



AGENDA
BOARD OF DIRECTORS MEETING
AeroSTEM Academy
June 29, 2022 6:00p.m. - Regular Meeting
AeroSTEM Academy
82 Second Street, Yuba City, CA

Mission Statement

The 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, technologic-intensive economy. The AeroSTEM Academy creates a culture of character and collaboration within the school, and in close partnership with college and professional communities. The educational program encourages imagination, incorporates experiential learning, and provides opportunities to engineer solutions.

Dream. Discover. Design.

Vision

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

Public Participation: Members of the public who attend the meeting may participate by completing and submitting cards identifying their name and what agenda item they would like to address. The Board may limit public input to 3 minutes per speaker, per agenda item.

A. CALL TO ORDER/APPROVAL OF AGENDA/INTRODUCTION OF ATTENDEES:

B. COMMENTS FROM MEMBERS OF THE PUBLIC CONCERNING ITEMS NOT ON THE AGENDA:

C. BOARD MEMBER REPORTS:

D. DIRECTORS' REPORT:

E. CONSENT AGENDA

1. Approval of minutes from May 18, 2022
2. Approval of minutes from June 8, 2022
3. Approval of minutes from June 13, 2022
4. Approval of minutes from June 27, 2022
5. Warrants/Check Register



F. THE BOARD OF DIRECTORS WILL DISCUSS AND/OR TAKE ACTION ON THE FOLLOWING ITEMS:

1. Public Hearing LCAP 22-23 and LCFF Budget Parent Overview: The Board will receive input for the 2022-23 LCAP with the 2022-23 Budget Parent Overview
2. LCAP 22-23 and LCFF Budget Parent Overview Adoption: The Board will adopt the 2022-23 LCAP with the 2022-23 Budget Parent Overview
3. Public Hearing: FY22-23 Annual Budget Review for public input
4. Adoption of FY22-23 Annual Budget
5. LCAP Local Performance Indicator Self-Reflection 2022-23: The Board will review the Local Performance Indicator Self Reflection
6. Public Hearing: 2022-2023 EPA Resolution for AeroSTEM Academy: the Education Protection Account (EPA) funds to be received by the school in FY 2022-2023 in the estimated amount of \$25,544.00 will be used solely for instructional non-administrative expenses
7. 2022-2023 EPA Resolution for AeroSTEM Academy: BE IT RESOLVED that the Education Protection Account (EPA) funds to be received by the school in FY 2022-2023 in the estimated amount of \$25,544.00 will be used solely for instructional non-administrative expenses
8. Restructuring of Start Up Loan Repayment Plan with CORE Charter School
9. Adoption of Business Director Job Description: The Board will review the proposed job description and Salary Schedule Placement for the new position of Business Director
10. Election of Board Officers for 2022-23
11. Adoption of Board Meeting Calendar for 2022-2023
12. Facilities

G. CLOSED SESSION: Public Employee Performance Evaluation and Contract, Executive Director

H. ITEMS FOR NEXT MEETING AGENDA: Review of LCAP and LCFF Parent Budget Overview, Review WASC Action Plan, CARS/CONAPP, Student Handbook, Employee Handbook, Safety Review, Volunteer Handbook, California Dashboard Review

I. NEXT MEETING DATE, TIME AND LOCATION: Wednesday, September 7, 2022 at 6:00pm in the Multipurpose Room of AeroSTEM Academy 82 Second Street Yuba City, Ca 95991

J. ADJOURNMENT:



Notice: The AeroSTEM Academy does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs or activities. Kathy Smith-McQuerry, Executive School Director, has been designated to receive requests for disability-related modifications or accommodations in order to enable individuals with disabilities to participate in AeroSTEM Academy's open and public meetings. Please notify Mrs. Smith-McQuerry at (530) 742-2531, forty-eight (48) hours or more prior to disability accommodations being needed in order to participate in the meeting.



NOTICE OF PUBLIC HEARING

AeroSTEM Academy
82 Second St., Yuba City, CA
and
Expo Hall, 442 Franklin Ave. Yuba City, Ca 95991

Notice is hereby given in accordance with the California Education Code 52062 b (1) that the AeroSTEM Academy Board of Directors will hold a public hearing as follows.

Date: Wednesday, June 29th, 2022

Time: 6:00 pm

Location: AeroSTEM Academy
82 Second Street
Yuba City, Ca.

