AeroSTEM Academy

School Accountability Report Card
Reported Using Data from the 2017—18 School Year
California Department of Education

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

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

Christopher Mahurin, Executive Director

📍 Principal, AeroSTEM Academy

About Our School

We are proud to be the first charter school sponsored by Sutter County Office of Education. AeroSTEM Academy is a public charter schoolt that offers 6th -12th graders a unique opportunity to explore STEM and aerospace related career fields. In addition to meeting all CA State Standards, students are immersed in challenging STEM and specialized aeronautic classes. The program incorporates project-based learning with an emphasis on science, technology, engineering, and math (STEM). AeroSTEM Academy prepares students by giving them exposure to career opportunities, and developing skills towards those opportunities as they advance toward high school completion and post-secondary education.

Contact

AeroSTEM Academy
442 Franklin Ave.
Yuba City, CA 95991-5509

Phone: 530-742-2786
E-mail: admin@aerostem.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Sutter County Office of Education
Phone Number	(530) 822-2900
Superintendent	Tom Reusser
E-mail Address	tomr@sutter.k12.ca.us
Web Site	www.sutter.k12.ca.us

School Contact Information (School Year 2018—19)	
School Name	AeroSTEM Academy
Street	442 Franklin Ave.
City, State, Zip	Yuba City, Ca, 95991-5509
Phone Number	530-742-2786
Principal	Christopher Mahurin, Executive Director
E-mail Address	admin@aerostem.org
Web Site	www.aerostem.org
County-District-School (CDS) Code	51105120138040

Last updated: 1/25/2019

School Description and Mission Statement (School Year 2018—19)

AeroSTEM Academy is a 6-12 charter school that prepares students of today for the growing college and career opportunities of tomorrow. By exploring Science, Technology, Engineering, and Mathematics ("STEM") through the lens of aerospace, students gain the knowledge and skills necessary to contribute to a dynamic, technology-intensive economy. AeroSTEM Academy creates a culture of character and collaboration in close partnership with college and professional communities. The educational program encourages imagination, incorporates experiential learning, and provides opportunities to engineer solutions.

Dream. Discover. Design.

Last updated: 1/11/2019

Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students

Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	0.0 %
American Indian or Alaska Native	0.0 %
Asian	0.0 %
Filipino	0.0 %
Hispanic or Latino	0.0 %
Native Hawaiian or Pacific Islander	0.0 %
White	0.0 %
Two or More Races	0.0 %
Other	100.0 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	0.0 %
English Learners	0.0 %
Students with Disabilities	0.0 %
Foster Youth	0.0 %

