision of transparent access to grades, missing assignments, and behavior data at home, the Academy bridges the communication gap between home and school. The ability for parents to be able to see the exact same performance data as the Academy allows parents to work with the Academy to reinforce academic expectations and to celebrate student accomplishments.

Multi-Tiered Systems of Communication: The AeroSTEM Academy has a structured approach to providing families with updated information regularly throughout the course of a school year through both formal and informal channels. Formal communication includes structured report cards and progress reports as well as updated grading in real-time through digital chat messages, alerts to parents, and newsletters. This type of continued feedback loop allows students not to fall behind and allows Academy staff and families to work together almost immediately to implement targeted interventions to improve overall student outcomes.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

AeroSTEM Academy has recognized the need to strengthen and formalize the connection among families, teachers, and others who support student learning based on feedback from its stakeholders. As both individual and one-on-one contacts are strong, the academy will be focusing on the following systemic areas for growth:

Expanding/Increasing Family and Community Representatives' Attendance at Board of Directors and Charter Council Meetings: These meetings should be welcoming, engaging, and dynamic so that families and the wider community can actively participate in and contribute to decision-making regarding policy development, resource allocation, and achievement goals for AeroSTEM.

Eliminate Barriers to Family/Community Member Participation: To increase participation by families and community members in public meetings, AeroSTEM Academy will assess barriers preventing participation by working and under and unrepresented families. Areas of focus include; optimizing meeting dates and times, providing options for hybrid/virtual attendance, providing translation and support services, and utilizing multiple avenues to market the public meeting agendas and the intention to achieve early notifications.

Connecting Stakeholder Input with Academic Programs: AeroSTEM will create stronger connections between the stakeholder input received at governance meetings and academic/enrichment programs across the school. By establishing tighter loops for feedback, community input will have a more direct impact on the development of STEM career paths, as well as student support systems and other community resources that provide equal opportunities for all students.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

AeroSTEM Academy values that there are established basic channels of communication; however, the development of a strong basis for parent advocacy and leadership, especially from families traditionally under-represented within the community, remains at a beginning stage in terms of implementation. The Academy recognizes that to go from a stance of passive communication to an active partnership for outcomes for students; the Academy has committed through LCAP Goal 4 (addressing State Priorities 3 and 6) to implement targeted improvements over several years in the following areas:

Developing Capacity for Parent Leadership and Advocacy - To advance under-represented parents as true advocates for the success of their children, the Academy will develop a number of "parent capacity" initiatives. These initiatives will include providing readily understandable and accessible training regarding how school governance works, how to access and interpret student data, and how local funding streams (e.g., LCAP) can impact outcomes for students. The Academy will demystify how the Charter Council and Board of Directors operate; thus, allowing historically under-represented parents to have the knowledge and confidence to assume leadership roles and serve as advocates for their children.

Targeted & Culturally Appropriate Outreach for Governance Participation – The Academy will work to transform how it notifies parents of the schedule for governance meetings by employing creative and culturally-appropriate means of communication that specify the real-world significance of parent participation. The Academy will promote the public meetings as critical stakeholder opportunities to impact how important resources are allocated to students, as well as, the pathways to opportunities for STEM study and career and support services to be accessed by students. The Academy will intentionally extend an invitation to traditionally under-represented subgroups to have a seat at the table for decision-making.

Creating Accessible Options for Influencing Outcomes for Students - The Academy is well aware of the fact that traditionally under-represented parents face multiple systemic barriers to their participation within the parent advocacy space; therefore, the Academy will design its advocacy opportunities in such a way as to ensure equity. For example, the Academy will provide hybrid/virtual meeting options, provide flexibility regarding meeting times, and provide language translation services so that all parents can participate fully in policy dialogue. By elevating traditionally under-represented parent voices, the Academy will create conditions where there is co-development of academic and social/emotional interventions that meet the needs of all of the students we serve.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	3

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

After analyzing local statistics and receiving input from educational partners, AeroSTEM Academy has laid the groundwork to seek and integrate Family Input in all areas of Institutional Decision Making. Some current areas of strength and progress for the Academy include:

1. Inclusive Governance and Shared Leadership - AeroSTEM Academy's most significant strength is that parents are integrated into the formal advisory and governing bodies of the school. Parents have a dedicated seat on the charter site council, and charter board of directors. Parents actively participate in the democratic governance of the school by collaborating with the administration to develop policies for the school, vote on operational changes, and co-create the Local Control and Accountability Plan (LCAP).

2. Collaborative Student-Centered Decision-Making - The academy's primary focus for family input is at the level of the individual student, which occurs through unwaveringly structured collaborative meetings. Staff regularly host Parent-Teacher Conferences, Student Study Teams (SST), Individualized Education Program (IEP) reviews, and 504 plan meetings. These processes allow parents to not only receive notification of their child's progress but rather be actively involved in designing the Academic Interventions, Accommodations, and Support Strategies for their child's success.

3. Proactive Outreach and Continuous Feedback Loops - AeroSTEM Academy employs multiple forms of communication (streamlined digital platforms, automated alerts, and direct phone calls) in a multi-channel communication framework for receiving informal input from the school's community. The school's educators uphold an open line of communication with parents by regularly communicating with families in a proactive manner, as well as offering praise and collaboratively problem-solving as needed. This frequent contact establishes a foundation of

relational trust so that parents feel safe and comfortable to offer feedback regarding school wide operations, calendars, and program offerings.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

The AeroSTEM Academy, following analysis of public information and suggestions from educational partners, has assessed that, while there are foundational opportunities for stakeholder input; there is a critical need to improve the manner in which these opportunities are communicated and valued. There are three target areas identified for improvement to ensure input is plentiful, extensive, and influential:

1. Expanding and refining existing methods of targeted communication: Although many communication platforms are already being utilized by the academy; improving upon the current method of communication will enhance the opportunity to ensure that opportunities for feedback are defined clearly, that they are well known, and that they are communicated in a timely fashion. To achieve this objective, AeroSTEM will create a mechanism to eliminate feedback fatigue by providing the ability to separate general announcements from critical communication that requires prompt action, including calls for feedback on school governance, LCAP feedback meetings, and policy surveys. By providing our educational partners with explicit notification of when, and how, their voices will be needed to make institutional decisions; the academy will improve the opportunity for educational partners make their voices heard.

2. Developing Capacity of Educational Partners on the Value of Engagement: As a result of a lack of understanding of the importance of their participation; families and community partners are a huge area of potential growth. The academy plans to conduct a series of informational campaigns designed to illustrate how the value of engagement is inherently tied to outcomes. For example, demonstrating to families and community partners the ways in which parent and student input directly affects the school's ability to allocate its budget, choose a curriculum, and develop policies. By clearly identifying the "why" of educational partner feedback; the academy hopes to advance the perception from passive compliance to active engaged partnership.

3. Diversifying input methodologies to provide equitable representation of input: In an effort to ensure that the educational partners making up the entire student body have an accurate voice; the academy intends to develop a variety of avenues through which to provide input. As formal public meetings create barriers to entry, AeroSTEM plans to provide more accessible forms of input through methods such as short pulse surveys, hybrid meetings, and direct outreach to historically underrepresented student groups. By creating multiple levels of data driven input from multiple sources, the school leadership will have access to a true cross-section of input reflective of the needs of the entire student body.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

The AeroSTEM Academy is dedicated to guaranteeing the accuracy of comprehensive decisions at a collective academic level for all students in every way possible. The academy is implementing an outreach strategy to increase diverse representation and reduce the traditional barriers in the decision-making process at the academy through its LCAP Goal 4 (Addressing State Priorities 3 & 6).

The academy has committed itself to improving historically underrepresented families' participation through two structural influences:

1. Dual-Track Engagement Gathering Series (Formal and Informal)

As a commitment to removing barriers of entry into the decision-making process at AeroSTEM Academy for underrepresented families, the academy will offer an expanded scope of meetings using different meeting models (i.e., community forums, principal coffee chats, regional town halls) in addition to the typical board meetings that emphasize formal policies. In doing so, these gatherings will provide layers or layers (formal and informal) of settings that are safe and easy to enter, where working parents and families from socioeconomically disadvantaged and all of the surrounding communities can begin to feel comfortable in sharing their opinions on the decisions made regarding any academies while providing input that will ultimately affect how the academy operates.

2. Targeted Capacity Building & Actionable Feedback Loops

The primary purpose of these gatherings will be to assist families in learning about the processes associated with school governance and the LCAP. The academy will not only communicate data but will also create and implement interactive guided feedback workshops to ensure that families who are underrepresented understand how their feedback (in the areas of budget priorities, academic interventions, and climate) has been collected, analyzed, and eventually used to guide decision-making at the highest level of leadership.

3. Eliminating Barriers to Access to Ensure Equitable Access

At AeroSTEM Academy, the design of the space will reflect the values of equity and access. In order to support the various working schedules of families from diverse cultural backgrounds, meetings will be held at times that create flexibility (including evening and weekend) and offer various options of meeting participation including hybrid/virtual and on-site childcare. All promotional materials, information, and feedback for the meetings will be available in multiple languages to ensure that all EL families are able to equally participate in the decision-making process.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction
LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

AeroSTEM Academy implemented a comprehensive climate survey during the 2025-2026 academic year, targeting its three core educational partners of students, parents, and staff. The surveys were administered in the winter of 2025, and were specifically intended to triangulate perceptions of school safety and campuses connectedness across the community by employing corresponding items on both surveys. While demographic level data were not collected during this cycle (specifically no data were collected from each student's sub-group), the very high participation rates for all three partner cohorts provide an authentic baseline for the climate of AeroSTEM Academy.

Overall, the data indicates there is a strong consensus across demographic groups in each partner cohort regarding the school climate and sense of community; particularly among adult stakeholders. However, it is evident from the results that there are significant areas where targeted engagement with students can be improved.

The data analysis results demonstrate that AeroSTEM Academy is a safe environment with a strong sense of connection as perceived by 100% of staff and 88% of parents; however there are differences in perception among students, of which 90% feel safe at school and 63% feel connected to the school. As a result, the academy is using these items as a means of driving continual improvements. A new school climate initiative will be implemented based upon these baseline data points and implemented in the coming year. The LEA is in the process of refining the instruments used to collect climate data for the upcoming survey cycles; thereby ensuring the systematic disaggregation of climate data by demographic sub-groups; making possible an analysis of equity and inclusion at the school level based upon the climate survey results.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

In order to understand the operational priorities of AeroSTEM Academy, as well as to summarize their successes and internal dynamics, an in-depth review of the climate data collected during the winter of 20245 was conducted using a comparative analysis of the three survey tracks (student, parent, and faculty/staff) that were collected from all sources (students, parents, and faculty/staff). Through the use of this data analysis, AeroSTEM Academy leadership was able to determine both unique strengths within the Academy and actionable needs based on objective data.

There were two main strengths identified through this analysis, the first of which was the high level of trust and alignment among adults within AeroSTEM Academy as an institutional entity. Based on 100% of faculty and 88% of parents indicating a strong sense of safety and connectedness to the Academy, it is clear that the successful implementation of a communication strategy that utilizes transparency, multiple communication channels, and a strategic focus on pro-active outreach and direct/multi-layer family communication loop, as well as an open governing structure, has created a cohesive, interconnected network of adult stakeholders that feel extremely safe and connected to the shared mission of AeroSTEM Academy.

The second strength noticed through this data analysis was the clear gap in how students and adults view their connections to AeroSTEM Academy, and therefore there is an actionable need for AeroSTEM Academy to create opportunities for students to enhance their connections with the school. According to the data, while the adult stakeholders have a high level of connection (100%) to AeroSTEM Academy, students self-reported only a 66% level of connection to AeroSTEM Academy and therefore the adult to student connection is significantly lower. Additional local data, based on interviews with students, also indicates that the following two shifting variables impacted students’ perceptions of connection with the Academy during this survey period:

An Increase in New Student Enrollment: AeroSTEM Academy had a large number of new students enrolled during the 2025–2026 school year, which led to new students forming new peer groups while simultaneously transitioning into a totally different education model of project-based STEM learning.

Staffing Changes within Career Technical Education Programs: AeroSTEM Academy's specialized Career Technical Education pathways had recently experienced a turnover in staff; students within the aerospace and engineering career pathways had a disruption in staff-student relationships due to these staffing changes and therefore students experienced a decrease in their alliance with the staff of AeroSTEM Academy.

Possible Next StepsThe most important learning from this data is that while communications modes between adult stakeholders exist, AeroSTEM Academy must create similar channels between students and adults to continue to develop relationships. Therefore, next steps for the Academy will be to continue to onboard and acclimate new students to the Academy, as well as provide new staff members with enhanced structural support in order to quickly build relational trust with students and, thus, bridge the gaps indicated in the findings.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

AeroSTEM Academy will introduce formal, systemic shifts in their operational plans based on data-driven gaps between the safety and connectedness of students and adults. In conjunction with LCAP Goal 4 that addresses State Priorities 3 and 6, the academy will continue to implement the current, and highly successful, adult communication practices while prioritizing building relationships with students through descriptions of policy and procedural changes.

Optimizing Instructional Calendar and Daily Schedule for Relationship-Based Engagement: To embed student-staff connection and targeted interventions into the culture of the academy, the school will formally revise the operational calendar to add five days to the total number of academic days while strategically decreasing the instructional day. This systemic change will benefit the academy by allowing for multiple points of relationship-building between students and staff; therefore creating a span of over a year to establish consistent touchpoints for building relationships between students and staff. The adjustment to the daily schedule allows for a more sustainable pacing of the school day; therefore allowing educators to deliberately allocate time for low-stakes, personal check-ins, student mentoring, and peer-to-peer community-building without sacrificing core minutes of academic instructional time.

Implementing Intentional Staff Training on Connecting and Relational Techniques: Understanding that staffing transition requires a deliberate onboarding processes, the academy will revise their professional development plan. The school counselor will build a specialized, evidence-based training program for all staff members. This professional learning will equip all teachers with practical relationship building techniques, trauma-informed practices, and strategies for accelerated social-emotional integration of a high-volume of new students enrolling at the school.

Formalizing Student Feedback Opportunities: To ensure that student voice is integrated into shaping the environment of the academy, administration will revise procedural loops to include formal, representative, student feedback panels. School administration will meet with a representative student ambassador from each grade level in a structured format on a routine basis. This shift will facilitate the transition of student outreach from reactive to systematic, proactive feedback, allowing school leaders to receive immediate insight into shifts in student needs and safety concerns, as well as, improving campus climate.

By codifying the aforementioned programmatic and scheduling changes in our LCAP and school wide procedures, AeroSTEM Academy is ensuring that we have created an ongoing, comprehensive quality improvement cycle that leverages the alignment of adults to elevate the student experience.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

AeroSTEM Academy implements digital tools and tracking systems to track, ensure, and evaluate student academic access and course enrollment—including for groups that exhibit duplication and for exceptional students—within a broad course of study.

Student Information System (SIS): The SIS application is used as an effective manner to cross-reference the master schedule, enrollment, and course sections; therefore, all students (100%) will have access to the board-approved courses, A-G college-ready tracks, and specialized Career Technical Education pathways.

Integrated LMS and Data Warehouse: With the use of integrated learning management and data warehouse platforms for the purposes of tracking appropriate representation amongst student groups relative to course access and equity in real-time performance, AeroSTEM Academy has access to academic performance across all students and by subgroup. Using the performance measures, academic performance can be disaggregated at the local diagnostic level and with regard to CAASPP data. Measures will provide evidence of gaps among student groups;

therefore, measures are necessary to be used in conjunction with targeted scheduling interventions for all exceptional students and for all student groups exhibiting duplication.

Accredited Third-Party High School Platform: Working with an accredited third-party digital content provider to provide secondary course offerings, AeroSTEM Academy utilizes this digital content provider to offer high school students the opportunity for immediate access to a full A-G compliant high school curriculum, regardless of scheduling barriers or the need for individualized accommodation.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

AeroSTEM Academy confirms, via a systematic analysis of our Student Information System (SIS) and integrated data warehouse that 100% of students, including unduplicated and exceptional-needs students, have complete access to and enrollment in a broad course of study. There are no physical structural differences or disparities in course access between the two different school locations, nonetheless we are a single site charter school.

Our educational model supports the philosophy of 100% full inclusion. Consequently, all middle school students (grades 5 - 8) will be enrolled in grade-appropriate, standards-based core courses and foundational STEM experiences provided by appropriately credentialed staff. All secondary students (grades 9 - 12) will participate in a rigorous academic program provided by fully credentialed professional educators and through our third-party accredited digital content platform and CTE pathways, each student will have an individualized graduation track that is fully A-G compliant for college acceptance.

Local data reflects improvements over time for students removed from barriers to enrollment. AeroSTEM Academy continuously tracks subgroup data to assure that English Learners, socioeconomically disadvantaged students, and students with disabilities receive the necessary accommodations and co-teaching interventions to be successful in our higher-level aerospace and engineering courses.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Through the systematic monitoring of student enrolments on both a local and province-wide basis with our Student Information System (SIS) and Learning Management System (LMS), AeroSTEM Academy shows no systemic barriers to accessing courses. Every student enrolled at AeroSTEM Academy, including English Learners, socio-economically disadvantaged, and students with special needs, are enrolled in a full curriculum of courses as set out in our Charter petition, which also indicates that no significant operational barriers exist in providing students with access to a broad course of study.

The dedicated focus of AeroSTEM Academy on Continuous Improvement allows for identifying and addressing individual student barriers to achieving success in high level coursework. Examples of these barriers include:

1. Foundational Skill Gap - Many new students do not enter into AeroSTEM Academy with the necessary reading or math skills required to successfully understand and confidently execute advanced STEM and technical aerospace concepts.

2. Scheduling and Pacing - For students requiring the need for intensive Tier 2 or Tier 3 intervention while also needing to balance foundational skill remediation with the academic rigor of an A-G and CTE pathway, teachers will need to find ways to schedule students in a manner that does not result in students feeling burnt out.

AeroSTEM Academy also takes these barriers into account when addressing them, by utilizing a dual-instructor co-teaching model in core classrooms, thereby providing teachers the opportunity to implement student-specific data driven skill-building plans to meet individual student needs, as well as by providing an extended school calendar that allows teachers to provide access to a broad course of study and translate this access into equitable opportunities to achieve at high levels.

4. 4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

Data derived from both our Student Information System (SIS) and learning management platform reflect a student retention rate for all of our high school courses of 100%. Based on these data, no significant structural or policy changes are needed for our high school programs. The second part of the framework operates under a separate structure (accredited by the third-party, digital-content vendor; Career Technical Education Pathways) and provides all students with a full and equitable course of study that is aligned to the A-G requirements.

To further support continuous improvement efforts and student achievement, the Academy is identifying two (2) specific actions focused on improving middle school students' access to and success with this broad course of study, which includes A-G courses.