TOPICS OF HEARING

2022 - 2023 LCAP (Local Control and Accountability Plan) and 2022 - 2023 LCFF (Local Control Funding Formula) Budget Parent Overview for public input prior to adoption by the Board of Directors. 2022-2023 Annual Budget for AeroSTEM Academy.

Copies of the above items are available for inspection 72 hours prior to the meeting at the AeroSTEM Academy located at 82 Second St. Yuba City Ca. or online at the AeroSTEM.org website.

For additional information concerning the LCAP, LCFF, or Annual Budget please contact the AeroSTEM Academy office at (530-742-2531)

BOARD OF DIRECTORS MEETING

AeroSTEM Academy
Wednesday, June 29, 2022, 6:00 p.m. - Regular Meeting
AeroSTEM Academy
82 Second St., Yuba City, CA

MINUTES from June 8, 2022 – Regular Meeting-CANCELED, NO QUORUM

A. CALL TO ORDER / APPROVAL OF AGENDA / INTRODUCTION OF ATTENDEES:

Dave Heslop, Board President, called the meeting adjourned at 6:25 pm, due to no quorum

ATTENDEES:

David Heslop - Board President
Dallan Reese - Board Secretary
Bryan Giles - Parent Board Member
Kathy Smith-McQuerry - AeroSTEM Academy Director
Debbie O'Brien - AeroSTEM Receptionist

ABSENTEES:

John Floe – Community Board Member
Marvin King – Community Board Member
Jennifer Stein - Community Board Member

Board meeting adjourned at 6:25 pm. Special Meeting scheduled for June 13, 2022 at 6:30 pm at the AeroSTEM Academy Multipurpose Room, 83 Second Street Yuba City, Ca..

Secretary/Treasurer

Date

BOARD OF DIRECTORS MEETING

AeroSTEM Academy
Wednesday, June 29, 2022, 6:00 p.m. - Regular Meeting
AeroSTEM Academy
82 Second St., Yuba City, CA

MINUTES from June 13, 2022 – Special Meeting

A. CALL TO ORDER / APPROVAL OF AGENDA / INTRODUCTION OF ATTENDEES:

Dave Heslop, Board President, called the meeting to order at 6:45 pm

APPROVAL OF AGENDA:

Motion by Dallan Reese and second by Bryan Giles to approve agenda with deletion of items F.5 and F.6.

Roll Call:

David Heslop: Yes

Dallan Reese: Yes

Jennifer Stein: Yes

Bryan Giles: Yes

Motion carried: Four (4) Yes and zero (0) No

ATTENDEES:

David Heslop - Board President

Dallan Reese - Board Secretary

Bryan Giles - Parent Board Member

Jennifer Stein - Community Board Member

Kathy Smith-McQuerry - AeroSTEM Academy Director

Joe Hendrix - Deputy Superintendent, Sutter County Superintendent of Schools

Debbie O'Brien - AeroSTEM Receptionist

Tony Barber - prospective Community Board Member

ABSENTEES:

John Floe – Community Board Member

Marvin King – Community Board Member

B. COMMENTS FROM MEMBERS OF THE PUBLIC CONCERNING ITEMS NOT ON THE AGENDA:

None

C. BOARD MEMBER REPORTS:

Bryan Giles reported on progress with the TangoFlight airplane build program

D. DIRECTOR'S REPORT:

Kathy Smith-McQuerry reported on end-of-year close-out and two upcoming student recruitment events.

E. CONSENT AGENDA:

1. Approval of Minutes from December 13, 2021

2. Approval of Minutes from January 31, 2021

3. Approval of Minutes from February 28, 2022
 4. Approval of Minutes from March 7, 2022
 5. Approval of Minutes from April 26, 2022
 6. Approval of Minutes from May 5, 2022
- Motion by Dallan Reese to approve the Consent Agenda, second by Bryan Giles

Roll Call:
David Heslop: Yes
Dallan Reese: Yes
Jennifer Stein: Yes
Bryan Giles: Yes

Motion carried: Four (4) Yes and zero (0) No

F. THE BOARD OF DIRECTORS WILL DISCUSS AND/OR TAKE ACTION ON THE FOLLOWING ITEMS:

1. Submission of interest for board membership by Tony Barber
Community member Tony Barber introduced himself and expressed interest in joining the board.
2. Resolution to have a Sutter County Superintendent of Schools County Treasury Account
CSMC Services will discontinue work with charter schools. The board discussed a resolution to authorize the Executive School Director to negotiate a contract with Sutter County Office of Education to use their Escape accounting service.