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	0	0	4	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	
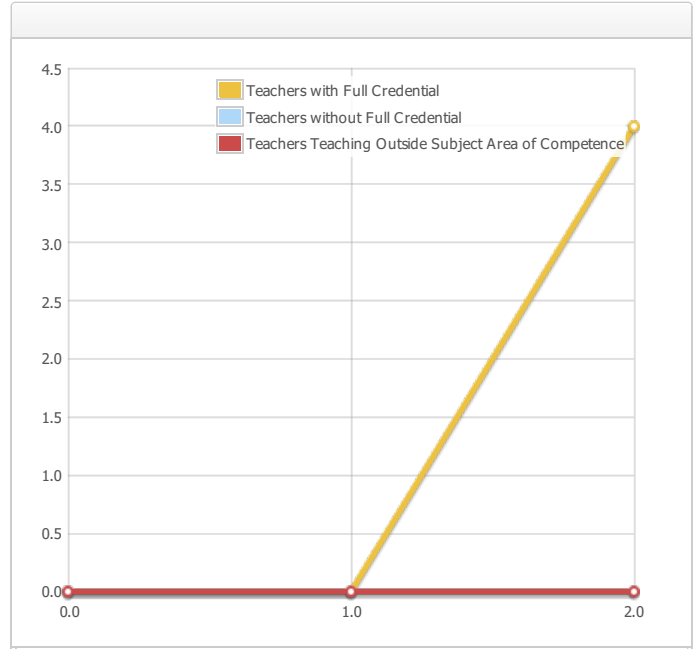
Last updated: 1/11/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
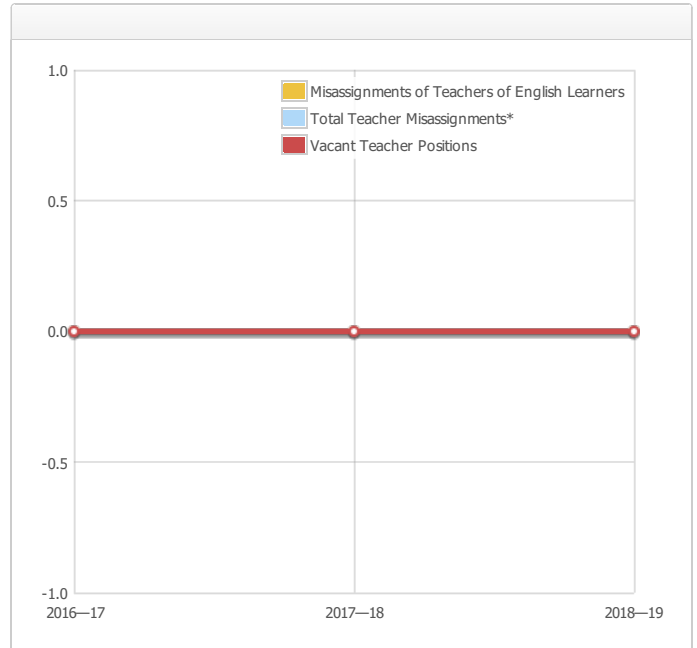
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/11/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: August 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	My Perspectives, Prentice Hall English 6th (Supplemental) Easy Grammar Grade 6 by Easy Grammar Systems No Red Ink ~ online English 7th (Supplemental) Easy Grammar: Plus by Easy Grammar Systems No Red Ink ~ online Holt Traditions Warriner's Handbook: Language and Sentence Skills Practice First Course Grade 7 English 8th (Supplemental) No Red Ink ~ online Holt Traditions Warriner's Handbook: Language and Sentence Skills Practice Second Course Grade 8 English 9th (Supplemental) No Red Ink ~ online Holt Traditions Warriner's Handbook: Language and Sentence Skills Practice Third Course Grade 9	Yes	0.0 %
Mathematics	C-STEM Math; Illustrative Mathematics Supplemental: Go Math, Khan Academy	Yes	0.0 %
Science	Discovery Education; Conceptual Integrated Science Exploration by Hewitt Lyons	Yes	0.0 %
History-Social Science	Discovering Our Past, Glencoe; History Alive, TCI	Yes	0.0 %
Foreign Language	Buen Viaje, Glencoe	Yes	0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/17/2019

School Facility Conditions and Planned Improvements

AreoSTEM Academy's facilty was inspected in August of 2018 and found safe, clean and adequate.

Last updated: 1/11/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	N/A
Interior: Interior Surfaces	Good	N/A
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	N/A
Electrical: Electrical	Good	N/A
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	N/A
Safety: Fire Safety, Hazardous Materials	Good	N/A
Structural: Structural Damage, Roofs	Good	N/A
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	N/A

Overall Facility Rate

Year and month of the most recent FIT report: August 2018

Overall Rating	Good

Last updated: 1/11/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	--	--				
Mathematics (grades 3-8 and 11)	--	--				

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 1/11/2019

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 1/11/2019

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 1/11/2019

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Html.RenderAction("SarcDescription", new { sectionID = 80, cdscode = ViewBag.Cdscode });

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 1/11/2019

Career Technical Education (CTE) Programs (School Year 2017—18)

N/A

Last updated: 1/11/2019

Career Technical Education (CTE) Participation (School Year 2017—18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 1/11/2019

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017—18 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2016—17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018—19)

AeroSTEM Academy has developed a parent survey for distribution at the end of the first and second semester of our first year of operation in order to establish a baseline of parent input including items to evaluate curriculum, instructional delivery, interaction with staff, perceived school climate, parent availability to participate in school based activities, and student success and satisfaction in meeting academic, social, and career and college readiness goals.

Additionally, 1 parent serves on the school's governing board and 2 parents also participate by serving on the advisory charter council and attending Local Control Annual Plan (LCAP) public meetings. These parents both represent and reflect the expectations of AeroSTEM Academy's body of parents and guardians. Our staff and parents work closely in collaboration with one another offering support in areas of expertise for student success. We take pride in our "Open Door" philosophy, which encourages ideas and involvement. Parents participate in parent-teacher conferences, event planning such as Dinner With an Aviator and the Science Fair, chaperone field trips, and generally drop in to interact with staff and students regularly.