Middle School Curriculum Adoption - Academy leadership is currently identifying and adopting a standards-aligned middle school curriculum (grades 5-8) to provide a strong academic pipeline into both high school STEM and CTE pathways. The new middle school curriculum will be designed to address the skill gaps identified in reading and math. By intervening early on these key academic skills, the academy ensures that all middle school students have the knowledge and skills necessary to transition to, enroll in, and be successful in advanced high school courses without requiring excessive remediation that may disrupt their progress toward graduation.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest):
- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					

Coordinating Instruction	1	2	3	4	5
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					

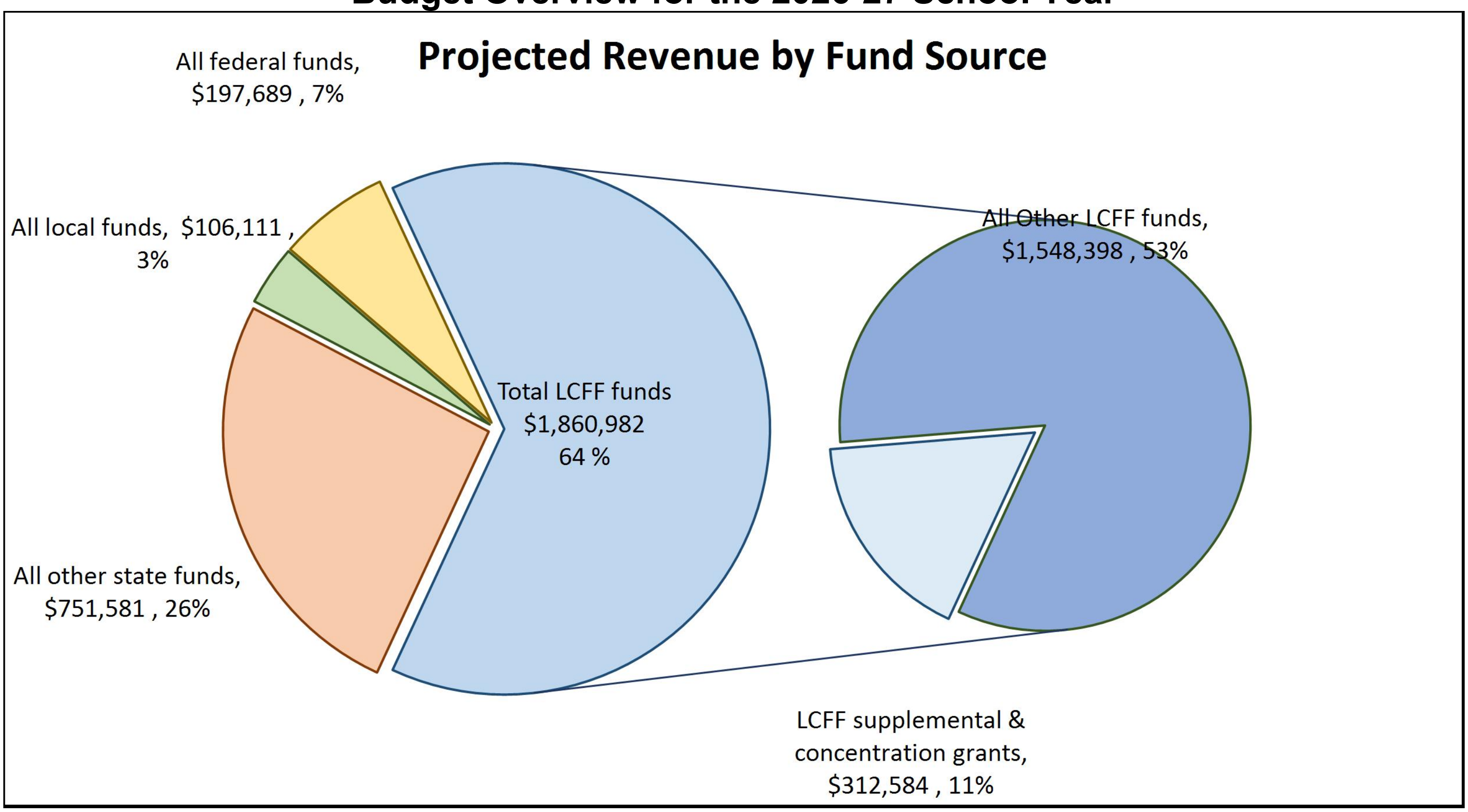
Coordinating Services	1	2	3	4	5
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: AeroSTEM Academy
CDS Code: 51-10512-0138040
School Year: 2026-27
LEA contact information:
Joseph Clark
Executive Director
jclark@aerostem.org
530-742-2531

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

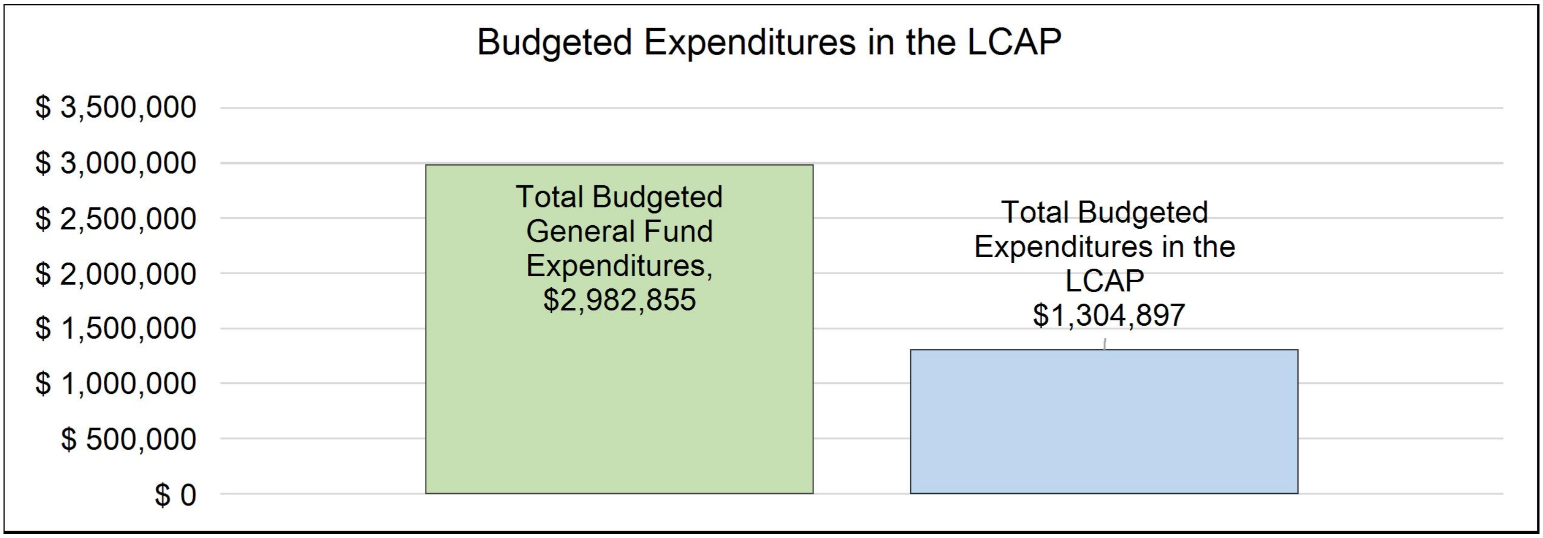


This chart shows the total general purpose revenue AeroSTEM Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for AeroSTEM Academy is $2,916,363, of which $1,860,982 is Local Control Funding Formula (LCFF), $751,581 is other state funds, $106,111 is local funds, and $197,689 is federal funds. Of the $1,860,982 in LCFF Funds, $312,584 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much AeroSTEM Academy plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

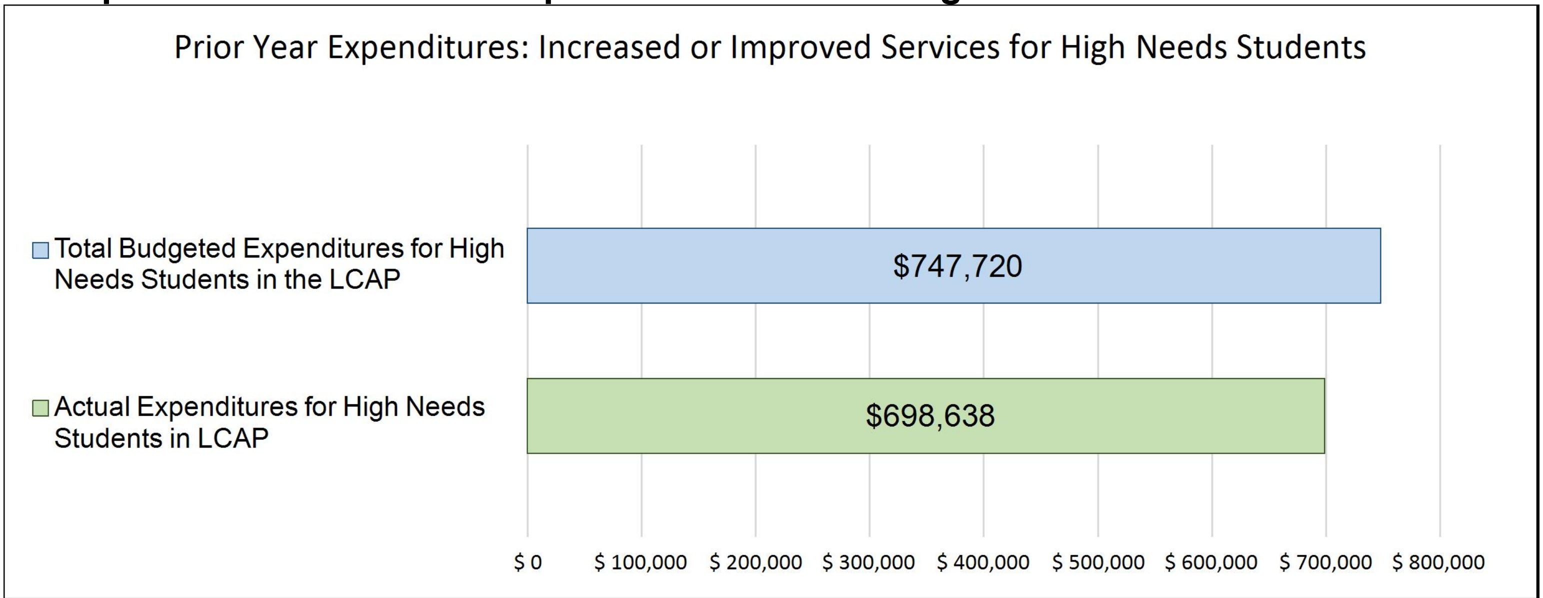
The text description of the above chart is as follows: AeroSTEM Academy plans to spend $2,982,855 for the 2026-27 school year. Of that amount, $1,304,897 is tied to actions/services in the LCAP and $1,677,958 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, AeroSTEM Academy is projecting it will receive $312,584 based on the enrollment of foster youth, English learner, and low-income students. AeroSTEM Academy must describe how it intends to increase or improve services for high needs students in the LCAP. AeroSTEM Academy plans to spend $756,397 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what AeroSTEM Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what AeroSTEM Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

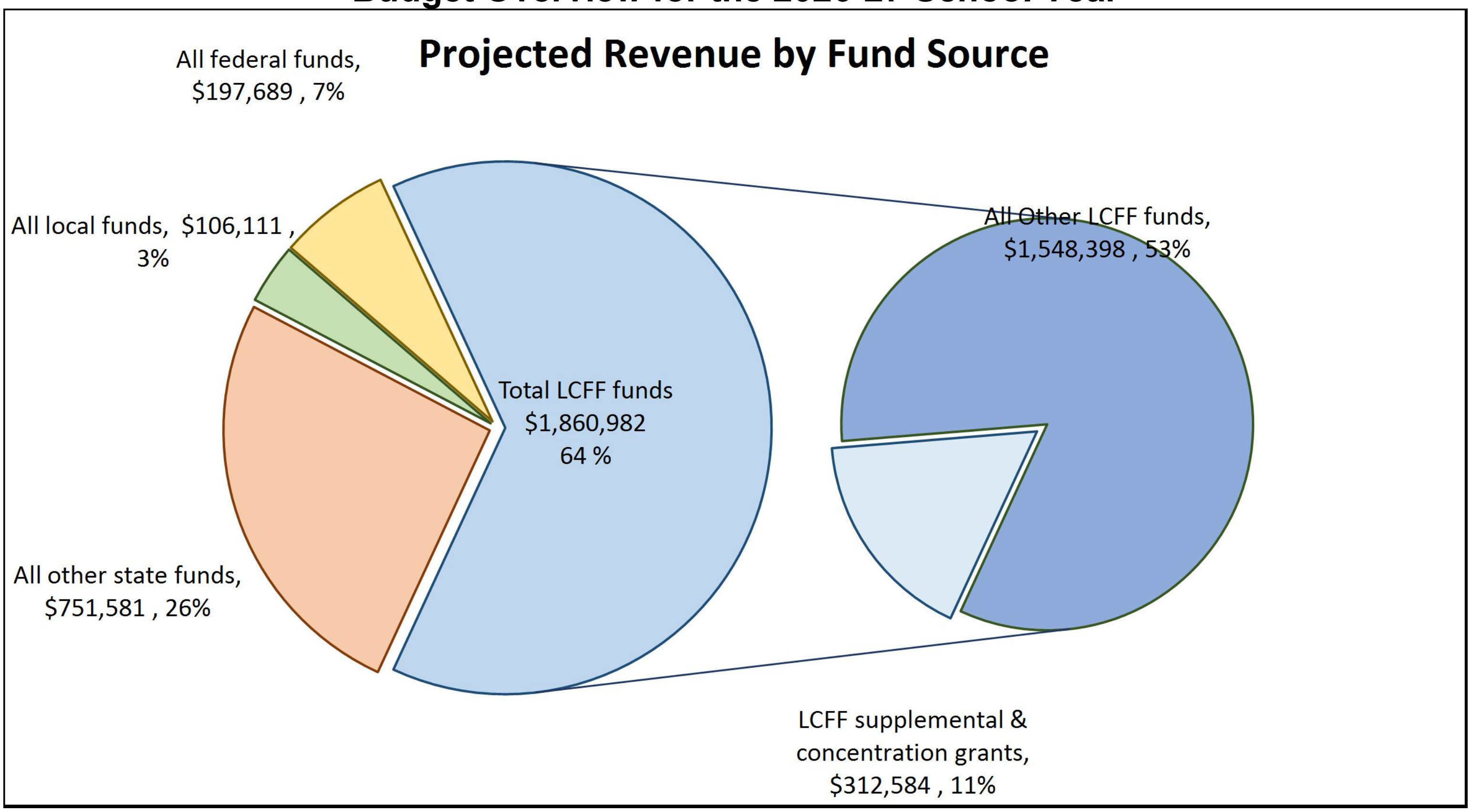
The text description of the above chart is as follows: In 2025-26, AeroSTEM Academy's LCAP budgeted $747,720 for planned actions to increase or improve services for high needs students. AeroSTEM Academy actually spent $698,638 for actions to increase or improve services for high needs students in 2025-26.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: AeroSTEM Academy
CDS Code: 51-10512-0138040
School Year: 2026-27
LEA contact information:
Joseph Clark
Executive Director
jclark@aerostem.org
530-742-2531

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (Foster Youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

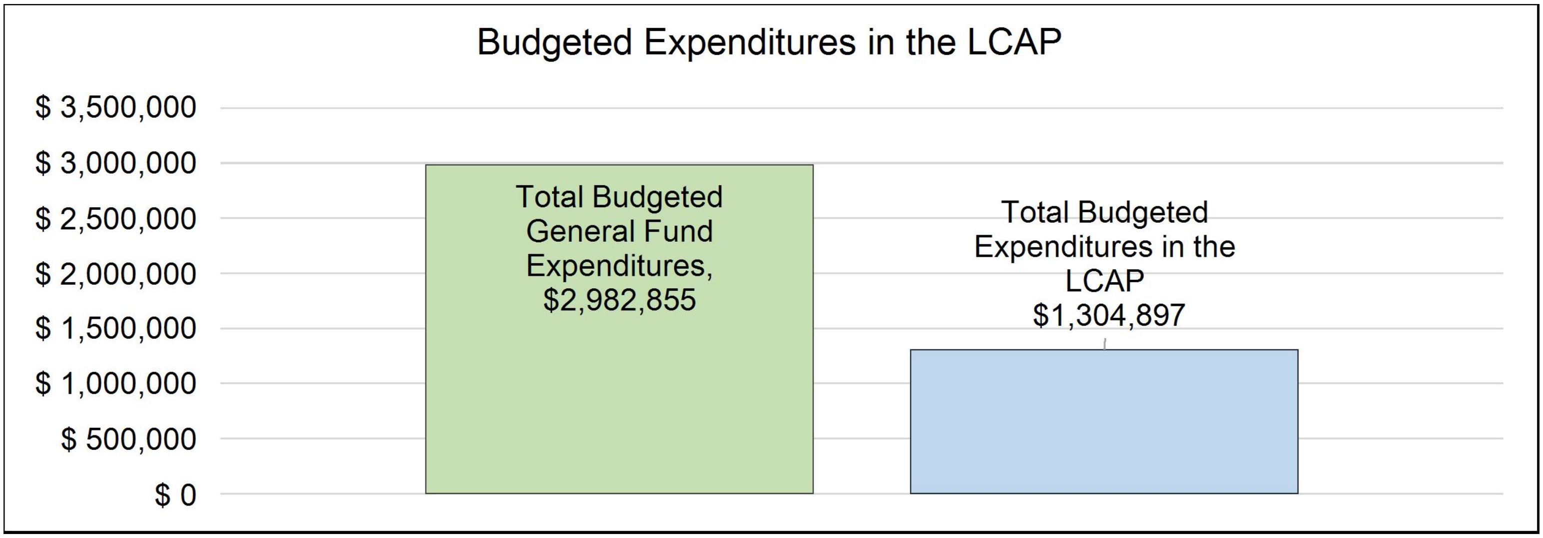


This chart shows the total general purpose revenue AeroSTEM Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for AeroSTEM Academy is $2,916,363, of which $1,860,982 is Local Control Funding Formula (LCFF), $751,581 is other state funds, $106,111 is local funds, and $197,689 is federal funds. Of the $1,860,982 in LCFF Funds, $312,584 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much AeroSTEM Academy plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

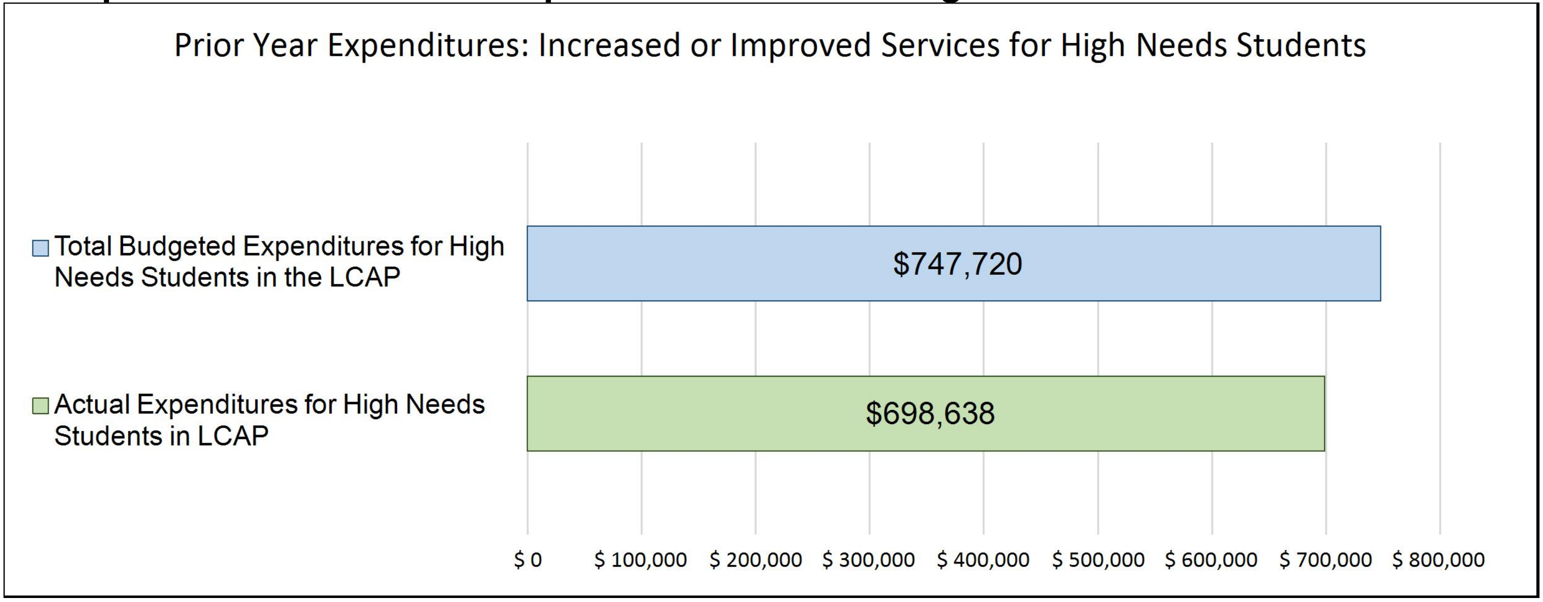
The text description of the above chart is as follows: AeroSTEM Academy plans to spend $2,982,855 for the 2026-27 school year. Of that amount, $1,304,897 is tied to actions/services in the LCAP and $1,677,958 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, AeroSTEM Academy is projecting it will receive $312,584 based on the enrollment of Foster Youth, English learner, and low-income students. AeroSTEM Academy must describe how it intends to increase or improve services for high needs students in the LCAP. AeroSTEM Academy plans to spend $756,397 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what AeroSTEM Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what AeroSTEM Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, AeroSTEM Academy's LCAP budgeted $747,720 for planned actions to increase or improve services for high needs students. AeroSTEM Academy actually spent $698,638 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
AeroSTEM Academy	Joseph Clark Executive Director	jclark@aerostem.org 530-742-2531

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

- About AeroSTEM Academy -

AeroSTEM Academy is a WASC-accredited public charter school under the authorization of the Sutter County Office of Education. Rooted in a rich history of personalized learning that began in 1998 under CORE Charter School, AeroSTEM evolved from a single high school aerospace course in 2011 into a fully independent charter school approved in 2018.
Today, AeroSTEM Academy serves students in grades 6–12, offering a specialized educational pathway that leverages the exciting lenses of science, technology, engineering, mathematics, and aerospace to prepare students for the college and career opportunities of tomorrow.