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	0.0%	0.0%	30.0%	26.8%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	28.8%	41.1%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	0.0%	35.1%	9.1%
Graduation Rate	0.0%	24.3%	82.7%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
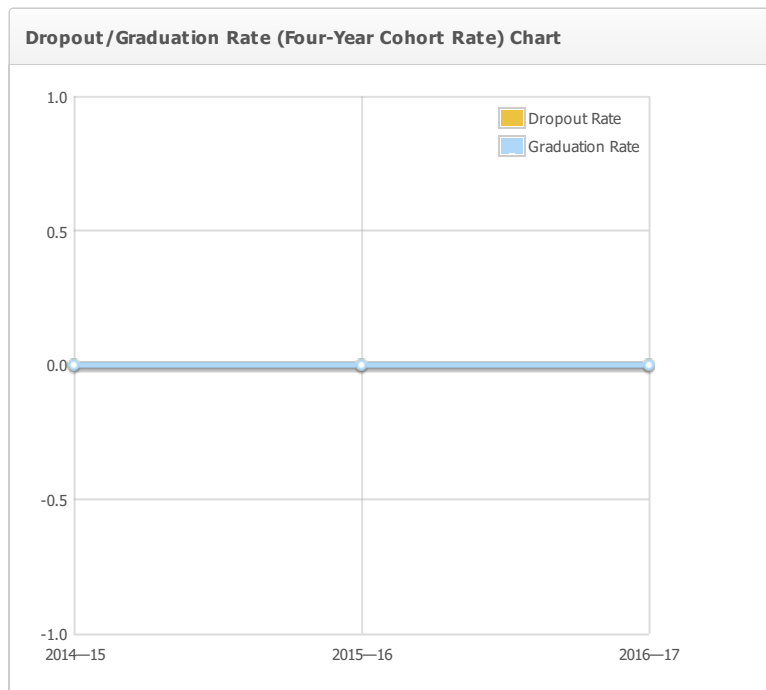
For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Last updated: 1/11/2019

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

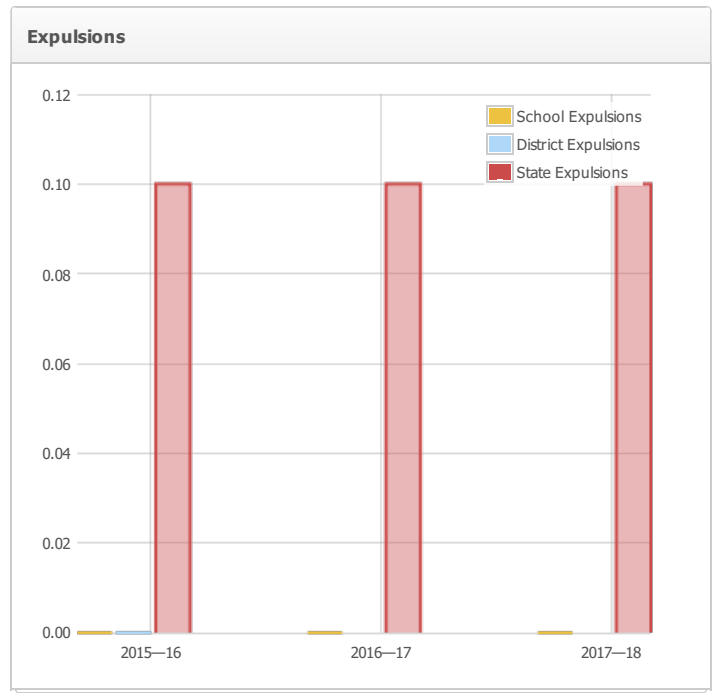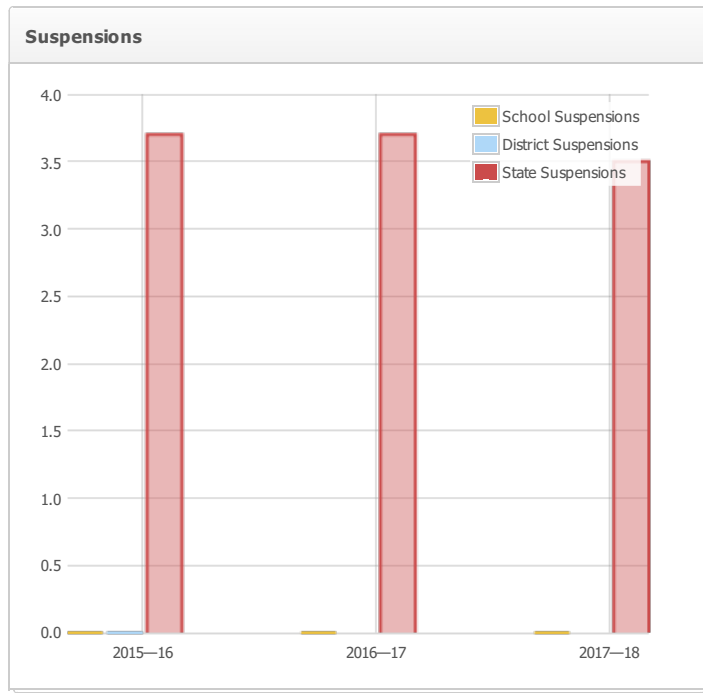| Student Group	School	District	State
All Students	0.0%	--	--
Black or African American	0.0%	--	--
American Indian or Alaska Native	0.0%	--	--
Asian	0.0%	--	--
Filipino	0.0%	--	--
Hispanic or Latino	0.0%	--	--
Native Hawaiian or Pacific Islander	0.0%	--	--
White	0.0%	--	--
Two or More Races	0.0%	--	--
Socioeconomically Disadvantaged	0.0%	--	--
English Learners	0.0%	--	--
Students with Disabilities	0.0%	--	--
Foster Youth	0.0%	--	--

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2015—16	School 2016—17	School 2017—18	District 2015—16	District 2016—17	District 2017—18	State 2015—16	State 2016—17	State 2017—18
Suspensions	0.0%	0.0%	0.0%	--	--	--	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	--	--	--	0.1%	0.1%	0.1%

Suspensions

Expulsions

School Safety Plan (School Year 2018—19)

AeroSTEM Academy has adopted a Comprehensive Safety Plan that was last updated in September of 2018.

To ensure school safety, AeroSTEM Academy has adopted policies and procedures that include:

- Child Abuse Reporting Procedures;

- Disaster Response Procedures;

- Suspension & Expulsion Policies;

- Discrimination & Harassment Policies;

- Dress Code;

- Bullying Prevention Policies and Procedures;

- Immunization Requirements;

- Tuberculosis Screening;

- Background Check Procedures;

- Medication in School Policies;

- Vision, Hearing, and Scoliosis Screening;

- Blood Borne Pathogens Training;

- Facility Safety Policies and Procedures;

- Drugs, Alcohol and Tabaco Free Environment;

- Suicide Prevention Policy; and

- Fire Safety Inspections

These policies and procedures are incorporated as appropriate into student and staff handbooks and are continually reviewed by committees and administration.

Last updated: 1/11/2019

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	0.0	0	0	0
1	0.0	0	0	0
2	0.0	0	0	0
3	0.0	0	0	0
4	0.0	0	0	0
5	0.0	0	0	0
6	0.0	0	0	0
Other**	0.0	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	0.0	0	0	0
1	0.0	0	0	0
2	0.0	0	0	0
3	0.0	0	0	0
4	0.0	0	0	0
5	0.0	0	0	0
6	0.0	0	0	0
Other**	0.0	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	0.0	0	0	0
1	0.0	0	0	0
2	0.0	0	0	0
3	0.0	0	0	0
4	0.0	0	0	0
5	0.0	0	0	0
6	0.0	0	0	0
Other**	0.0	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Last updated: 1/11/2019

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	0.0	0	0	0
Mathematics	0.0	0	0	0
Science	0.0	0	0	0
Social Science	0.0	0	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	0.0	0	0	0
Mathematics	0.0	0	0	0
Science	0.0	0	0	0
Social Science	0.0	0	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	0.0	0	0	0
Mathematics	0.0	0	0	0
Science	0.0	0	0	0
Social Science	0.0	0	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/11/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/11/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$0.0	$0.0	$0.0	$0.0
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$6574.0	--
Percent Difference – School Site and State	N/A	N/A	0.0%	0.0%

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

Last updated: 1/11/2019

Types of Services Funded (Fiscal Year 2017—18)