- Educational Model and Program Offerings -

AeroSTEM Academy blends rigorous academic standards with hands-on, experiential learning. The school features state-of-the-art technology, including a certified flight simulator, unmanned aerial vehicle (UAV) kits, and 3D printers, ensuring students gain tangible real-world skills.
Middle School Program (Grades 5–8): Focuses on core academic foundational skills built on teamwork, exploration, and immersive STEM electives designed to inspire students on the brink of their high school experience.
High School Program (Grades 9–12): Features an innovative campus-based hybrid model developed in partnership with subject.com. This A-G approved model blends rigorous online curriculum with dedicated, in-person instructional support from AeroSTEM educators. A limited number of independent study placements are also available.
Career Technical Education (CTE): Students have access to comprehensive CTE pathways for industry certification, including preparing for the FAA Private Pilot Knowledge Exam, competitive drone programming, robotics, and engineering.

- Strategic Vision and Philosophy -

AeroSTEM Academy operates on the firm belief that education should inspire, engage, and adapt. The educational philosophy prioritizes strong parental partnerships, student-led learning, and a genuine cultivation of the "ACES" graduate profile.

The ACES Graduate Profile:
Adaptable
Collaborative
Empathetic
Steadfast

Mission: AeroSTEM Academy prepares students of today for the growing college and career opportunities of tomorrow. By exploring STEM through the lens of aerospace, students gain the knowledge and skills necessary to contribute to a dynamic, technology-intensive economy. In partnership with college and professional communities, the academy encourages imagination, incorporates experiential learning, and provides opportunities to engineer solutions. Dream. Discover. Design.

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

- Student Demographics and Student Groups Served -

AeroSTEM Academy proudly serves a diverse student body with a high concentration of student groups that benefit directly from targeted state funding and personalized academic support.

Socioeconomically Disadvantaged 70%
Students with Disabilities (SWD) 18%
English Learners (EL) 2%
Male 65%
Female 35%
White 44%
Hispanic 42%

Through its low student-to-educator interactions in the hybrid model and robust community partnerships, AeroSTEM Academy ensures that all student groups, particularly its high-need populations, receive the equitable resources, hands-on lab experiences, and academic scaffolding necessary to thrive.

- LCAP Acronyms -

The AeroSTEM Academy Local Control Accountability Plan is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP allows the school to share the story of how, what, and why our programs and services are selected to meet our local needs. Some of the acronyms used in the document are defined here:

CTE - Career Technical Education
ELAC - English Language Acquisition Committee
ELD - English Language Development
LCAP - Local Control Accountability Plan

LEA - Local Education Agency
Low SES - Socioeconomically Disadvantaged
MTSS - Multi-Tier System of Supports
PAC - Parent Advisory Committee
PBIS - Positive Behavior Intervention Supports
RP - Restorative Practices
SAC - Student Advisory Council

Subgroup Acronyms:
American Indian - AI
All Students - ALL
Asian - AS
Black/African American - B/AA
English Learners - EL
Filipino - FI
Foster Youth - FY
Hispanic - HS
Homeless - H
Low-Income - LI
Pacific Islander - PI
Socioeconomically Disadvantaged - SD
Students with Disabilities - SWD
Two or more races - TMR
White - WH

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Following a period of profound organizational transition between August 2023 and June 2025, which saw a complete overhaul of schoolwide systems, significant staff restructuring, and a 50% turnover in the student body, the 2025–26 school year served as a critical period of stabilization and operational grounding for AeroSTEM Academy.

Goals
Goals for the 26/27 school year remain the same.

Goal One - Cultivate a safe and positive learning environment where all educational partners feel connected, respected, and included.
Goal Two - Increase student success in ELA and Math as evidenced by multiple measures.
Goal Three - Prepare students to be Career and College ready.

Goal Four - Engage all educational partners to support student success.
Goal Five - Recruit and retain high-capacity staff who are committed to the mission and vision of the school.

Successes
As evidenced by the information below, there were many areas of success during the 2025 - 2026 school year.

100% of teachers were appropriately credentialed, placed and trained, this ensured high quality instruction for students. All students had access to field trips and guest speakers as outlined in the charter. 100% of students participated in CTE courses. Class sizes were limited to 27 per class. All students had access to a counselor who provided support for college and career readiness. 100% of high school students were in A-G approved courses or CTE pathway. Middle and High school drop out rate maintained at 0% Expulsion rate maintained at 0%. Distance from Standard Met on CAASPP in Math and ELA improved greatly for all students and for most at-risk student groups. All students and all at-risk student groups made gains in Math and ELA on the local diagnostic assessment. All educational partners indicated a high level of connectedness to the school.

Parent Connection (Winter 25/26) - 88% of parents feel a sense of connectedness to the school.
A-G & CTE Curriculum - All students have access to state approved a-g curriculum and a CTE pathway (via AOPA).

Credentialed staff - All high school courses had an appropriately credentialed and assigned teacher.
Graduation Rate - 100% graduation rate, including one 11th grade student graduating early.

State Assessment Math (CAASPP Dashboard 25/26)
41.1 below DFS (14.6 point improvement from previous year, 33.6 point improvement from baseline)

Local Math Assessment: IXL (Winter 25/26)
25% on grade level or above (9 point improvement) - All subgroups improved

State Assessment ELA (CAASPP Dashboard 25/26)
7.4 below DFS (12.5 point improvement from previous year, 37.4 point improvement from baseline)

Local ELA Assessment: IXL (Winter 25/26)
25% on grade level or above (0 point improvement) - SWD student group improved 23 points

Needs
The attendance rate stayed static and the chronic absenteeism rate as reported on the CA Dashboard was 33% (decreased 4 points). Suspension rate rose to 7.9% (increased 2.9 points). 90% of students felt safe (no change), and the number of parents attending council meetings increased from 3 to 9.

Chronic Absenteeism (CA Dashboard Fall 2025)
All Students - 33%
Socioeconomically Disadvantaged - 37%

White - 34%
Hispanic - 36%
English Learners - data not displayed for privacy
Students with Disabilities - data not displayed for privacy

Attendance (25/26 P2 Data)
All Students - 90%
Socioeconomically Disadvantaged - 91%
White - 91%
Hispanic - 89%
English Learners - 90%
Students with Disabilities - 91%

Suspension Rates (CA Dashboard Fall 2025)
All Students - 7.9%
Socioeconomically Disadvantaged - 9.2%
White - 5.2.%
Hispanic - 10.4%
English Learners - data not displayed for privacy
Students with Disabilities - 10%

State Assessment Met/Exceeded (CAASPP Dashboard 24/25)
34% met/exceeded (9 point increase) Math
56% met/exceeded (18 point increase) ELA

Overall, our recent metrics and student outcomes strongly validate that these systematic updates are working. This is most clearly evidenced by exceptional academic growth on the CAASPP state assessment, where students achieved a 14.6-point improvement in Math and a 12.5-point improvement in ELA, alongside a 100% graduation rate and a fully credentialed teaching staff.
However, while our academic momentum is strong, local and state data highlight clear opportunities for growth regarding student engagement and school climate. Specifically, the academy must aggressively address a static 90% attendance rate, a 33% chronic absenteeism rate, and a recent uptick in suspensions to 7.9%. To balance our hard-earned stability with targeted intervention, AeroSTEM Academy’s five core goals will remain unchanged for the 2026–27 school year. By maintaining this consistent strategic framework, we will continue to build on our academic successes, expand educational partner engagement, and refine our supportive systems to ensure a safe, connected, and college-and-career-ready environment for every student.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

AeroSTEM Academy is pleased to report that we did not require any State Technical Assistance

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

AeroSTEM Academy is pleased to report that we are not identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

AeroSTEM Academy is pleased to report that we are not identified for CSI.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Students	Met with student advisory council routinely. Included grade level representative from each grade. Met on: 9/11/25 10/9/25 11/6/25 12/4/25 1/15/26 2/12/26 3/12/26 4/16/26 5/7/26 25/26 AeroSTEM LCAP Student Survey (12/5/25)
Parents/Guardian	The AeroSTEM Charter Council is the Parent Advisory Group for the school and meets at least three times per school year. Charter Council Meeting (9/8/25) Charter Council Meeting (12/8/25) Charter Council Meeting (3/9/26) Charter Council Meeting (6/9/26) 25/26 AeroSTEM LCAP Parent Survey (12/5/25) 2026-2027 LCAP Update & Funding Priorities Survey (3/19/26)
Staff	1 on 1 UI/UX (User Interface/User Experience)Meetings

Educational Partner(s)	Process for Engagement
	Monthly Staff Meetings - monthly 25/26 AeroSTEM LCAP Local Indicators: Priorities 2 & 3 (12/5/25) 25/26 AeroSTEM LCAP Metrics and Priority 3 (12/5/25)
Board of Directors	Board Meeting (1/12/26) - LCAP Planning/Budgeting Board Meeting (2/23/26) - 2026 LCAP Mid-Year Monitoring Report for the 2025-26 LCAP Board Meeting (5/11/26) - Budget Development Board Meeting (6/8/25) - LCAP Public Hearing Board Meeting (6/8/25) - LCAP Local Indicators Board Meeting (6/15/25) - LCAP Annual Update Board Meeting (6/19/25) - LCAP Approval

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Robust outreach, meaningful engagement, and regular consultation with our educational partners remain foundational pillars of the strategic planning process at AeroSTEM Academy. We take pride in ensuring that a broad, diverse, and representative cross-section of our school community actively participates in shaping our institutional direction.
This collaborative framework integrates ongoing input from all core stakeholder groups, including:

Parents and Guardians (collaborating through surveys and advisory councils)
Teachers and Certificated Staff (providing instructional and curriculum insights)
School Administration (facilitating operational and systemic alignment)
Governing Board Members (ensuring fiscal responsibility and policy oversight)
Students (offering direct insight into the daily learning experience)

To ensure every stakeholder voice is authentically captured, AeroSTEM Academy utilizes a blend of formal and informal communication channels annually to collect comprehensive qualitative and quantitative data. A defining feature of our responsive campus culture is our commitment to conducting one-on-one consultations with students. These individualized touch points provide a safe space for students to articulate their specific personal needs, directly informing the targeted academic and socio-emotional supports required to optimize their confidence and personal learning outcomes.

How Educational Partner Feedback Influenced the LCAP The quantitative metrics and qualitative testimonies gathered from our partners provide vital organizational insights that are deeply internalized by school leadership. This year, partner feedback directly shaped our 2026–27 resource allocations in two distinct ways: the engineering of new targeted interventions and the strategic preservation of proven, successful programs.

Specifically, two actions will be modified for the 2026-27 school year to add more support in order to improve metrics 1.1, 1.2, and 1.3

Action 1.1: Add an attendance specific MTSS/data system to better support staff in implementing effective attendance improvements
Action 1.2: Partner with the County Superintendent of School to improve the systems around the ERMS Counselor to bolster Tier 1 and Tier 2 support systems.

Concurrently, partner feedback strongly advocated for the maintenance of these existing, high-impact programs that continue to yield positive student outcomes:
Action 1.2: Sustained counseling and mental health services to maintain our high student sense of connectedness.
Action 2.3: Continued access to rigorous, state-approved A-G curriculum and Career Technical Education (CTE) pathways.
Action 4.1: Core educational partner engagement and feedback loops.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Cultivate a safe and positive learning environment where all educational partners feel connected, respected, and included.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed as a direct result of AeroSTEM Academy's commitment to ensure every child has their academic, social-emotional, and behavioral needs met and supported through PBIS.

A school is a place for education, and it's also a place where students can socialize and develop skills that will help them later in life. It is the goal for ALL students and staff to learn and work in a positive learning environment that supports the learning and overall well-being of every student and staff member, parents, and the community. A safe and positive environment is evidenced through a safe and clean learning environment for all students and staff in which they can engage academically, physically, and emotionally. Providing a learning environment that is clean, appealing, and safe, where students attend at a high rate, are involved in various programs, and feel connected, are elements that contribute to success both academically and emotionally.

The supports embedded in the LCAP include but are not limited to; increased mental health support, increased student behavior support, professional learning focused on tier 1 and tier 2 instruction, and other resources to support student success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Student Attendance Percentage Source: Annual Attendance Report (P2) Priority 5A	ALL - 95.43% SD - 90% WH - 95% HS - 90% EL - 92% SWD - 93%	ALL - 91% SD - 91.4% WH - 91.5% HS - 89.7% EL - 91% SWD - 91.3%	ALL - 90.2% SD - 90.6% WH - 90.7% HS - 89% EL - 90.2% SWD - 90.5%	Goal: 96%+ ALL - 96% SD - 94% WH- 96% HS - 94% EL - 96%	ALL - -5.2 SD - +.6 WH - -4.3 HS - -1 EL - -1.8 SWD - -2.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		P2 23/24	P2 24/25	P2 25/26	SWD - 96% P2 26/27	
1.2	Chronic Absenteeism Rate Source: CA School Dashboard Priority 5B	ALL - 31.2% SD - 31.1% WH - 23.8% HS - 39.5% EL - N/A SWD - 38.9% CA Dashboard Fall 2023	ALL - 37.5% SD - 39.3% WH - 29.4% HS - 44.1% EL - data not displayed for privacy SWD - data not displayed for privacy CA Dashboard Fall 2024	ALL - 32.9% SD - 37.3% WH - 34.1% HS - 36% EL - data not displayed for privacy SWD - data not displayed for privacy CA Dashboard Fall 2025	ALL - 22.2% SD - 22.1% WH - 14.8% HS - 30.5% EL - 25% SWD - 29.9% CA Dashboard Fall 2026	ALL - +1.7 SD - +6.2 WH - +10.3 HS - -3.5 EL - n/a SWD - n/a
1.3	Pupil Suspension Rate Source: CA School Dashboard Priority 6A	ALL - 3.4% SD - 2.9% WH - 6.3% HS - 0% EL - N/A SWD - 6.9% CA Dashboard Fall 2023	ALL - 5% SD - 4.7% WH - 3.7% HS - 6.1% EL - data not displayed for privacy SWD - 5% CA Dashboard Fall 2024	ALL - 7.9% SD - 9.2% WH - 5.2% HS - 10.4% EL - data not displayed for privacy SWD - 10% CA Dashboard Fall 2025	ALL - 1.9% SD - 1% WH - 4% HS - 0% EL - 0% SWD - 4% CA Dashboard Fall 2026	ALL - +4.5 SD - +6.3 WH - +.5 HS - +10.4 EL - n/a SWD - +5
1.4	Pupil Expulsion Rate Source: CA School Dashboard/Local Data Priority 6B	All Students - 0% SD - 0% WH - 0% HS - 0% EL - 0% SWD - 0% Local Data May 23/24	All - 0% SD - 0% WH - 0% HS - 0% EL - 0% SWD - 0% Local Data May 24/25	All - 0% SD - 0% WH - 0% HS - 0% EL - 0% SWD - 0% Local Data May 25/26	ALL - 0% SD - 0% WH - 0% HS - 0% EL - 0% SWD - 0% Local Data May 26/27	ALL - 0 SD - 0 WH - 0 HS - 0 EL - 0 SWD - 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	High School Graduation Rate Source: CA Dashboard Priority 5E	ALL - 40% SD - 42.9% WH - N/A HS - N/A ELs - N/A SWD - N/A CA Dashboard Fall 2023	ALL - 100% SD - data not displayed for privacy WH - data not displayed for privacy HS - data not displayed for privacy ELs - data not displayed for privacy SWD - data not displayed for privacy CA Dashboard Fall 2024 & Local Data	ALL - 100% SD - data not displayed for privacy WH - data not displayed for privacy HS - data not displayed for privacy ELs - data not displayed for privacy SWD - data not displayed for privacy CA Dashboard Fall 2025 & Local Data	Goal: 98%+ ALL - 100% SD - 100% WH - 100% HS - 100% EL - 100% SWD - 100% CA Dashboard Fall 2026	ALL - +60 SD - n/a WH - n/a HS - n/a EL - n/a SWD - n/a
1.6	High School Dropout Rate Source: Local Data Priority 5D	All Students - 0% SD - 0% WH - 0% HS - 0% ELs - 0% SWD - 0% Local Data May 23/24	ALL - 0% SD - 0% WH - 0% HS - 0% ELs - 0% SWD - 0% Local Data May 24/25	ALL - 0% SD - 0% WH - 0% HS - 0% ELs - 0% SWD - 0% Local Data May 25/26	All Students - 0% SD - 0% WH - 0% HS - 0% ELs - 0% SWD - 0% Local Data May 26/27	ALL - 0 SD - 0 WH - 0 HS - 0 EL - 0 SWD - 0
1.7	Middle School Drop Out Rate Source: Local Data Priority 5C	All Students - 0% SD - 0% WH - 0% HS - 0% ELs - 0% SWD - 0%% Local Data May 23/24	All - 0% SD - 0% WH - 0% HS - 0% ELs - 0% SWD - 0% Local Data May 24/25	All - 0% SD - 0% WH - 0% HS - 0% ELs - 0% SWD - 0% Local Data May 25/26	ALL - 0% SD - 0% WH - 0% HS - 0% ELs - 0% SWD - 0% Local Data May 26/27	ALL - 0 SD - 0 WH - 0 HS - 0 EL - 0 SWD - 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	Priority 1C - Level to which facilities are maintained and in good repair. Source: FIT Report	Exemplary FIT Report December 23/24	Exemplary FIT Report December 24/25	Exemplary FIT Report December 25/26	Exemplary FIT Report December 26/27	

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal # 1: Cultivate a safe and positive learning environment where all educational partners feel connected, respected, and included.

Fully Implemented
1.1 Maintain Positive Behavior Interventions and Supports (PBIS) system.
1.2 Provide school ERMS Counselor
1.4 Continue maintenance of quality school facilities

Partially Implemented
1.3 Chronic absentee interventions and attendance monitoring, communication, and supports
1.5 Maintain a .5 FTE health assistant

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

For the 2025–26 school year, overall expenditures closely aligned with the budget, resulting in a negligible 0.1% total variance. Consequently, there were no material differences between budgeted and estimated actual expenditures across all actions.

The only notable variance in Goal 1 was that estimated actual expenditures were 13% above the budgeted amount. This variance was driven by Action 1.5: .5 Health Assistant. School partnered with an outside agency to provide oversight for the position

Additionally, there were no material differences between the planned and estimated actual percentages of improved services. All planned actions and services were fully implemented, and associated expenditures remained aligned with the approved budget.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Actions implemented under this goal during Year 2 of AeroSTEM Academy's three-year LCAP cycle yielded varied outcomes, reflecting notable achievements, incremental improvements, and areas requiring more sustained intervention.

Key Successes and Improvements: The graduation rate maintained an optimal 100%, while both the middle and high school dropout rates remained at 0%. Additionally, school facilities received an "exemplary" rating. Notably, the chronic absenteeism rate demonstrated positive improvement, decreasing from 37% to 32%.

Areas for Growth: Conversely, the overall attendance rate experienced a minor decline from 91% to 90%, and the suspension rate increased from 5% to 7.9%.

Actions 1.1, 1.2, 1.4, and 1.5 collectively impact these school climate and engagement metrics. During the 2025–26 school year, these actions demonstrated a mixed impact, proving highly effective in supporting graduation, facility standards, and chronic absenteeism reduction, while signaling a need for adjusted focus to address attendance and suspension trends moving forward.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

The implementation of actions during this second year yielded varied outcomes, reflecting both notable achievements and areas for continued growth. Considering these results alongside the school's broader development, the overarching goals, metrics, target outcomes, and specific actions will be maintained for the upcoming year to establish a more stable longitudinal dataset. This continuity is critical due to the statistical challenges inherent in small student enrollment, where the outcomes of a single student can disproportionately skew data. Maintaining these consistent practices will minimize short-term volatility and provide a clearer assessment of strategy effectiveness over time.

To enhance the implementation of these sustained strategies, the district will refine Action 1.1 and Action 1.3 by integrating new data-driven tools designed to improve outcomes in those specific metric areas:

Action 1.1 Modification: While the core action remains unchanged, the school will incorporate SchoolStatus Attend, a specialized Multi-Tiered System of Supports (MTSS) attendance platform, to automate and strengthen family outreach.

Action 1.3 Modification: While the scope of the action remains consistent, the academy will integrate Beacon Data within the Student Information System (SIS). This add-on will allow staff to better track, disaggregate, and analyze attendance and behavioral data to deploy earlier, more targeted interventions.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Maintain Positive Behavior Interventions and Supports (PBIS) system.	AeroSTEM Academy will continue the implementation of Positive Behavior Interventions and Supports (PBIS), with staff meeting regularly to analyze behavioral data. Clear structures, consistent routines, visual aids, and dedicated time to practice positive behaviors are essential components that support unduplicated student groups, including Economically Disadvantaged students, English Learners, and Foster Youth, who thrive in highly structured, positive environments. By design, PBIS schools foster proactive social-emotional and behavioral supports tailored to these student populations. LCAP funds will support the software licenses and material needs required to sustain the PBIS system. This includes the implementation of SchoolStatus Attend, a specialized Multi-Tiered System of Supports (MTSS) attendance platform. This system automatically deploys targeted interventions, generates and mails legally compliant notification letters, and communicates with families in their home languages. The academy will utilize the platform's centralized dashboards to coordinate Student Attendance Review Team (SART) interventions, streamline administrative workflows, and eliminate communication barriers with historically marginalized student groups	$7,740.00	Yes
1.2	Provide school ERMS Counselor	An ERMS counselor on campus will provide social emotional support and follow up to student obstacles in attendance and competing coursework	$30,907.00	Yes
1.3	Chronic absentee interventions and attendance monitoring, communication, and supports	To ensure student attendance is monitored systematically and communicated effectively, AeroSTEM Academy will fund a part-time Attendance Clerk position. The academy will continue to implement a progressive multi-tiered system of interventions for students who are chronically absent or at risk of becoming so. Based on current California School Dashboard data, particular attention and targeted outreach will be directed toward Economically Disadvantaged, Hispanic, and White student subgroups, as these populations are currently in the "Red" performance indicator category. Furthermore, the district will leverage Beacon predictive data within the Student Information System (SIS) to achieve earlier identification	$22,941.00	Yes

Action #	Title	Description	Total Funds	Contributing
		of declining attendance trends, enabling staff to deploy proactive student and family supports more effectively.		
1.4	Continue maintenance of quality school facilities	AeroSTEM will continue to conduct the Facility Inspection Tool (FIT) every winter. Funds to support a part time custodian to conduct/coordinate all necessary maintenance and repairs at all school site facilities.	$27,969.00	No
1.5	Maintain a .5 FTE health assistant	A .5 FTE will be funded in order to provide health support for students while on campus. Position will also support student health plans and students with disabilities as needed.	$22,942.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Increase student success in ELA and Math as evidenced by multiple measures.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

AeroSTEM Academy is driven by the foundational conviction that every student can and will achieve academic excellence, most notably within the core disciplines of English Language Arts (ELA) and mathematics. Our educational partners universally recognize that mastery in these two areas serves as the critical gateway to success across all subject matters and career pathways.

Current state dashboard results, local diagnostics, and internal benchmark data demonstrate that AeroSTEM Academy is experiencing a period of profound academic growth, with student performance improving significantly across the board. Most notably, our students achieved double-digit growth on the CAASPP state assessment, surging forward with a 14.6-point improvement in Mathematics and a 12.5-point leap in ELA. This upward trajectory is supported by local IXL diagnostic data, which shows substantial, verified gains, including an exceptional 23-point growth milestone for our Students with Disabilities. While celebrating these tremendous, accelerated gains as a major institutional success, we remain aggressively focused on optimizing this momentum. We are intentionally leveraging our success to close any remaining student-group disparities and ensure that our historically at-risk populations continue to experience this rapid rate of growth.

To sustain and amplify this positive academic trajectory, the 2026–2027 LCAP strategically solidifies the high-impact instructional frameworks that catalyzed these victories. AeroSTEM Academy will firmly maintain our core structural supports, including our Director of Special Education, EL Coordinator, dedicated para-educators, and deliberate class-size reductions. To further bolster this environment, the academy will provide expanded supplemental academic programs and targeted after-school academic support. By ensuring multiple, accessible pathways for both intensive intervention and rigorous enrichment, we will continue to deeply engage our students, accelerate their learning curves, and build on a foundational system that is undeniably working.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of English Learners scoring on grade level or above in ELA on the winter diagnostic assessment. Source: Local Assessment: IXL Priority 2B	EL - 0% Winter 23/24	EL - 0% Winter 24/25	EL - 38% Winter 25/26	EL - 50% Winter 26/27	EL - 0
2.2	Percentage of English Learner students designated as reclassified Source: Local data Priority 4F	EL - 0% May 23/24	Not Reportable	Not Reportable	EL - 33% May 26/27	EL - n/a
2.3	Percentage of students who are meeting or exceeding standards as measured by the State Smarter Balanced Summative Assessment in Math, ELA and Science. Source: CAASPP Dashboard Priority 4A	MATH ALL - 26.58% SD - 23.53% WH - 38.89% HS - 6.25% EL - N/A SWD - 13.34% ELA ALL - 40.51% SD - 37.25% WH - 41.67% HS - 34.38% EL - N/A SWD - 20% Science ALL - 37.84% SD - 36.36% WH - 50.00% HS - 7.69% EL - N/A SWD - N/A	MATH ALL - 25% SD - 16.67% WH - 30.30% HS - 20% EL - Not Reportable SWD - Not Reportable ELA ALL - 38.16% SD - 29.63% WH - 36.36% HS - 40% EL - Not Reportable SWD - Not Reportable Science ALL - 30.70% SD - 20.73%	MATH ALL - 34% SD - 28% WH - 43% HS - 11% EL - Not Reportable SWD - Not Reportable ELA ALL - 56% SD - 50% WH - 65% HS - 50% EL - Not Reportable SWD - Not Reportable Science ALL - 39% SD - 27%	MATH ALL - 40% SD - 35% WH - 58% HS - 15% EL - 15% SWD - 20% ELA ALL - 61% SD - 56% WH - 63% HS - 52% EL - 53% SWD - 30% Science ALL - 50% SD - 48% WH - 65% HS - 20% EL - 40% SWD - 30%	MATH ALL - + 7.42 SD - + 4.47 WH - + 4.11 HS - +4.75 EL - N/A SWD - N/A ELA ALL - + 15.49 SD - + 12.75 WH - + 23.33 HS - + 15.62 EL - N/A SWD - N/A Science ALL - + 1.16 SD - - 9.36 WH - 0 HS - N/A EL - N/A SWD - N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		CAASPP Dashboard 22/23	WH - 44.89% HS - 19.58% EL - 2.36% SWD - 9% CAASPP Dashboard 23/24	WH - 50% HS - Not Reportable EL - Not Reportable SWD - Not Reportable CAASPP Dashboard 24/25	CAASPP Dashboard 25/26	
2.4	Points below/above standard (DFS) in Math and ELA State Smarter Balanced Summative Assessment. Source: California Dashboard Priority 4A	MATH ALL - 74.7 below DFS SD - 85 below DFS WH - 53.1 below DFS HS - 105.6 below DFS EL - N/A SWD - 103 below DFS ELA ALL - 44.8 below DFS SD - 58.4 below DFS WH - 43.3 below DFS HS - 59.1 below DFS EL - N/A SWD - 71 below DFS CA Dashboard Fall 2023	MATH ALL - 55.7 below DFS SD - 88.3 below DFS WH - 32.7 below DFS HS - 72.9 below DFS EL - Not Reportable SWD - Not Reportable ELA ALL - 19.9 below DFS SD - 32.9 below DFS WH - 10.5 below DFS HS - 17.4 below DFS EL - Not Reportable SWD - Not Reportable	MATH ALL - 41.1 below DFS SD - 62.1 below DFS WH - 22.3 below DFS HS - 83.3 below DFS EL - Not Reportable SWD - Not Reportable ELA ALL - 7.4 below DFS SD - 22.1 below DFS WH - 9 above DFS HS - 8.8 below DFS EL - Not Reportable SWD - Not Reportable	MATH ALL - 49 below DFS SD - 80 below DFS WH - 11 below DFS HS - 80 below DFS EL - 90 below DFS SWD - 80 below DFS ELA ALL - 14 below DFS SD - 40 below DFS WH - 20 below DFS HS - 40 below DFS EL - 68 below DFS SWD- 50 below DFS	MATH ALL - + 33.6 SD - + 22.9 WH - + 30.8 HS - + 22.3 EL - N/A SWD - N/A ELA ALL - + 37.4 SD - + 36.3 WH - + 52.3 HS - + 19.1 EL - N/A SWD - N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			CA Dashboard Fall 2024	CA Dashboard Fall 2025	CA Dashboard Fall 2026	
2.5	Percentage of students scoring on grade level or above in Math and ELA on the winter diagnostic assessment. Source: Local Assessment: IXL Priority 2A	MATH ALL - 9% SD - 3% WH - 9% HS - 3% EL - 0% SWD - 0% ELA ALL - 10% SD - 6% WH - 20.6% HS - 6% EL - 0% SWD - 6% Winter 23/24	MATH ALL - 14% SD - 11% WH - 12% HS - 9% EL - 0% SWD - 7% ELA ALL - 25% SD - 24% WH - 28% HS - 21% EL - 0% SWD - 21% Winter 24/25	MATH ALL - 25% SD - 16% WH - 25% HS - 19% EL - 33% SWD - 33% ELA ALL - 25% SD - 16% WH - 25% HS - 19% EL - 33% SWD - 44% Winter 25/26	MATH ALL - 40% SD - 15% WH - 40% HS - 15% EL - 10% SWD - 10% ELA ALL - 45% SD - 25% WH - 50% HS - 20% EL - 15% SWD - 20% Winter 26/27	MATH ALL - +16 SD - + 13 WH - + 16 HS - + 16 EL - +33 SWD - +33 ELA ALL - +15 SD - +10 WH - + 4.4 HS - + 13 EL - + 33 SWD - + 38
2.6	Percentage of Economically Disadvantaged, English Language Learner and students with exceptional needs scoring below grade level in Math and ELA on the winter diagnostic assessment receiving intervention. Source: Local Assessment: IXL Priority 7B/C	MATH SD - 100% EL - 100% SWD - 100% ELA SD - 100% EL - 100% SWD - 100% Winter 23/24	MATH SD - 100% EL - 100% SWD - 100% ELA SD - 100% EL - 100% SWD - 100% Winter 24/25	MATH SD - 100% EL - 100% SWD - 100% ELA SD - 100% EL - 100% SWD - 100% Winter 25/26	MATH SD - 100% EL - 100% SWD - 100% ELA SD - 100% EL - 100% SWD - 100% Winter 26/27	MATH SD - 0 EL - 0 SWD - 0 ELA SD - 0 EL - 0 SWD - 0

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal # 2: Increase student success in ELA and Math as evidenced by multiple measures.

Fully Implemented
2.1 Maintain Director of Special Education position
2.2 Maintain English Learner (EL) Supports
2.3 Maintain Para-educator positions to support behavior and academics
2.4 Maintain IXL Diagnostics for progress monitoring and supplemental instruction
2.5 Maintain Class Size Reduction
2.6 Provide after school intervention and academic support

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

For the 2025–26 school year, overall expenditures closely aligned with the budget, resulting in a negligible 0.1% total variance. Consequently, there were no material differences between budgeted and estimated actual expenditures across all actions.

The only notable variance in Goal 2 was that estimated actual expenditures were 4% below the budgeted amount. This variance was primarily driven by Action 2.3 and Action 2.5 due to mid-year staffing changes.

Additionally, there were no material differences between the planned and estimated actual percentages of improved services. All planned actions and services were fully implemented, and associated expenditures remained aligned with the approved budget.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

AeroSTEM Academy's implementation of actions under this goal during the second year of the LCAP cycle resulted in generally positive outcomes, marked by upward progress across all metrics.

On state assessments, the school's Distance from Standard (DFS) improved by 12 or more points overall, driven by progress among at-risk student groups. This growth is further reflected in CAASPP proficiency rates, which rose by 9 percentage points in Math and 18 percentage points in English. Local diagnostic data mirrored this academic growth, showing an increased percentage of students scoring at or above grade level in both Math and ELA. Meanwhile, English Learner metrics remained stable, with local ELA diagnostic scores and reclassification rates holding steady compared to the previous year.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

The implementation of current actions yielded overall positive results in academic growth. Considering these positive outcomes alongside the school's broader development, the planned goals, metrics, target outcomes, and specific actions will be maintained for the upcoming year.

Sustaining these actions for an additional year will establish a more stable longitudinal dataset, enabling the district to identify and address long-term trends rather than reacting to short-term fluctuations. This continuity is critical due to the statistical challenges inherent in small student enrollment, where the outcomes of a single student can disproportionately skew data and obscure broader performance patterns. Maintaining these consistent practices will mitigate the impact of individual data anomalies and provide a clearer assessment of our academic strategies over time.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Maintain Director of Special Education position	Maintain Director of Special Education position	$146,490.00	No
2.2	Maintain English Learner (EL) Supports	EL Site Coordinator Position - The EL Site Coordinator Position support and lead the EL practices and effective strategies for teaching EL students as well as oversees ELPAC Assessments.	$1,500.00	Yes
2.3	Maintain Para-educator positions to support behavior and academics	Four para-educators will be maintained to provide additional academic and behavioral support for students with an IEP or who are considered high risk.	$127,530.00	Yes
2.4	Maintain IXL Diagnostics for progress monitoring and supplemental instruction	Continue implementing IXL ELA and Mathematics diagnostic, as a local summative assessment tool three times a year. AeroSTEM will continue to utilize IXL as an intervention and enrichment tool in ELA and Mathematics during school, and extended learning. IXL is a student tool to utilize at school, at home, and after school care, to target instructional needs and allow extended learning time.	$3,600.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Maintain Class Size Reduction	Teacher and parent feedback indicates that ongoing class size reduction for all grades would provide more small-group and individualized instructional opportunities for all students, but specifically for Economically Disadvantaged, English Language Learner and Foster Youth students. AeroSTEM believes that lowering class size, as practicable, will give the students more daily small-group learning opportunities for accelerating their progress in meeting or exceeding proficiency in all subjects.	$594,444.00	Yes
2.6	Provide after school intervention and academic support	AeroSTEM will maintain after school academic support. Teachers will implement a coordinated system of highly effective academic interventions for students most specifically, Economically Disadvantaged, English Language Learner and Foster Youth subgroups.	$6,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Prepare students to be Career and College ready.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

AeroSTEM Academy students must have access to an instructional program that meets the requirements for post-secondary success, whether at an institute of higher learning or in a career of their choice. As such, all students must receive a high-quality program that provides them with the requisite skills for success after graduation.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of seniors that have successfully completed A-G requirements or CTE Pathways. Source: Local Data Priority 4C/B/D	A-G - 100% CTE - 100% A-G & CTE - 100% May 23/24	A-G - 100% CTE - 50% A-G or CTE - 100% May 24/25	A-G - 100% CTE - 60% A-G or CTE - 100% May 25/26	A-G - 100% CTE - 100% A-G or CTE - 100% May 26/27	A-G - 0 CTE - -40 A-G or CTE - 0
3.2	Percentage of students will have standards-aligned curriculum, that includes integrated ELD standards as applicable, aligned with the Williams Act process Source: SARC Priority 1B	100% May 23/24	100% May 24/25	100% May 25/26	100% May 26/27	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Percentage of pupils who participate in and demonstrate college preparedness by the EAP or other assessment of college preparedness. Source: CA Dashboard Priority 4H	0% CA Dashboard Fall 2023	Data not available due to size of student group. CA Dashboard Fall 2024	Data not available due to size of student group. CA Dashboard Fall 2025	50% CA Dashboard Fall 2026	n/a
3.4	Percentage of English Learner students making progress as measured by the English Learner Progress Indicator on the CA School Dashboard Source: CA Dashboard/Local Data Priority 4E	Data not available due to size of student group. CA Dashboard Fall 2023	Data not available due to size of student group. CA Dashboard Fall 2024	Data not available due to size of student group. CA Dashboard Fall 2025	Will report if the number of the students result in data being displayed on the CA Dashboard. CA Dashboard Fall 2026	n/a
3.5	Percentage of students who pass AP exam with score of 3 or higher Source: Local Data Priority 4G	0% May 23/24	0% May 24/25	0% May 25/26	25% May 26/27	0

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal # 3: Prepare students to be Career and College ready.

Fully Implemented
3.1 Field Trips
3.2 Academic and Career Counseling
3.3 Career Technical Education (CTE) Pathways
3.4 College Access Supports

Partially Implemented

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

For the 2025–26 school year, overall expenditures closely aligned with the budget, resulting in a negligible 0.1% total variance. Consequently, there were no material differences between budgeted and estimated actual expenditures across all actions.

The only notable variance in Goal 3 was that estimated actual expenditures were 7% above the budgeted amount. This variance was primarily driven by Action 3.3 due to a change in staffing costs.

Additionally, there were no material differences between the planned and estimated actual percentages of improved services. All planned actions and services were fully implemented, and associated expenditures remained aligned with the approved budget.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Actions implemented under this goal during Year 2 of AeroSTEM Academy’s three-year LCAP cycle yielded generally positive outcomes. Due to small student subgroup sizes, certain metrics could not be reported to maintain student privacy and statistical validity.