N/A

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$	--
Mid-Range Teacher Salary	$	--
Highest Teacher Salary	$	--
Average Principal Salary (Elementary)	$	--
Average Principal Salary (Middle)	$	--
Average Principal Salary (High)	$	--
Superintendent Salary	$	--
Percent of Budget for Teacher Salaries	0.0%	--
Percent of Budget for Administrative Salaries	0.0%	--

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart

Principal Salary Chart
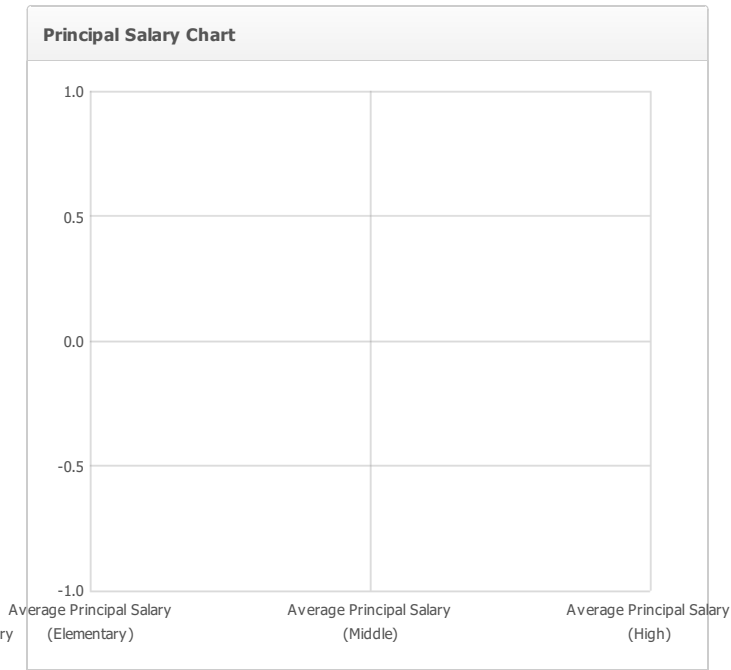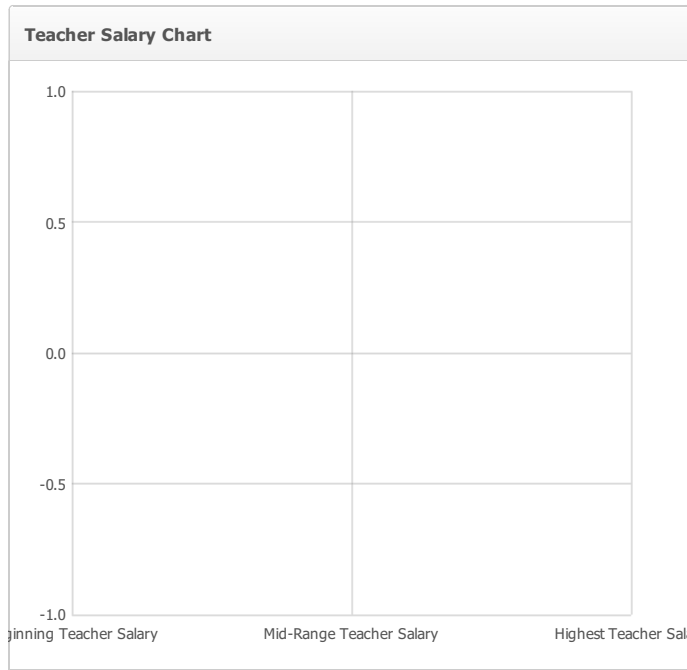
Advanced Placement (AP) Courses (School Year 2017—18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

*Where there are student course enrollments of at least one student.

Last updated: 1/11/2019

Professional Development

Staff professional development is a key component to AeroSTEM Academy's vision and mission to ensure that all students achieve their potential. Areas of continued focus include health and safety, curriculum and instruction, STEM, and CTE. Monthly staff meetings dedicate time for collaboration and training. AeroSTEM Academy utilizes local supports including Sutter County Office of Education, Yuba County Office of Education, Tri-County ROP, Sacramento Office of Education, Butte County Office of Education and the Yuba-Sutter Chamber of Commerce. Professional associations also provide training resources including the Association of Personalized Learning School and Services ("APLUS+"), California Charter Schools Association ("CCSA"), and the Charter Schools Development Center ("CSDC").

Last updated: 1/11/2019