Specifically, Metrics 3.1 and 3.2 maintained a 100% success rate, while data for Metrics 3.3 and 3.4 were suppressed due to cohort size. Metric 3.5 (the percentage of students taking Advanced Placement [AP] exams) remained at 0%. While this state-required metric is monitored, it is not a primary focus of AeroSTEM Academy’s academic model, which prioritizes alternative rigorous pathways such as Career Technical Education (CTE) and dual enrollment.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

The implementation of current actions yielded generally positive outcomes. Given the school's overall growth and evolving needs, the planned goals, metrics, target outcomes, and specific actions will be maintained for the upcoming year.

Sustaining these actions for an additional year will establish a more stable longitudinal dataset, enabling the district to identify and address long-term trends rather than reacting to short-term fluctuations. This continuity is critical due to the statistical challenges posed by small student enrollments, where the outcomes of a single student can disproportionately skew data and obscure broader performance patterns. Maintaining these practices will mitigate the impact of individual data anomalies and provide a clearer assessment of strategy effectiveness over time.

While Action 3.3 (Career Technical Education [CTE] Pathways) remains structurally unchanged, the program's scope is being refined. The high school level will narrow its focus to two robust pathways: Project Lead The Way (PLTW) Engineering Design and Computer Science along with 2 CTE teachers.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Field Trips	Schedule 3 field trips per grade level in alignment with college and/or CTE exposure and grade level academic standards.	$14,000.00	No
3.2	Academic and Career Counseling	Provide academic, college, and CTE counseling to support students. Provide targeted assistance to Economically Disadvantaged, English Language Learner and Foster Youth students in college and career readiness activities and guidance. Offer College Success and Career Planning and Development dual enrollment classes.	$31,843.00	Yes
3.3	Career Technical Education (CTE) Pathways	Increase middle school career awareness activities and programs aligned to CTE Programs and industry needs. Increase high school participation in CTE Pathways & Dual Enrollment. Employ (2) FTE CTE credentialed teacher for CTE/STEM classes for middle school/high school.	$87,856.00	No
3.4	College Access Supports	AeroSTEM will continue the college and career supports to help increase graduation rates, UC/CSU A-G rates, student access to career pathways, and lower drop-out rates with a specific focus on Economically Disadvantaged, English Language Learner and Foster Youth subgroups.	$30,907.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Engage all educational partners to support student success.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Communication is essential for all educational partners working together to support student learning. AeroSTEM Academy has witnessed that while parent support is strong, the number of families and parents actively participating in on-site functions is lower than desired. Staff needs to create more developed opportunities for parent involvement and communicate those opportunities more effectively. AeroSTEM Academy's ability to increase parent involvement, input, and engagement will increase community engagement and strengthen educational partnerships with families.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Opt-In usage rate of educational partner usage of communication tool Parent Square Source: Local Data Priority 3A	Email - 97% Text - 10% App - 66% Winter 23/24	Email - 98% Text - 6% App - 43% Winter 24/25	Email - 99% Text - 9% App - 63% Winter 25/26	Email - 97% Text - 40% App - 75% Winter 26/27	Email - +2 Text - -1 App - -3
4.2	Percent of parents and students who feel the school is safe. Source: Educational Partner Surveys Priority 6C	Parents - 73% Students - 96% Winter 23/24	Parents - 100% Students - 90% Winter 24/25	Parents - 94% Students - 90% Winter 25/26	Parents - 95% Students - 98% Winter 26/27	Parents - +21 Students - -6
4.3	Percent of parents and students who feel a	Parents - 96% Students - 66%	Parents - 100% Students - 67%	Parents - 88% Students - 63%	Parents - 96% Students - 98%	Parents - -8 Students - -3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	sense of connectedness to the school. Source: Educational Partner Surveys Priority 6C	Winter 23/24	Winter 24/25	Winter 25/26	Winter 26/27	
4.4	Attendance of educational partners at Charter Council meetings Source: Local Data Priority 3B/C	Average Attendance ALL - 5 SD - 1 EL - 1 SWD - 1 Winter 23/24	Average Attendance ALL - 3 SD - 1 EL - 0 SWD - 0 Winter 24/25	Average Attendance ALL - 9 SD - 3 EL - 0 SWD - 4 Winter 25/26	Average Attendance Goal ALL - 15 SD - 3 EL - 3 SWDs - 3 Winter 26/27	ALL - + 4 SD - + 2 EL - - 1 SWDs - + 3

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal # 4: Engage all educational partners to support student success.

Fully Implemented
4.1 Maintain and utilize Parent Square application, website, and social media communications
4.2 Maintain staff member for partner coordination and outreach
4.3 Provide Educational Partner Engagement Opportunities through surveys and the Charter Council
4.4 Provide multiple events designed for educational partners
4.5 Maintain and utilize LMS and data warehouse

Partially Implemented

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

For the 2025–26 school year, overall expenditures closely aligned with the budget, resulting in a negligible 0.1% total variance. Consequently, there were no material differences between budgeted and estimated actual expenditures across all actions.

The only notable variance in Goal 4 was that estimated actual expenditures were 3.5% below the budgeted amount. This variance was primarily driven by Action 4.3 and 4.4, which were lower due to donations being utilized, and Action 4.1, which was higher due to an increase in service costs

Additionally, there were no material differences between the planned and estimated actual percentages of improved services. All planned actions and services were fully implemented, and associated expenditures remained aligned with the approved budget.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

AeroSTEM Academy's implementation of actions during the second year of the LCAP cycle resulted in generally positive progress across all engagement indicators.

Through Metric 4.1, the school successfully increased parent usage of ParentSquare via email, though increasing text and app adoption remains a priority. In terms of school climate (Metrics 4.2 and 4.3), parent survey responses showed positive results regarding school culture, while student responses remained stable year-over-year. Finally, to support Action 4.4, the academy hosted five educational partner events this year. This effort drove a measurable increase in parent attendance at council meetings (Metric 4.4), validating the strategy that expanded event offerings will positively influence long-term partner participation.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

The implementation of actions during the second year of this cycle yielded varied outcomes, reflecting both notable achievements and areas for continued growth. Considering these baseline results alongside the school's broader development, the planned goals, metrics, target outcomes, and specific actions will be maintained for the upcoming year.

Sustaining these actions for an additional year will establish a more stable longitudinal dataset, enabling the district to identify and address long-term trends rather than reacting to short-term fluctuations. This continuity is critical due to the statistical challenges posed by small student enrollments, where the outcomes of a single student can disproportionately skew data and obscure broader performance patterns. Maintaining these consistent practices will mitigate the impact of individual data anomalies and provide a clearer, more accurate assessment of strategy effectiveness over time.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Maintain and utilize Parent Square application, website, and social media communications	AeroSTEM will improve two-way communication by utilizing multiple communication methods and engage with all educational partners to enhance existing protocols, identify expansion opportunities, and facilitate two-way communication, cultural awareness, and collaborative planning.	$846.00	No
4.2	Maintain staff member for partner coordination and outreach	Provide office staff member (.5) who connect the school and educational partners to support students' success in school.	$35,980.00	Yes
4.3	Provide Educational Partner Engagement Opportunities through surveys and the Charter Council	AeroSTEM will develop and implement a systemic process to engage and obtain student voices from diverse students, including different grade levels (age appropriate) and groups that have been traditionally underrepresented and underserved, and untapped in public education.	$500.00	No
4.4	Provide multiple events designed for educational partners	Provide targeted opportunities for partner engagement at the school site through various events and meetings.	$550.00	No
4.5	Maintain and utilize LMS and data warehouse	AeroSTEM will continue to implement a LMS system with an emphasis on increasing parent usage to communicate with students and their parents/guardians/caregivers.	$3,500.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Recruit and retain high capacity staff who are committed to the mission and vision of the school.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

AeroSTEM Academy aims to recruit and retain staff members who will support all students in acquiring the skills necessary to develop and follow their postsecondary dreams.
Staff developed this goal to reflect our commitment to teacher preparedness and development by ensuring that all students are challenged to reach high standards daily in each classroom. The actions will allow staff to best represent and serve the diverse needs of the students and families in this district.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Percentage of teachers appropriately assigned and fully credentialed (Preliminary, clear, or Intern Credential). Source: School Accountability Report Card (SARC) Priority 1A	85% SARC 22/23	85% SARC 23/24	100% SARC 24/25	100% SARC 25/26	0
5.2	Percent of staff who feel the school is safe. Source: Educational Partner Surveys Priority 6C	Staff - 100% Winter 23/24	Staff - 100% Winter 24/25	Staff - 100% Winter 25/26	Staff - 100% Winter 26/27	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.3	Percent of staff who feel a sense of connectedness to the school. Source: Educational Partner Surveys Priority 6C	Staff - 100% Winter 23/24	Staff - 100% Winter 24/25	Staff - 100% Winter 25/26	Staff - 100% Winter 26/27	0
5.4	Percentage of teachers that received professional development on State Standards and effective instructional practices Source: Local Data Priority 8	Staff - 100% May 23/24	Staff - 100% Winter 24/25	Staff - 100% Winter 25/26	Staff - 100% May 26/27	0

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal # 5: Recruit and retain high capacity staff who are committed to the mission and vision of the school.

Fully Implemented
5.1 Participate in the Tri-County Induction Program
5.2 Human Resource Systems
5.3 Continuing Education
5.4 Systemic Professional Development

Partially Implemented

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

For the 2025–26 school year, overall expenditures closely aligned with the budget, resulting in a negligible 0.1% total variance. Consequently, there were no material differences between budgeted and estimated actual expenditures across all actions.

The only notable variance in Goal 5 was that estimated actual expenditures were 3% above the budgeted amount. This variance was driven by Action 5.2: as the school transitioned to multiple Frontline systems, additional onboarding costs were incurred.

Additionally, there were no material differences between the planned and estimated actual percentages of improved services. All planned actions and services were fully implemented, and associated expenditures remained aligned with the approved budget.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

AeroSTEM Academy's Year 2 implementation of actions under this goal resulted in highly successful outcomes, with all metrics reaching or maintaining optimal levels. Notably, Metric 5.1 rose to 100%, indicating that all instructional staff are now fully credentialed and appropriately assigned. Furthermore, staff survey data demonstrated exceptional school culture and support, maintaining 100% ratings across Metric 5.2 (staff feeling safe), Metric 5.3 (staff feeling connected), and Metric 5.4 (staff receiving professional development).

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

The implementation of current actions yielded overall positive outcomes. Considering these successes alongside the school's broader development, the planned goals, metrics, target outcomes, and specific actions will be maintained for the upcoming year.

Sustaining these actions for an additional year will establish a more stable longitudinal dataset, enabling the district to identify and address long-term trends rather than reacting to short-term fluctuations. This continuity is critical due to the statistical challenges inherent in small student enrollment, where the outcomes of a single student can disproportionately skew data and obscure broader performance patterns. Maintaining these consistent practices will mitigate the impact of individual data anomalies and provide a clearer assessment of strategy effectiveness over time.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Participate in the Tri-County Induction Program	The Tri-County Induction Program (TCIP) is an approved and accredited educator program by the California Commission on Teacher Credentialing. The Induction Program partners with the candidates’ school site, district office and county office leadership to provide a contextualized growth experience and prepare educators and educational leaders to create a diverse, equitable, inclusive and collaborative learning environment where all students achieve social and academic success.	$8,000.00	No

Action #	Title	Description	Total Funds	Contributing
5.2	Human Resource Systems	AeroSTEM will continue to monitor and implement Human Resources protocols to ensure staff are appropriately assigned based on credential, and staff evaluations are can be documented.	$54,120.00	No
5.3	Continuing Education	Support staff through continuing education reimbursement.	$4,623.00	No
5.4	Systemic Professional Development	Enhance instruction for all students by providing targeted professional development and coaching to staff via a professional development plan based on disaggregated student data and the staff needs. Professional development includes 5 staff days before the school year, 2 staff days during the year, and 5 staff days after the school year.	$40,109.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$312,584	$31,349

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
20.843%	0.000%	$0.00	20.843%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Maintain Positive Behavior Interventions and Supports (PBIS) system. **Need:** The school administration discerned several key needs within the student community, necessitating the beginning of a Positive Behavioral Interventions and Supports system. Paramount among these needs is the cultivation of social emotional skills, with a	Explanation: The concept behind the school-wide employment of Positive Behavioral Interventions and Supports system aims at fulfilling the recognized requirements of every diverse set of students, with an intensified focus on the ones living in poverty, likely suffering from trauma or bullying encounters. The curriculum finds its place universally, thus nurturing social-emotional abilities in students and curbing bullying episodes. It further provides additional reinforcement for those students who may require an extra push toward	Metric 1.1 Student Attendance Percentage Source: Annual Attendance Report (P2) Priority 5A Metric 1.2 Chronic absenteeism rate Source: CA School Dashboard Priority 5B

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	distinct focus on students living in poverty. Such students may be grappling with elevated stress levels, resulting in trauma and incidents of bullying. The absence of these critical skills can hinder their progress and overall prosperity within the educational sphere. Student attendance percentage is 90%, socio-economical disadvantaged (90%), Hispanic (89%, English Learners (90%) and students with disabilities (90%) are all low as well. Chronic absenteeism is higher than the state average at (33%), but Hispanic (36%) and socio-economical disadvantaged (37%) are higher than all students. **Scope:** LEA-wide	adapting to new behaviors. This school wide strategy ensures that every student benefits from this crucial program, building a more accommodating learning atmosphere. Rationale: Our rationale for adopting this extensive scope aligns with the school's commitment to enhancing rudimentary skills for the entirety of the student population. The importance of reaching out to every student, irrespective of their socio-economic condition, underlines the motivation behind spreading this action LEA-wide. The idea is to establish an all-inclusive platform promoting a supportive learning environment, thus paving the way for each student to prosper in their educational journey. Adding a attendance specific system to help staff provide a multi-tier approach to student who have poor attendance. Assessment: The action emphasizes the necessity for comprehensive support systems, safety initiatives, and efficient resource allocation. Additionally, this action supports all unduplicated students and at-risk students, and requires continued progress with appropriate support.	
1.2	**Action:** Provide school ERMS Counselor **Need:** Educational Partners, along with staff, has identified a significant need for extensive mental health support for all segments of students, with a particular focus on Socio-	Explanation: The intention behind the deployment of a School Mental Health Professional is to sufficiently tend to the comprehensive mental health needs that pervade all student communities. This, notably, includes those in Low-Income categories, English Learners, and Foster Youth. This professional aims to provide explicit counseling backing, connections to further	Metric 1.3 Pupil Suspension Rate Source: CA School Dashboard Priority 6A Metric 1.5 High School Graduation Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Economically Disadvantaged, students with disabilities, and at risk students. These specific student populations frequently face unique challenges such as socio-economic stressors, language barriers, and instability in their personal lives. These circumstances can profoundly affect their mental health and academic performance, necessitating the provision of additional and tailored support services. While the suspension rate for all students is 7.9%, students with disabilities was much higher at 10%. **Scope:** LEA-wide	community resources, and an obligation to foster a beneficial and safe school culture. This decision is especially relevant during middle school years, where the provision of rigorous and exciting classes is guaranteed for all students. Furthermore, this action is set to alleviate the discrepancy between the suspension rates of conventional students and those within Low-Income, English learning, homeless, and foster youth categories. Rationale: The ongoing high-demand requirements of the student population, combined with persistent suspension rates, particularly at the middle school level, necessitates the rolling out of health professionals at every school statewide. Most significantly, the initiative is designed to reduce disparities in student suspension rates. In a broader context, transferring these services to all students, regardless of their circumstances, ensures that everyone receives the additional mental health support vital for their well-being. This substantial endeavor is expected to correlate positively with enhanced attendance rates and a decline in chronic absenteeism, elevating the schools' overall academic and social atmosphere. Assessment: The action "Provide school ERMS Counselor" has been devised to address the needs highlighted. The fundamental role of these experts will be to offer counseling support services and community resources to Low-Income , Foster Youth, and English Learners. This assistance is designed to counteract the effects of their challenging circumstances and enhance their overall mental health. Beyond direct counseling,	Source: CA Dashboard Priority 5E

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		mental health professionals will engage with the wider student community to nurture a supportive and secure school culture. This inclusive approach favors all students by contributing to a positive learning environment. This action highlights the importance of academic engagement and challenge for all students, including underrepresented groups.	
1.3	**Action:** Chronic absentee interventions and attendance monitoring, communication, and supports **Need:** Chronic absenteeism is higher than the state average at (31%), but Hispanic (39%) and students with disabilities (39%) are higher than all students. Student attendance percentage is 95%, but socio-economical disadvantaged (90%), Hispanic (90%, english Learns (92%) and students with disabilities (93%) are all lower. **Scope:** LEA-wide	Explanation: According to local data in 2023-2024, the attendance rate for unduplicated students has not improved as desired. With the intense work of staff and implementation of systems, AeroSTEM anticipates that the 2024 CA Dashboard will reflect positive growth for chronically absent students. Rationale: The attendance clerk provides up-to-date attendance data and quick positive information to parents and guardians. They will communicate with families about their child's absences and provide resources to support students in being in school. Providing the staff a tool such as Beacon Data give them the tools they need to provide earlier intervention to the students who need it. Assessment: The attendance clerk will free up time for our teachers, allowing them to engage with families more quickly and build more positive connections by communicating all attendance issues with families.. They will also be the bridge between chronically absent students and administration.	Metric 1.1 Student Attendance Percentage Source: Annual Attendance Report (P2) Priority 5A Metric 1.2 Chronic absenteeism rate Source: CA School Dashboard Priority 5B
1.4	**Action:** Continue maintenance of quality school facilities		Metric 1.8 Priority 1C - Level to which facilities are

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: **Scope:**		maintained and in good repair. Source: FIT Report
1.5	**Action:** Maintain a .5 FTE health assistant **Need:** The school will address the importance of connecting Low-Income families, Homeless students, and students with disabilities with community resources and medical referrals. Due to an increase in students with disabilities and Low-Income families, accessing medical services is challenging without the support of health staff. Additionally, AeroSTEM emphasized the critical need to enhance health services for all students, particularly those with disabilities and medically fragile conditions. AeroSTEM aims to prevent medical issues from contributing to absences. Children living in poverty, with a disability, or with a chronic illness experience significant health disparities and are at a higher risk of dropping out of school (DePaoli, Balfanz, Bridgeland, Atwell, & Ingram, 2017; Robert Wood Johnson Foundation, 2016). Health staff play a proactive role in working with families, preventing and evaluating illnesses, helping with attendance, serving as liaisons to other medical staff, and providing resources to families.	Explanation: The schoolwide implementation of a Health Assistant is essential to adequately cater to the varying needs of the full student body. Specifically, Students with Disabilities or those medically fragile demand monitoring and an effective medical strategy. To this end, a Health Assistant acts as unyielding support, optimizing their living conditions and overall health status. This initiative conveniently doubles as a resource for financially challenged families or those in foster care by aligning them with essential community resources alongside medical referrals. Rationale: The justification for an LEA-wide scope lies in the diversity of students' health needs. There are students with chronic ailments requiring regular attention, as well as daily incidents needing immediate evaluation. Therefore, a broad approach ensures that every health-related issue is promptly dealt with, regardless of frequency or severity. Furthermore, unduplicated students, Low-Income, Foster youth, and English Learners, who often find themselves isolated and without medical support, benefit significantly from this scope of action. As such, the addition of Health Assistant is necessary and beneficial. Assessment: The role of Health Assistant encompasses providing consistent supervision and aid to medically fragile students. Additionally,	Metric 1.1 Student Attendance Percentage Source: Annual Attendance Report (P2) Priority 5A Metric 1.2 Chronic absenteeism rate Source: CA School Dashboard Priority 5B

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Student attendance percentage is 90%, socio-economical disadvantaged (90%), Hispanic (89%, English Learners (90%) and students with disabilities (90%) are all low as well. Chronic absenteeism is higher than the state average at (33%), but Hispanic (36%) and socio-economical disadvantaged (37%) are higher than all students. **Scope:** LEA-wide	they link Low-Income families and foster children to necessary community resources and medical referrals. The district's commitment to strengthening health services is palpable in executing this initiative. Their primary objective is to ensure all students receive the necessary care and resources to prosper academically	
2.1	**Action:** Maintain Director of Special Education position **Need:** **Scope:**		Metric 2.3 Percentage of students who are meeting or exceeding standards as measured by the State Smarter Balanced Summative Assessment in Math, ELA and Science. Source: CAASPP Dashboard Priority 4A Metric 2.4 Points below/above standard (DFS) in Math and ELA State Smarter Balanced Summative Assessment. Source: California Dashboard Priority 4A Metric 2.5 Percentage of students scoring on grade level or above in Math and ELA on the winter diagnostic assessment.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			Source: Local Assessment: IXL Priority 2A Metric 2.6 Percentage of Economically Disadvantaged, English Language Learner and students with exceptional needs scoring below grade level in Math and ELA on the winter diagnostic assessment receiving intervention. Source: Local Assessment: IXL Priority 7B/C
2.3	**Action:** Maintain Para-educator positions to support behavior and academics **Need:** Para-educators play a crucial role in maintaining consistency across various critical components of educational systems, such as curriculum, instructional techniques, Multi-Tiered Systems of Support (MTSS), and assessments by supporting the teaching staff. This consistency is vital for several reasons. Paraeducators support curriculum implementation across all classrooms and grade levels, maintaining a standard quality of education so that all students receive the same foundational knowledge and skills, regardless of their specific class or teacher.	Explanation: The scope of the actions undertaken by the Paraeducators is established to span all students. This widespread approach was implemented to effectively attend to the varying needs of the diverse student groups within the entire educational setting. The uniform execution of this action maintains consistency in curriculum, instructional techniques, Multi-Tiered Systems of Support (MTSS), and assessments. It also paves the way for making data-driven adjustments, the equitable distribution of resources, and the collection of timely feedback. Rationale: The reasoning behind this LEA-wide scope lies in its many benefits. By having the paraeducators support teachers in all grade levels, and all students groups, including unduplicated and at-risk groups. Assessment: To meet previously identified necessities, the district employed the strategy of	Metric 2.3 Percentage of students who are meeting or exceeding standards as measured by the State Smarter Balanced Summative Assessment in Math, ELA and Science. Source: CAASPP Dashboard Priority 4A Metric 2.4 Points below/above standard (DFS) in Math and ELA State Smarter Balanced Summative Assessment. Source: California Dashboard Priority 4A

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Additionally, para-educators are essential in implementing and maintaining MTSS frameworks, ensuring that support systems are consistently applied to provide appropriate interventions and support to students based on their individual needs. This consistency is key to effectively addressing academic and behavioral challenges and promoting student success. In summary, para-educators are essential for maintaining consistency and quality across educational programs, ensuring that all students have access to a coherent and effective educational experience, which is crucial for their academic and personal growth. Student are scoring much lower than the State average in math and ELA on the State assessment. Students are at 34% met/exceeded in math and 56% met or exceeded in ELA. This holds true for the distance from standard meet on the State assessments as well with student scoring 41 points below DFS for math and 7 points below DFS for ELA. **Scope:** LEA-wide	hiring Paraeducators. They are pivotal in executing the PBIS system and MTSS framework, assuring effective assistance for students requiring additional support. The paraeducators are instrumental in maximizing student learning, demonstrating the school's proactive strategy to satisfy the recognized necessities of its student body.	
2.4	**Action:** Maintain IXL Diagnostics for progress monitoring and supplemental instruction **Need:** Within the school community, distinct student groups have been identified that necessitate	Explanation: The requirement for executing IXL ELA and Mathematics assessments across the school is vital for enriching student educational outcomes. This comprehensive performance measure offers a consistent and ascertainable method of growth analysis, ensuring the proper distribution of educational resources and	Metric 2.1 Percentage of English Learners scoring on grade level or above in ELA on the winter diagnostic assessment.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	the implementation of a reliable growth measure. These groups encompass all students, including those with disabilities,English Learners, and at risk students. Teachers and staff use IXL data to monitor students' progress toward achieving proficiency on the CAASPP. Socio-Economically Disadvantaged students and English Learners, among others, are not meeting proficiency standards on the 2023 CA ELA and math Dashboard. Therefore, staff require ongoing support and multiple measures to plan for student learning effectively. This need arises from the desire to allocate instructional time and resources for effective intervention appropriately. For the winter 25/26 local assessment 33% of English Learners scored on grade level on the ELA assessment. For the same assessment only 25% of students were at grade level for Math and 25% of students on grade level for ELA. **Scope:** LEA-wide	determining the optimal time for effective educational interventions. This domain of activity spans the entire school to promise an all-inclusive reach and equitable access to resources for every student. The information gathered from IXL provides crucial support to staff, enabling them to cater to individual student needs. Rationale: Moreover, it orchestrates precise interventions, shaping instructional decisions and aligning teaching methods with California Assessment of Student Performance and Progress (CAASPP) testing standards. This alignment further assists in successfully applying a Multi-Tiered System of Support (MTSS) specifically tailored to aid students with unique needs. Thus, the breadth of this action being districtwide is justified, for it ensures comprehensive inclusion and unbiased access to resources for all students. It also enables the adaptation and enhancement of instruction methodologies to be consistent with state testing standards, thereby supporting the execution of expansive learning support systems custommade for students with distinctive requirements. Assessment: In response to these identified needs, AeroSTEM has been integrating IXL ELA and Mathematics assessments multiple times a year. This initiative will allow data disaggregation for unduplicated students, and students with unique needs, thus accurately portraying each student's academic growth. The reach of this action is intended to encompass all educational partners, emphasizing students with disabilities, English Learners, and socio-economically	Source: Local Assessment: IXL Priority 2B Metric 2.5 Percentage of students scoring on grade level or above in Math and ELA on the winter diagnostic assessment. Source: Local Assessment: IXL Priority 2A

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		disadvantaged. By providing a reliable and easily accessible growth measure, the action ensures that all students, irrespective of individual circumstances, are equipped with the academic resources they require for success	
2.5	**Action:** Maintain Class Size Reduction **Need:** The goal of providing a smaller learning environment and in turn more rigorous academic intervention to students through smaller class sizes. Student are scoring much lower than the State average in math and ELA on the State assessment. Students are at 34% met/exceeded in math and 56% met or exceeded in ELA. This holds true for the distance from standard meet on the State assessments as well with student scoring 41 points below DFS for math and 7 points below DFS for ELA. For the winter 25/26 local assessment 33% of English Learners scored on grade level on the ELA assessment. For the same assessment only 25% of students were at grade level for Math and 25% of students on grade level for ELA. **Scope:** LEA-wide	Explanation: AeroSTEM's unduplicated pupil count is projected at more than 65%, as a result, every class has unduplicated students enrolled. Rationale: Research shows that lower class size supports increased academic performance. Research generally agrees that lower class size, are linked to positive educational benefits such as better test scores, fewer dropouts, and higher graduation rate, especially for disadvantaged children Assessment: While classes are capped at 27 students each, the goal is to keep each class at 25 students.	Metric 2.1 Percentage of English Learners scoring on grade level or above in ELA on the winter diagnostic assessment. Source: Local Assessment: IXL Priority 2B Metric 2.3 Percentage of students who are meeting or exceeding standards as measured by the State Smarter Balanced Summative Assessment in Math, ELA and Science. Source: CAASPP Dashboard Priority 4A Metric 2.4 Points below/above standard (DFS) in Math and ELA State Smarter Balanced Summative Assessment. Source: California Dashboard Priority 4A Metric 2.5 Percentage of students scoring on grade level or above in Math and

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			ELA on the winter diagnostic assessment. Source: Local Assessment: IXL Priority 2A
2.6	**Action:** Provide after school intervention and academic support **Need:** The school has recognized an urgent need for further assistance for pupils, particularly those considered Socio-Economically Disadvantaged, and English Learners, and individuals with unique needs. English Learner progress on the 2023 CA District Dashboard. With quality interventions, these students will achieve competency levels in English Language Arts (ELA) and mathematics consistent with the broader student population. For the winter 25/26 local assessment 33% of English Learners scored on grade level on the ELA assessment. 0% of English Learners were reclassified during the 25/26 school year. **Scope:** LEA-wide	Explanation: The decision to sustain intervention on a schoolwide level instead of merely targeting certain groups is rooted in the identified need for a comprehensive assistance system for all students. This broadened scope aids in successfully implementing the Multi-Tiered System of Support (MTSS) throughout the entire educational establishment. By adopting this approach, every student - not just those below grade level in subjects such as English Language Arts and Mathematics - gains from specialized intervention. Subsequently, this approach advances the overall academic performance in the school. Rationale: Adopting a schoolwide scope for keeping intervention is due to its significant impact on improving student learning outcomes. Firstly, the wider reach of the intervention ensures equitable access to quality education by providing targeted support to all students, not only those lagging in English Language Arts and Mathematics. Furthermore, incorporating the MTSS framework on a grand scale aligns directly with the district's devotion to offering high-quality MTSS. Assessment: The strategy developed involves maintaining intervention to address these designated needs. This strategy is purposefully built to assist the outline student groups in equaling their peers in both ELA and math	Metric 2.1 Percentage of English Learners scoring on grade level or above in ELA on the winter diagnostic assessment. Source: Local Assessment: IXL Priority 2B Metric 2.2 Percentage of English Learner students designated as reclassified Source: Local data Priority 4F

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		proficiency. The intervention will consequently offer indispensable support during the stipulated English Language Development instruction periods, thus countering a recognized need. To evaluate the success of this undertaking, the measure to be used will be the improvement seen in ELA and math proficiency among the identified student groups.	
3.1	**Action:** Field Trips **Need:** **Scope:**		Metric 3.1 Percentage of seniors that have successfully completed A-G requirements or CTE Pathways. Source: Local Data Priority 4C/B/D Metric 3.2 Percentage of students will have standards-aligned curriculum, that includes integrated ELD standards as applicable, aligned with the Williams Act process Source: SARC Priority 1B
3.2	**Action:** Academic and Career Counseling **Need:** Due to the high concentrations of Economically Disadvantaged, English Language Learner and Foster Youth students at AeroSTEM, there is a need to provide targeted assistance for college and career readiness activities and guidance as well as assist with dual enrollment classes.	Explanation: AeroSTEM will provide academic, college, and CTE counseling to support students, targeted assistance to Economically Disadvantaged, English Language Learner and Foster Youth students in college and career readiness activities and guidance, and offer college success and career planning and development dual enrollment classes. Rationale: Adopting a school wide scope for providing academic and career counseling is due to its significant impact on improving student	Metric 3.3 Percentage of pupils who participate in and demonstrate college preparedness by the EAP or other assessment of college preparedness. Source: CA Dashboard Priority 4H Metric 3.4 Percentage of English Learner students making progress as

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	College preparedness as shown on the CA dashboard can not be reported on due to the size of the student groups. **Scope:** LEA-wide	learning outcomes and enhance to full educational program of the school. Assessment: This action will seek to increase the percentage of students who demonstrate college preparedness, as well as the number of students enrolled in dual enrollment classes.	measured by the English Learner Progress Indicator on the CA School Dashboard Source: CA Dashboard/Local Data Priority 4E
3.3	**Action:** Career Technical Education (CTE) Pathways **Need:** The school community has identified the need for an all-inclusive educational approach that serves all students, focusing on those from diverse backgrounds. This includes individuals from Low-Income families, Foster Youth, English learners, and those with unique needs. There is an understanding that these groups often encounter obstacles when participating in rigorous and engaging courses, which can jeopardize their academic progress and future career opportunities. All students have access to a Career Technical Education (CTE) Pathway to improve awareness and engagement. **Scope:**	Explanation: The school wide scope of the initiative, namely "Career Technical Education (CTE) Pathways," seeks to enhance the full educational program of the school, thereby addressing the recognized requirements of every student group. This approach is designed to provide all middle-school pupils, especially those with specialized needs, access to challenging courses and programs aligned with their future educational and career aspirations. Rationale: The justification for choosing a school wide scope hinges on its flexibility in prioritizing elective choices for the identified student demographics. Furthermore, it prioritizes students pursuing a bi-literacy track for enrolling in A-G courses. The school wide approach thus ensures that a broad range of students can benefit from these alignment efforts, enabling them to effectively chart their future educational and career progress while still in high school. Assessment: In response to these identified needs, the "Career Technical Education (CTE) Pathways " action addresses these issues. AeroSTEM is committed to bolstering Career Technical Education (CTE) by ensuring its continued and broadening reach. This action involves productive teamwork with the school	Metric 3.1 Percentage of seniors that have successfully completed A-G requirements or CTE Pathways. Source: Local Data Priority 4C/B/D Metric 3.2 Percentage of students will have standards-aligned curriculum, that includes integrated ELD standards as applicable, aligned with the Williams Act process Source: SARC Priority 1B

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		counselor to ascertain that every middle school student can access challenging and stimulating courses. Additionally, the action supports a CTE pathway at the highschool level. These structured programs are aligned end-to-end with high school, college, and career pathways, delivering all encompassing aid to students as they advance on their educational journey.	
3.4	**Action:** College Access Supports **Need:** Due to the high concentrations of Economically Disadvantaged, English Language Learner and Foster Youth students at AeroSTEM, there is a need to provide supports for students seeking a path to college. 0% of students demonstrated college preparedness as shown on the CA dashboard.This includes all students as well as at risk groups. 0% of students passed an AP exam. **Scope:** LEA-wide	Explanation: AeroSTEM will continue the college and career supports to help increase graduation rates, UC/CSU a-g rates, student access to career pathways, and lower drop-out rates with a specific focus on Economically Disadvantaged, English Language Learner and Foster Youth subgroups. Rationale: Adopting a school wide scope for providing college access support is due to its significant impact on improving student learning outcomes and enhance to full educational program of the school. Assessment: This action will seek to increase the percentage of students who demonstrate college preparedness, as well as the number of students enrolled in dual enrollment classes.	Metric 3.3 Percentage of pupils who participate in and demonstrate college preparedness by the EAP or other assessment of college preparedness. Source: CA Dashboard Priority 4H Metric 3.5 Percentage of students who pass AP exam with score of 3 or higher Source: Local Data Priority 4G
4.1	**Action:** Maintain and utilize Parent Square application, website, and social media communications **Need:**		Metric 4.1 Opt-In usage rate of educational partner usage of communication tool Parent Square Source: Local Data Priority 3A

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope:		Metric 4.2 Percent of parents and students who feel the school is safe. Source: Educational Partner Surveys Priority 6C
4.2	**Action:** Maintain staff member for partner coordination and outreach **Need:** The school community has rated our communication highly but continues providing feedback on needed areas. Consistent feedback from parents and staff highlights the effectiveness of our communication with families and the promotion of parental involvement. Based on the analysis of educational partner input and local data, the AeroSTEM has identified key areas for improvement in building relationships between school staff and families. To address this, AeroSTEM commits to enhancing communication strategies to keep parents informed about student progress, academic standards, and the availability of support services through a dedicated staff member. While parents rate their connectedness high (100%), students rate it much lower (67%) overall. The attendance at Charter council meetings from parents of students in at-risk groups improved greatly; 4 parents representing students with disabilities, 0 parent representing and English Learner, and	Explanation: The installment of a staff member dedicated to outreach is a strategic move aimed at addressing the distinct needs of all students within our district. This initiative encompasses all educational partners, as its primary intent is to bolster communication and amplify community engagement throughout the comprehensive district landscape. Given that our unduplicated student population, Low-Income, Foster Youth, and English Learners (EL), their feeling of connectedness is crucial. Rationale: Research by Jeynes (2011) demonstrates that when schools effectively communicate resource availability, it alleviates some of the stress and challenges Low-Income families face, enabling students to focus better on their education. This action, therefore, aptly satisfies a necessity for amplified communication and enhanced community engagement. Assessment: In response to these demands, installing a staff member dedicated to outreach is crucial. This staff member will examine all the school's communication facets and engage with families, staff, and community members. This action will include designing new family engagement initiatives. The indicators of success, in this case, will gauge the rise in family engagement, enhancement in communication, and	Metric 4.3 Percent of parents and students who feel a sense of connectedness to the school. Source: Educational Partner Surveys Priority 6C Metric 4.4 Attendance of educational partners at Charter Council meetings Source: Local Data Priority 3B/C

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	3 parent representing a socio-economically disadvantaged student. **Scope:** LEA-wide	a more comprehensive and inclusive approach toward establishing a school community.	
4.3	**Action:** Provide Educational Partner Engagement Opportunities through surveys and the Charter Council **Need:** **Scope:**		Metric 4.4 Attendance of educational partners at Charter Council meetings Source: Local Data Priority 3B/C
4.4	**Action:** Provide multiple events designed for educational partners **Need:** **Scope:**		Metric 4.2 Percent of parents and students who feel the school is safe. Source: Educational Partner Surveys Priority 6C Metric 4.3 Percent of parents and students who feel a sense of connectedness to the school. Source: Educational Partner Surveys Priority 6C
4.5	**Action:** Maintain and utilize LMS and data warehouse **Need:**		Metric 4.3 Percent of parents and students who feel a sense of

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope:		connectedness to the school. Source: Educational Partner Surveys Priority 6C
5.1	**Action:** Participate in the Tri-County Induction Program **Need:** **Scope:**		Metric 5.1 Percentage of teachers appropriately assigned and fully credentialed (Preliminary, clear, or Intern Credential). Source: School Accountability Report Card (SARC) Priority 1A
5.2	**Action:** Human Resource Systems **Need:** **Scope:**		Metric 5.1 Percentage of teachers appropriately assigned and fully credentialed (Preliminary, clear, or Intern Credential). Source: School Accountability Report Card (SARC) Priority 1A Metric 5.2 Percent of staff who feel the school is safe. Source: Educational Partner Surveys Priority 6C
5.3	**Action:** Continuing Education **Need:**		Metric 5.3 Percent of staff who feel a sense of connectedness to the school.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope:		Source: Educational Partner Surveys Priority 6C Metric 5.4 Percentage of teachers that received professional development on State Standards and effective instructional practices Source: Local Data Priority 8
5.4	**Action:** Systemic Professional Development **Need:** **Scope:**		Metric 5.2 Percent of staff who feel the school is safe. Source: Educational Partner Surveys Priority 6C Metric 5.4 Percentage of teachers that received professional development on State Standards and effective instructional practices Source: Local Data Priority 8

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.2	**Action:** Maintain English Learner (EL) Supports **Need:** The academic performance of English Learner (EL) students is significantly lower than that of the general student population, indicating a critical need for additional support. This disparity highlights the urgent need for targeted interventions to support EL students' academic success. Educational partner feedback indicated a need to mitigate the disparities in math, English, and science proficiency among this unduplicated student group through additional supports and resources. **Scope:** Limited to Unduplicated Student Group(s)	Research supports the implementation of various language development strategies in supporting English Learners (ELs) to acquire English language skills essential for academic success in all subjects including mathematics, English, and science. Scaffolding, as described by Hammond and Gibbons and provided through English Learner specialists, provides temporary support tailored to students' needs, facilitating language acquisition and understanding. Similarly, explicit language instruction, provided by individuals who specialize in this work, directly teaches language skills and functions, accelerating ELs' language development and comprehension. Additionally, differentiated instruction addresses diverse learning needs, ensuring equitable access to grade-level content and promoting language proficiency among ELs. (Source: Hammond, J., & Gibbons, P. (2005).	Metric 2.1 Percentage of English Learners scoring on grade level or above in ELA on the winter diagnostic assessment. Source: Local Assessment: IXL Priority 2B Metric 2.2 Percentage of English Learner students designated as reclassified Source: Local data Priority 4F

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

AeroSTEM Academy has not identified any Limited Actions in our LCAP.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

AeroSTEM Academy does not qualify for the additional Concentration Grant add-on funding.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	21:1	
Staff-to-student ratio of certificated staff providing direct services to students	15:1	

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	1,499,707	312,584	20.843%	0.000%	20.843%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$993,297.00	$262,417.00	$550.00	$48,633.00	$1,304,897.00	$1,266,161.00	$38,736.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Maintain Positive Behavior Interventions and Supports (PBIS) system.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$7,740.00	$7,740.00				$7,740.00	0.04%
1	1.2	Provide school ERMS Counselor	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income			$30,907.00	$0.00		$30,907.00			$30,907.00	
1	1.3	Chronic absentee interventions and attendance monitoring, communication, and supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$22,941.00	$0.00	$22,941.00				$22,941.00	1.33%
1	1.4	Continue maintenance of quality school facilities	All	No			All Schools		$27,969.00	$0.00	$27,969.00				$27,969.00	1.62%
1	1.5	Maintain a .5 FTE health assistant	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$22,942.00	$0.00	$22,942.00				$22,942.00	1.33%
2	2.1	Maintain Director of Special Education position	Students with Disabilities	No			All Schools		$146,490.00	$0.00		$146,490.00			$146,490.00	8.47%
2	2.2	Maintain English Learner (EL) Supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$1,500.00	$0.00				$1,500.00	$1,500.00	
2	2.3	Maintain Para-educator positions to support behavior and academics	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$127,530.00	$0.00		$85,020.00		$42,510.00	$127,530.00	
2	2.4	Maintain IXL Diagnostics for progress monitoring and supplemental instruction	English Learners Low Income	Yes	LEA-wide	English Learners Low Income			$0.00	$3,600.00	$3,600.00				$3,600.00	0.11%
2	2.5	Maintain Class Size Reduction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools		$594,444.00	$0.00	$594,444.00				$594,444.00	34.36%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
2	2.6	Provide after school intervention and academic support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$6,000.00	$0.00	$6,000.00				$6,000.00	0.35%
3	3.1	Field Trips	All	No			All Schools		$0.00	$14,000.00	$14,000.00				$14,000.00	0.81%
3	3.2	Academic and Career Counseling	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$31,843.00	$0.00	$31,843.00				$31,843.00	1.84%
3	3.3	Career Technical Education (CTE) Pathways	All	No			All Schools		$87,856.00	$0.00	$87,856.00				$87,856.00	5.08%
3	3.4	College Access Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$30,907.00	$0.00	$30,907.00				$30,907.00	1.79%
4	4.1	Maintain and utilize Parent Square application, website, and social media communications	All	No			All Schools		$0.00	$846.00	$846.00				$846.00	0.05%
4	4.2	Maintain staff member for partner coordination and outreach	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$35,980.00	$0.00	$35,980.00				$35,980.00	2.08%
4	4.3	Provide Educational Partner Engagement Opportunities through surveys and the Charter Council	All	No			All Schools		$0.00	$500.00	$500.00				$500.00	0.03%
4	4.4	Provide multiple events designed for educational partners	All	No			All Schools		$0.00	$550.00			$550.00		$550.00	0.03%
4	4.5	Maintain and utilize LMS and data warehouse	All	No			All Schools		$0.00	$3,500.00	$3,500.00				$3,500.00	0.20%
5	5.1	Participate in the Tri-County Induction Program	All	No			All Schools		$0.00	$8,000.00	$8,000.00				$8,000.00	0.46%
5	5.2	Human Resource Systems	All	No			All Schools		$54,120.00	$0.00	$54,120.00				$54,120.00	3.13%
5	5.3	Continuing Education	All	No			All Schools		$4,623.00	$0.00				$4,623.00	$4,623.00	0.27%
5	5.4	Systemic Professional Development	All	No					$40,109.00	$0.00	$40,109.00				$40,109.00	2.32%

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1,499,707	312,584	20.843%	0.000%	20.843%	$756,397.00	65.700%	116.136 %	**Total:**	$756,397.00
								LEA-wide Total:	$756,397.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Maintain Positive Behavior Interventions and Supports (PBIS) system.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,740.00	0.04%
1	**1.2**	Provide school ERMS Counselor	Yes	LEA-wide	Foster Youth Low Income			
1	**1.3**	Chronic absentee interventions and attendance monitoring, communication, and supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$22,941.00	1.33%
1	**1.5**	Maintain a .5 FTE health assistant	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$22,942.00	1.33%
2	**2.2**	Maintain English Learner (EL) Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		
2	**2.3**	Maintain Para-educator positions to support behavior and academics	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	**2.4**	Maintain IXL Diagnostics for progress monitoring and supplemental instruction	Yes	LEA-wide	English Learners Low Income		$3,600.00	0.11%
2	**2.5**	Maintain Class Size Reduction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$594,444.00	34.36%
2	**2.6**	Provide after school intervention and academic support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,000.00	0.35%
3	**3.2**	Academic and Career Counseling	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$31,843.00	1.84%
3	**3.4**	College Access Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,907.00	1.79%
4	**4.2**	Maintain staff member for partner coordination and outreach	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$35,980.00	2.08%

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,296,220.00	$1,295,010.93

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Maintain Positive Behavior Interventions and Supports (PBIS) system.	Yes	$750.00	$1,500.00
1	**1.2**	Provide school ERMS Counselor	Yes	$30,907.00	$36,365.40
1	**1.3**	Chronic absentee interventions and attendance monitoring, communication, and supports	Yes	$22,941.00	19885.39
1	**1.4**	Continue maintenance of quality school facilities	No	$27,969.00	$29,709.09
1	**1.5**	Maintain a .5 FTE health assistant	Yes	$22,942.00	$33,664.73
2	**2.1**	Maintain Director of Special Education position	No	$146,490.00	$154,396.68
2	**2.2**	Maintain English Learner (EL) Supports	Yes	$1,500.00	1,500.00
2	**2.3**	Maintain Para-educator positions to support behavior and academics	Yes	$127,530.00	112,148.00
2	**2.4**	Maintain IXL Diagnostics for progress monitoring and supplemental instruction	Yes	$1,913.00	3,608.00
2	**2.5**	Maintain Class Size Reduction	Yes	$594,444.00	$565,663.00
2	**2.6**	Provide after school intervention and academic support	Yes	$6,000.00	$5,472.48

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.1**	Field Trips	No	$14,000.00	$10,004.77
3	**3.2**	Academic and Career Counseling	Yes	$31,843.00	$35,822.64
3	**3.3**	Career Technical Education (CTE) Pathways	No	$87,856.00	$95,502.22
3	**3.4**	College Access Supports	Yes	$30,907.00	$36,365.40
4	**4.1**	Maintain and utilize Parent Square application, website, and social media communications	No	$846.00	$1,472.16
4	**4.2**	Maintain staff member for partner coordination and outreach	Yes	$35,980.00	33,142.63
4	**4.3**	Provide Educational Partner Engagement Opportunities through surveys and the Charter Council	No	$500.00	116
4	**4.4**	Provide multiple events designed for educational partners	No	$550.00	217
4	**4.5**	Maintain and utilize LMS and data warehouse	No	$3,500.00	$5,000.00
5	**5.1**	Participate in the Tri-County Induction Program	No	$8,000.00	3,682.20
5	**5.2**	Human Resource Systems	No	$54,120.00	$74,906.73
5	**5.3**	Continuing Education	No	$4,623.00	$11,845.75
5	**5.4**	Systemic Professional Development	No	$40,109.00	$23,020.66

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
275,972	$747,720.00	$698,638.23	$49,081.77	65.700%	0.000%	-65.700%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	**1.1**	Maintain Positive Behavior Interventions and Supports (PBIS) system.	Yes	$750.00	$1,500.00	0.04%	
1	**1.2**	Provide school ERMS Counselor	Yes				
1	**1.3**	Chronic absentee interventions and attendance monitoring, communication, and supports	Yes	$22,941.00	$22,941.00	1.33%	
1	**1.5**	Maintain a .5 FTE health assistant	Yes	$22,942.00	$33,664.73	1.33%	
2	**2.2**	Maintain English Learner (EL) Supports	Yes				
2	**2.3**	Maintain Para-educator positions to support behavior and academics	Yes				
2	**2.4**	Maintain IXL Diagnostics for progress monitoring and supplemental instruction	Yes	$1,913.00	$3,608.50	0.11%	
2	**2.5**	Maintain Class Size Reduction	Yes	$594,444.00	$594,944.00	34.36%	
2	**2.6**	Provide after school intervention and academic support	Yes	$6,000.00	$6,000.00	0.35%	
3	**3.2**	Academic and Career Counseling	Yes	$31,843.00		1.84%	
3	**3.4**	College Access Supports	Yes	$30,907.00		1.79%	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	**4.2**	Maintain staff member for partner coordination and outreach	Yes	$35,980.00	$35,980.00	2.08%	

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$1,386,829.00	275,972	4.23%	24.129%	$698,638.23	0.000%	50.377%	$0.00	0.000%

CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM

CHARTER SCHOOL CERTIFICATION

Charter School Name: AeroSTEM Academy
(name continued)
CDS #: 51105120138040
Charter Approving Entity: Sutter County Office of Education
County: Sutter County Office of Education
Charter #: 2000
Fiscal Year: 2026/27

To the entity that approved the charter school:

(x) 2026/27 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved by the governing board of the charter school, it includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP), and is hereby filed by the charter school pursuant to Education Code Section 47604.33.

Signed: ______________________ Date: ______________
Charter School Official
(Original signature required)

Print Name: Joseph Clark Title: Executive Director

To the County Superintendent of Schools:

(x) 2026/27 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33.

Signed: ______________________ Date: ______________

Authorized Representative of
Charter Approving Entity
(Original signature required)

Print Name: ______________________ Title: ______________

For additional information on the BUDGET, please contact:

For Approving Entity:

Nicolaas Hoogeveen
Name

Director Internal Business Services
Title

(530) 822-2900
Telephone

NICOLAASH@SUTTER.K12.CA.US
E-mail address

For Charter School:

Joseph Clark
Name

Executive Director
Title

530-742-2531
Telephone

jclark@aerostem.org
E-mail address

(x) 2026/27 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code* Section 47604.33.

Signed: ______________________ Date: ______________
ACOE District Advisor

Enr: 139; ADA 121.24 (ADA to Enr 87%)

Description	Object Code	2025-26 Estimated Actuals			2026-27 Proposed Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES							
1. LCFF Sources (8010-8099)							
State Aid - Current Year	8011	1,223,807.00	0.00	1,223,807.00	1,422,403.00	0.00	1,422,403.00
Education Protection Account State Aid - Current Year	8012	24,248.00	0.00	24,248.00	25,760.00	0.00	25,760.00
State Aid - Prior Years	8019	0.00	0.00	0.00	0.00	0.00	0.00
Transfer of Charter Schools in Lieu of Property Taxes	8096	414,746.00	0.00	414,746.00	406,326.00	0.00	406,326.00
Other LCFF Transfers	8091, 8097	0.00	6,865.00	6,865.00	0.00	6,493.00	6,493.00
Total, LCFF Sources		**1,662,801.00**	**6,865.00**	**1,669,666.00**	**1,854,489.00**	**6,493.00**	**1,860,982.00**
2. Federal Revenues (8100-8299)							
Every Student Succeeds Act (Titles I - V)	8290	0.00	54,351.00	54,351.00	0.00	53,144.00	53,144.00
Special Education - Federal	8181, 8182	0.00	31,364.00	31,364.00	0.00	31,364.00	31,364.00
Child Nutrition - Federal	8220	0.00	107,791.00	107,791.00	0.00	113,181.00	113,181.00
Donated Food Commodities	8221	0.00	0.00	0.00	0.00	0.00	0.00
Other Federal Revenues	8110, 8260-8299	0.00	29,748.00	29,748.00	0.00	0.00	0.00
Total, Federal Revenues		**0.00**	**223,254.00**	**223,254.00**	**0.00**	**197,689.00**	**197,689.00**
3. Other State Revenues (8300-8599)							
Special Education - State	StateRevSE	0.00	10,591.00	10,591.00	0.00	10,591.00	10,591.00
All Other State Revenues	StateRevAO	30,045.00	931,420.00	961,465.00	32,920.00	708,070.00	740,990.00
Total, Other State Revenues		**30,045.00**	**942,011.00**	**972,056.00**	**32,920.00**	**718,661.00**	**751,581.00**
4. Other Local Revenues (8600-8799)							
All Other Local Revenues	LocalRevAO	30,134.00	87,005.00	117,139.00	19,901.00	86,210.00	106,111.00
Total, Local Revenues		**30,134.00**	**87,005.00**	**117,139.00**	**19,901.00**	**86,210.00**	**106,111.00**
5. TOTAL REVENUES		**1,722,980.00**	**1,259,135.00**	**2,982,115.00**	**1,907,310.00**	**1,009,053.00**	**2,916,363.00**
B. EXPENDITURES							
1. Certificated Salaries							
Certificated Teachers' Salaries	**1100**	385,515.00	165,909.00	551,424.00	549,383.23	180,560.99	729,944.22
Certificated Pupil Support Salaries	**1200**	0.00	78,968.00	78,968.00	0.00	87,048.00	87,048.00
Certificated Supervisors' and Administrators' Salaries	**1300**	153,623.00	13,706.00	167,329.00	166,040.00	18,315.57	184,355.57
Other Certificated Salaries	**1900**	0.00	0.00	0.00	0.00	0.00	0.00
Total, Certificated Salaries		**539,138.00**	**258,583.00**	**797,721.00**	**715,423.23**	**285,924.56**	**1,001,347.79**
2. Non-certificated Salaries							
Non-certificated Instructional Aides' Salaries	**2100**	0.00	87,448.00	87,448.00	0.00	124,399.15	124,399.15
Non-certificated Support Salaries	**2200**	20,030.00	26,097.00	46,127.00	22,084.80	37,179.20	59,264.00
Non-certificated Supervisors' and Administrators' Sal.	**2300**	36,453.00	15,379.00	51,832.00	50,719.75	25,407.45	76,127.20
Clerical and Office Salaries	**2400**	52,076.00	8,012.00	60,088.00	57,420.48	8,834.00	66,254.48
Other Non-certificated Salaries	**2900**	0.00	0.00	0.00	0.00	0.00	0.00
Total, Non-certificated Salaries		**108,559.00**	**136,936.00**	**245,495.00**	**130,225.03**	**195,819.80**	**326,044.83**

Description	Object Code	2025-26 Estimated Actuals			2026-27 Proposed Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
3. Employee Benefits							
STRS	3101-3102	101,365.00	120,573.00	221,938.00	136,645.84	129,407.59	266,053.43
PERS	3201-3202	27,363.00	31,331.00	58,694.00	34,379.41	51,696.43	86,075.84
OASDI / Medicare / Alternative	3301-3302	7,262.00	9,171.00	16,433.00	8,073.95	12,140.83	20,214.78
Medicare	3311-3312	8,728.00	6,136.00	14,864.00	12,261.90	6,985.29	19,247.19
Health and Welfare Benefits	3401-3402	107,084.00	37,545.00	144,629.00	82,486.00	37,629.00	120,115.00
Unemployment Insurance	3501-3502	326.00	217.00	543.00	422.82	240.87	663.70
Workers' Compensation Insurance	3601-3602	6,558.00	4,287.00	10,845.00	8,541.05	4,865.62	13,406.67
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		**258,686.00**	**209,260.00**	**467,946.00**	**282,810.97**	**242,965.63**	**525,776.60**
4. Books and Supplies							
Approved Textbooks and Core Curricula Materials	4100	67,542.00	27,013.00	94,555.00	29,355.00	19,731.00	49,086.00
Books and Other Reference Materials	4200	0.00	135.00	135.00	0.00	200.00	200.00
Materials and Supplies	4300	17,472.00	92,168.00	109,640.00	17,472.00	40,836.00	58,308.00
Noncapitalized Equipment	4400	1,609.00	21,313.00	22,922.00	1,609.00	10,622.00	12,231.00
Food	4700	0.00	143,159.00	143,159.00	0.00	151,835.00	151,835.00
Total, Books and Supplies		**86,623.00**	**283,788.00**	**370,411.00**	**48,436.00**	**223,224.00**	**271,660.00**
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	11,025.00	18,188.00	29,213.00	9,000.00	13,451.00	22,451.00
Dues and Memberships	5300	3,540.00	660.00	4,200.00	3,540.00	667.00	4,207.00
Insurance	5400	40,000.00	0.00	40,000.00	40,000.00	0.00	40,000.00
Operations and Housekeeping Services	5500	49,235.00	0.00	49,235.00	49,235.00	0.00	49,235.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	41,817.00	182,111.00	223,928.00	77,745.00	143,027.00	220,772.00
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00	0.00	0.00	0.00
Professional/Consulting Services & Operating Expend.	5800	258,084.00	133,122.00	391,206.00	238,432.04	123,435.00	361,867.04

Communications	5900	23,775.00	0.00	23,775.00	23,394.00	0.00	23,394.00
Total, Services and Other Operating Expenditures		**427,476.00**	**334,081.00**	**761,557.00**	**441,346.04**	**280,580.00**	**721,926.04**
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	13,640.00	13,640.00	0.00	0.00	0.00
Books and Media for New School Libraries or Major							
Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00	0.00	0.00	0.00
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**	**13,640.00**	**24,640.00**	**11,000.00**	**0.00**	**11,000.00**
7. Other Outgo							
Tuition to Other Schools	7110-7143	0.00	149.00	149.00	0.00	149.00	149.00
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	9,951.00	9,951.00	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	(29,008.00)	29,008.00	0.00	(22,383.00)	22,383.00	0.00
Debt Service:							
Interest	7438	0.00	0.00	0.00	25,000.00	0.00	25,000.00
Principal	7439	0.00	0.00	0.00	0.00	0.00	0.00
Total, Other Outgo		**(29,008.00)**	**39,108.00**	**10,100.00**	**2,617.00**	**32,483.00**	**35,100.00**
8. TOTAL EXPENDITURES		**1,402,474.00**	**1,275,396.00**	**2,677,870.00**	**1,631,858.27**	**1,260,996.99**	**2,892,855.26**
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND.							
BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		**320,506.00**	**(16,261.00)**	**304,245.00**	**275,451.73**	**(251,943.99)**	**23,507.74**

		2025-26 Estimated Actuals			2026-27 Proposed Budget		
Description	**Object Code**	**Prior Year**	**Restricted**	**Total**	**Unrest.**	**Rest.**	**Total**
D. OTHER FINANCING SOURCES / USES							
1. Other Sources	8930-8979	0.00	0.00	0.00	0.00	0.00	0.00
2. Less: Other Uses	7630-7699	0.00	0.00	0.00	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts							
(must net to zero)	8980-8999	(174,666.00)	174,666.00	0.00	(251,943.99)	251,943.99	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		**(174,666.00)**	**174,666.00**	**0.00**	**(251,943.99)**	251,943.99	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		145,840.00	158,405.00	304,245.00	23,507.74	0.00	23,507.74
F. FUND BALANCE, RESERVES							
1. Beginning Fund Balance							
a. As of July 1	9791	(434,413.97)	(205,256.25)	(639,670.22)	36,026.00	158,405.00	194,431.00
b. Adjustments/Restatements to Beginning Balance	9793	324,599.97	205,256.25	529,856.22	0.00	0.00	0.00
							0.00
b.) Adjustments to Beginning Balance (Escape)	9795	0.00	0.00	0.00			0.00
c. Adjusted Beginning Balance		**(109,814.00)**	**0.00**	(109,814.00)	36,026.00	158,405.00	194,431.00
2. Ending Fund Balance, June 30 (E + F.1.c.)		**36,026.00**	**158,405.00**	**194,431.00**	59,533.74	158,405.00	217,938.74
			0.00				
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		158,405.00	158,405.00		158,405.00	158,405.00
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	80,336.00		80,336.00	86,785.66		86,785.66
Unassigned / Unappropriated Amount	9790	(44,310.00)	0.00	(44,310.00)	(27,251.92)	0.00	(27,251.92)

		Enr: 140; ADA 128.8 (ADA to Enr 92%)			Enr: 150; ADA 138.00 (ADA to Enr 92%)			Enr: 160; ADA 147.18 (ADA to Enr 92%)		
		FY 2026/27			FY 2027/28			FY 2028/29		
Description	**Object Code**	**Unrestricted**	**Restricted**	**Total**	**Unrestricted**	**Restricted**	**Total**	**Unrestricted**	**Restricted**	**Total**
A. REVENUES										
1. LCFF Sources										
State Aid - Current Year	8011	1,422,403.00	0.00	1,422,403.00	1,584,390.00	0.00	1,584,390.00	1,816,232.00	0.00	1,816,232.00
Education Protection Account State Aid - Current Year	8012	25,760.00	0.00	25,760.00	27,600.00	0.00	27,600.00	29,436.00	0.00	29,436.00
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	406,326.00	0.00	406,326.00	429,124.00	0.00	429,124.00	455,865.00	0.00	455,865.00
Other LCFF Transfers	8091, 8097	0.00	6,493.00	6,493.00	0.00	6,493.00	6,493.00	0.00	6,493.00	6,493.00
Total, LCFF Sources		**1,854,489.00**	**6,493.00**	**1,860,982.00**	**2,041,114.00**	**6,493.00**	**2,047,607.00**	**2,301,533.00**	**6,493.00**	**2,308,026.00**
2. Federal Revenues										
Every Student Succeeds Act (Titles I - V)	8290	0.00	53,144.00	53,144.00	0.00	53,144.00	53,144.00	0.00	53,144.00	53,144.00
Special Education - Federal	8181, 8182	0.00	31,364.00	31,364.00	0.00	31,364.00	31,364.00	0.00	31,364.00	31,364.00
Child Nutrition - Federal	8220	0.00	113,181.00	113,181.00	0.00	118,840.00	118,840.00	0.00	124,782.00	124,782.00
Donated Food Commodities	8221	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Federal Revenues	8110, 8260-8299	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total, Federal Revenues		**0.00**	**197,689.00**	**197,689.00**	**0.00**	**203,348.00**	**203,348.00**	**0.00**	**209,290.00**	**209,290.00**
3. Other State Revenues										
Special Education - State	StateRevSE	0.00	10,591.00	10,591.00	0.00	10,591.00	10,591.00	0.00	10,591.00	10,591.00
All Other State Revenues	StateRevAO	32,920.00	708,070.00	740,990.00	32,528.64	658,379.00	690,907.64	36,955.00	611,093.00	648,048.00
Total, Other State Revenues		**32,920.00**	**718,661.00**	**751,581.00**	**32,528.64**	**668,970.00**	**701,498.64**	**36,955.00**	**621,684.00**	**658,639.00**
4. Other Local Revenues										
All Other Local Revenues	LocalRevAO	19,901.00	86,210.00	106,111.00	19,901.00	85,385.00	105,286.00	19,901.00	84,534.00	104,435.00
Total, Local Revenues		**19,901.00**	**86,210.00**	**106,111.00**	**19,901.00**	**85,385.00**	**105,286.00**	**19,901.00**	**84,534.00**	**104,435.00**
5. TOTAL REVENUES		**1,907,310.00**	**1,009,053.00**	**2,916,363.00**	**2,093,543.64**	**964,196.00**	**3,057,739.64**	**2,358,389.00**	**922,001.00**	**3,280,390.00**
B. EXPENDITURES										
1. Certificated Salaries										
Certificated Teachers' Salaries	1100	549,383.23	180,560.99	729,944.22	568,799.12	189,504.50	758,303.62	589,029.49	197,304.83	786,334.32
Certificated Pupil Support Salaries	1200	0.00	87,048.00	87,048.00	0.00	91,400.40	91,400.40	0.00	95,970.00	95,970.00
Certificated Supervisors' and Administrators' Salaries	1300	166,040.00	18,315.57	184,355.57	174,282.42	19,231.38	193,513.80	182,936.73	20,192.97	203,129.70
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		**715,423.23**	**285,924.56**	**1,001,347.79**	**743,081.54**	**300,136.28**	**1,043,217.82**	**771,966.22**	**313,467.80**	**1,085,434.02**
2. Non-certificated Salaries										
Non-certificated Instructional Aides' Salaries	2100	0.00	124,399.15	124,399.15	0.00	161,400.25	161,400.25	0.00	167,155.55	167,155.55
Non-certificated Support Salaries	2200	22,084.80	37,179.20	59,264.00	23,185.60	39,033.60	62,219.20	24,346.60	40,979.20	65,325.80
Non-certificated Supervisors' and Administrators' Sal.	2300	50,719.75	25,407.45	76,127.20	53,252.30	26,676.10	79,928.40	55,922.36	28,014.00	83,936.36
Clerical and Office Salaries	2400	57,420.48	8,834.00	66,254.48	60,283.00	9,274.00	69,557.00	63,302.00	9,739.00	73,041.00
Other Non-certificated Salaries	2900	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total, Non-certificated Salaries		**130,225.03**	**195,819.80**	**326,044.83**	**136,720.90**	**236,383.95**	**373,104.85**	**143,570.96**	**245,887.75**	**389,458.71**

		FY 2026/27			FY 2027/28			FY 2028/29		
Description	**Object Code**	**Unrestricted**	**Restricted**	**Total**	**Unrestricted**	**Restricted**	**Total**	**Unrestricted**	**Restricted**	**Total**
3. Employee Benefits										
STRS	3101-3102	136,645.84	129,407.59	266,053.43	141,928.57	132,122.03	274,050.60	147,445.55	134,668.35	282,113.90
PERS	3201-3202	34,379.41	51,696.43	86,075.84	36,641.20	61,223.44	97,864.64	37,184.88	63,684.93	100,869.81
OASDI / Medicare / Alternative	3301-3302	8,073.95	12,140.83	20,214.78	8,476.70	14,655.80	23,132.50	8,901.40	15,245.04	24,146.44
Medicare	3311-3312	12,261.90	6,985.29	19,247.19	12,757.14	7,779.54	20,536.68	13,275.29	8,110.66	21,385.94
Health and Welfare Benefits	3401-3402	82,486.00	37,629.00	120,115.00	124,507.00	50,087.00	174,594.00	124,507.00	50,087.00	174,594.00
Unemployment Insurance	3501-3502	422.82	240.87	663.70	439.90	268.26	708.16	457.77	279.68	737.45
Workers' Compensation Insurance	3601-3602	8,541.05	4,865.62	13,406.67	8,886.00	5,418.85	14,304.86	9,246.93	5,649.49	14,896.42
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00	0.00	0.00			0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00	0.00	0.00			0.00
Other Employee Benefits	3901-3902	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total, Employee Benefits		**282,810.97**	**242,965.63**	**525,776.60**	**333,636.51**	**271,554.94**	**605,191.45**	**341,018.81**	**277,725.14**	**618,743.95**
4. Books and Supplies										
Approved Textbooks and Core Curricula Materials	4100	29,355.00	19,731.00	49,086.00	0.00	2,128.00	2,128.00	0.00	2,914.00	2,914.00
Books and Other Reference Materials	4200	0.00	200.00	200.00	0.00	150.00	150.00	0.00	150.00	150.00
Materials and Supplies	4300	17,472.00	40,836.00	58,308.00	17,472.00	41,226.00	58,698.00	17,472.00	41,247.00	58,719.00
Noncapitalized Equipment	4400	1,609.00	10,622.00	12,231.00	1,609.00	20,311.00	21,920.00	1,609.00	20,313.00	21,922.00
Food	4700	0.00	151,835.00	151,835.00	0.00	162,681.00	162,681.00	0.00	173,526.00	173,526.00
Total, Books and Supplies		48,436.00	223,224.00	271,660.00	19,081.00	226,496.00	245,577.00	19,081.00	238,150.00	257,231.00
5. Services and Other Operating Expenditures										
Subagreements for Services	5100	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Travel and Conferences	5200	9,000.00	13,451.00	22,451.00	0.00	11,861.00	11,861.00	0.00	9,942.00	9,942.00
Dues and Memberships	5300	3,540.00	667.00	4,207.00	3,540.00	674.00	4,214.00	3,540.00	681.00	4,221.00
Insurance	5400	40,000.00	0.00	40,000.00	40,000.00	0.00	40,000.00	45,000.00	0.00	45,000.00
Operations and Housekeeping Services	5500	49,235.00	0.00	49,235.00	55,368.00	0.00	55,368.00	61,480.00	0.00	61,480.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	77,745.00	143,027.00	220,772.00	77,745.00	143,027.00	220,772.00	77,745.00	143,027.00	220,772.00
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Professional/Consulting Services and Operating Expend.	5800	238,432.04	123,435.00	361,867.04	238,300.04	118,482.00	356,782.04	238,300.04	84,385.00	322,685.04
Communications	5900	23,394.00	0.00	23,394.00	23,775.00	0.00	23,775.00	23,775.00	0.00	23,775.00
Total, Services and Other Operating Expenditures		441,346.04	280,580.00	721,926.04	438,728.04	274,044.00	712,772.04	449,840.04	238,035.00	687,875.04
6. Capital Outlay (Objects 6100-6170, 6200-6500 for mod. accrual basis)										
Land and Improvements of Land	6100-6170	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Books and Media for New School Libraries or Major										
Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Depreciation Expense (for full accrual only)	*6900*	11,000.00	0.00	11,000.00	17,000.00	0.00	17,000.00	17,000.00	0.00	17,000.00
Total, Capital Outlay		11,000.00	0.00	11,000.00	17,000.00	0.00	17,000.00	17,000.00	0.00	17,000.00
7. Other Outgo										
Tuition to Other Schools	7110-7143	0.00	149.00	149.00	0.00	149.00	149.00	0.00	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	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	9,951.00	9,951.00	0.00	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Transfers	7281-7299	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transfers of Indirect Costs	7300-7399	(22,383.00)	22,383.00	0.00	(22,235.00)	22,235.00	0.00	(22,235.00)	22,235.00	0.00
Debt Service:										
Interest	7438	25,000.00	0.00	25,000.00	25,000.00	0.00	25,000.00	50,000.00	0.00	50,000.00
Principal	7439	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total, Other Outgo		2,617.00	32,483.00	35,100.00	2,765.00	22,384.00	25,149.00	27,765.00	22,384.00	50,149.00
8. TOTAL EXPENDITURES		1,631,858.27	1,260,996.99	2,892,855.26	1,691,012.99	1,330,999.17	3,022,012.16	1,770,242.03	1,335,649.69	3,105,891.72
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		275,451.73	(251,943.99)	23,507.74	402,530.65	(366,803.17)	35,727.48	588,146.97	(413,648.69)	174,498.28

		FY 2026/27			FY 2027/28			FY 2028/29		
Description	**Object Code**	**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	(251,943.99)	251,943.99	0.00	(366,803.17)	366,803.17	0.00	(413,648.69)	413,648.69	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		(251,943.99)	251,943.99	0.00	(366,803.17)	366,803.17	0.00	(413,648.69)	413,648.69	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		23,507.74	0.00	23,507.74	35,727.48	0.00	35,727.48	174,498.28	(0.00)	174,498.28
F. FUND BALANCE, RESERVES										
1. Beginning Fund Balance										
a. As of July 1	9791	36,026.00	158,405.00	194,431.00	59,533.74	158,405.00	217,938.74	95,261.22	158,405.01	253,666.23
b. Adjustments/Restatements	9793	0.00	0.00	0.00						
b.1 2nd Interim Adjustments to Beginning Balance	9795	0.00	0.00	0.00						
b.1 Adjustments/Restatements (Escape)	9795	0.00	0.00	0.00						
c. Adjusted Beginning Balance		36,026.00	158,405.00	194,431.00	59,533.74	158,405.00	217,938.74	95,261.22	158,405.01	253,666.23
2. Ending Fund Balance, June 30 (E + F.1.c.)		**59,533.74**	**158,405.00**	**217,938.74**	**95,261.22**	**158,405.01**	**253,666.23**	**269,759.50**	**158,405.00**	**428,164.50**
Components of Ending Fund Balance										
a. Nonspendable										
Revolving Cash	9711			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Stores	9712			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prepaid Expenditures	9713			0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Others	9719			0.00	0.00	0.00	0.00	0.00	0.00	0.00
b. Restricted	9740		158,405.00	158,405.00		158,405.01	158,405.01		158,405.00	158,405.00
c. Committed										
Stabilization Arrangements	9750			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Commitments	9760			0.00	0.00	0.00	0.00	0.00	0.00	0.00
d. Assigned										
Other Assignments	9780			0.00	0.00	0.00	0.00	0.00	0.00	0.00
e. Unassigned/Unappropriated										
Reserve for Economic Uncertainties	9789	86,785.66		86,785.66	90,660.36		90,660.36	93,176.75		93,176.75
Undesignated / Unappropriated Amount	9790	(27,251.92)	0.00	(27,251.92)	4,600.85	0.00	4,600.85	176,582.75	0.00	176,582.75

MEMORANDUM OF UNDERSTANDING ADDENDUM
UPDATED LOAN REPAYMENT AGREEMENT

This Memorandum of Understanding Addendum ("Addendum") is entered into by and between CORE Charter School, a non-profit corporation ("CORE"), and AeroSTEM Academy, Inc., a non-profit corporation ("ASA"), collectively referred to as the "Parties."

This Addendum updates the Memorandum of Understanding ("MOU") and previously agreed loan repayment terms related to the loan agreement dated December 14, 2018, and its subsequent updates.

BACKGROUND

ASA began as a program within CORE and developed into an independent charter school sponsored by the Sutter County Office of Education, opening for the 2018–19 school year. To support the transition financially, CORE granted $250,000 and provided administrative and support services. In addition, CORE and ASA entered into a Memorandum of Understanding on December 14, 2018, for a start-up loan to ASA in the original amount of $599,999.

CORE deposited, as needed, funds into ASA's account beginning January 1, 2018. The start-up school loan was originally to be repaid in full on or before June 30, 2023. Interest was previously calculated at a 3% annual interest rate, prorated per month, and applied to the amount borrowed once deposited.

The Parties subsequently entered into an updated repayment arrangement. Under a prior Addendum, the Parties agreed that the loan would become interest-free effective in the 2022–23 school year, and all interest payments made during the 2022–23 school year would be applied to the principal balance.

ASA previously requested forgiveness of the outstanding loan balance due to financial hardship and its inability to make prior scheduled payments. CORE reviewed the request and sought legal guidance. Based on that review, CORE determined that forgiving the outstanding loan balance was not a legally available option and could create concerns regarding the improper forgiveness or gifting of public funds. CORE does not desire to pursue foreclosure at this time.

Therefore, the Parties desire to restructure the repayment terms in a manner that preserves the full outstanding principal balance owed to CORE while providing ASA with a manageable repayment schedule.

AGREEMENT

In light of the renegotiation, the Parties mutually agree to the following revised terms:

1. No Loan Forgiveness

This Addendum does not forgive, waive, cancel, or discharge any portion of the outstanding loan balance. The purpose of this Addendum is to restructure the repayment terms for the remaining outstanding principal balance owed by ASA to CORE.

2. Interest-Free Loan

The loan shall remain interest-free. No additional interest shall accrue on the outstanding principal balance.

3. Outstanding Principal Balance

The original start-up loan amount provided by CORE to ASA was $599,999. As of the date of this Addendum, the outstanding principal balance due from ASA to CORE is **$497,499.83**.

4. Updated Payback Schedule

ASA shall repay the outstanding principal balance beginning in the 2026–27 fiscal year. Payments shall be made in equal monthly installments based on the annual repayment amounts listed below, unless ASA elects to make the applicable annual payment in a single lump-sum payment for that fiscal year.

Monthly installment payments shall be due on or before the last day of each month during the applicable fiscal year.

ASA may choose to make the scheduled annual payment as one annual payment in lieu of monthly installments, provided that the full annual payment amount is paid no later than June 30 of the applicable fiscal year. Any annual lump-sum payment shall be applied directly to the outstanding principal balance.

Fiscal Year	Annual Payment	Monthly Installment	Remaining Balance
2026–27	$25,000.00	$2,083.33	$472,499.83
2027–28	$25,000.00	$2,083.33	$447,499.83
2028–29	$50,000.00	$4,166.67	$397,499.83
2029–30	$50,000.00	$4,166.67	$347,499.83
2030–31	$50,000.00	$4,166.67	$297,499.83
2031–32	$50,000.00	$4,166.67	$247,499.83
2032–33	$50,000.00	$4,166.67	$197,499.83
2033–34	$50,000.00	$4,166.67	$147,499.83
2034–35	$50,000.00	$4,166.67	$97,499.83
2035–36	$50,000.00	$4,166.67	$47,499.83
2036–37	$47,499.83	$3,958.32	$0.00

The loan is projected to be paid in full by the end of the **2036–37 fiscal year**, provided that all payments are made as scheduled.

5. Final Payment

The final payment shall be adjusted as necessary to reflect the remaining unpaid principal balance. In no event shall ASA be required to pay more than the actual outstanding principal balance owed.

The final payment may be made either through monthly installments or as a single annual payment, provided the remaining balance is paid in full by the end of the applicable fiscal year.

6. Prepayment

ASA may make additional payments or pay off the loan early without penalty. Any additional payments shall be applied directly to the outstanding principal balance.

OTHER CONSIDERATIONS

A. Applicable Law

This MOU Addendum shall be governed by and construed in accordance with the laws of the State of California.

B. Default

In the event ASA anticipates that it will be unable to make payments as agreed upon, ASA shall notify CORE at least 30 days in advance of the anticipated default date to arrange a settlement or revised repayment arrangement.

Failure to make any scheduled payment when due shall constitute a default unless CORE has approved a revised payment arrangement in writing.

All other ASA obligations and loans are considered secondary to the CORE loan unless otherwise agreed to in writing by CORE.

C. Severability

Should any provision of this MOU Addendum be declared or determined by any court of competent jurisdiction to be illegal, invalid, or unenforceable, the legality, validity, and enforceability of the remaining provisions shall not be affected. Any illegal, invalid, or unenforceable provision shall be deemed not to be part of this MOU Addendum.

D. Prior Agreements

Except as specifically modified by this Addendum, all other terms and conditions of the prior MOU and subsequent addenda shall remain in full force and effect.

E. Board Approval and Effective Date

This Addendum shall become effective upon approval by the governing boards of both Parties, if such approval is required, and upon execution by authorized representatives of both Parties.

SIGNATURES

The Parties agree to the terms of this Addendum and certify that the individuals signing below are authorized to execute this Addendum on behalf of their respective organizations.

CORE Charter School
By: Heidi Lecair
Signature

Printed Name: Heidi Lecair
Board President
CORE Charter School
Dated: 6/11/2026

By: [signature]
Signature

Printed Name: Chris Mahurin
Executive Director/Superintendent
CORE Charter School
Dated: 6-11-26

AeroSTEM Academy, Inc
By:
Signature

Printed Name:
Board President
AeroSTEM Academy
Dated: ______________________

By:
Signature

Printed Name:
Executive Director
AeroSTEM Academy
Dated: ______________________