Motion by Bryan Giles to approve the resolution, second by Jennifer Stein

Roll Call:
David Heslop: Yes
Dallan Reese: Yes
Jennifer Stein: Yes
Bryan Giles: Yes

Motion carried: Four (4) Yes and zero (0) No

3. Contract for Karen Peters to provide financial services for 2022-2023 school year
AeroSTEM Academy's most recent account manager at CSMC, Karen Peters, was available via video conference and offered to provide back office services under contract for the remainder of June 2022 for \$2000, with discussion about a notional staff position after that.

Motion by Bryan Giles to adopt a June service agreement with Karen Peters, second by Jennifer Stein

Roll Call:
David Heslop: Yes
Dallan Reese: Yes
Jennifer Stein: Yes
Bryan Giles: Yes

Motion carried: Four (4) Yes and zero (0) No

4. Facilities (discussion)
David Heslop shared details of his correspondence with Alan Chambers of Eagle Architects concerning fees for improvements at the fairground campus and increases in overall cost. David Heslop recommended shelving further development of the fairgrounds campus and focusing on the airport campus, with priority toward feasibility of a septic drain field and increasing water capacity.

H. CLOSED SESSION:

Closed session opened at 7:24 pm - Public Employee Performance Evaluation and Contract, Executive School

Director

Closed session ended at 7:45 pm

Report out: Public Employee Performance Evaluation and Contract discussion will resume when the full board can meet.

I. ITEMS FOR NEXT MEETING AGENDA:

1. Public Hearing for LCAP – Local Control and Accountability Plan
2. Public Hearing for Parent Budget Overview and Budget
3. Closed session - Public Employee Performance Evaluation and Contract, School Director

J. NEXT MEETING DATE, TIME, AND LOCATION:

Monday, June 27, 2022, 6:30 pm, 82 Second Street, Yuba City, CA 95991

K. ADJOURNMENT:

Motion by Dallan Reese to adjourn the meeting, second Bryan Giles

Roll Call:

David Heslop: Yes

Dallan Reese: Yes

Jennifer Stein: Yes

Bryan Giles: Yes

Motion carried: Four (4) Yes and zero (0) No

Board meeting adjourned at 8:07 pm

Secretary/Treasurer

Date

AeroSTEM Academy

Agenda Item F1

TO: Board of Directors
FROM: Katheryn Smith-McQuerry, Executive Director
DATE: June 29, 2022

ITEM: 2022-2023 Local Control Accountability Plan (LCAP) Public Hearing With Supporting Documents Adoption (discussion/action)

Background and Summary Information:

The Academy is required to adopt an LCAP (Local Control Accountability Plan) that discloses how funds will be spent to provide high-quality educational programs benefiting all students, and specifically subgroups including socioeconomically disadvantaged, foster youth, English Language Learners, and Re-designated Fluent English Proficient students. Districts and Charters must set annual goals that align with their vision/mission and the 8 State Priorities. Significant subgroups must show improvement over the course of the plan. To be numerically significant, a district or charter must have at least 30 students in a subgroup. The exception to this rule is Foster Youth, which is considered significant at 15.

AeroSTEM held numerous meetings to receive comments and suggestions from all stakeholders allowing the opportunity to participate in the process and development of the 2020-2021 LCAP.

LCAP public hearing was held on June 27, 2022.

LCAP was approved by Charter Advisory Council on June 23, 2022.

LCAP includes the continuation of AeroSTEM Academy's main goals with updated action plans:

1. Ensure students are prepared for college and/or career opportunities.
2. Ensure a strong, rigorous learning community.

The 2022-2023 LCAP Budget Overview for Parents Input Form is included.

Financial/Educational Impact:

The LCAP Budget was developed to augment AeroSTEM Academy's education program, viability, and sustainability. The infusion of LCFF dollars allocated according to the LCAP enhances AeroSTEM Academy's education program ability to support student achievement.

Recommendation:

The Board of Directors adopts the 2022-2023 Local Control Accountability Plan (LCAP) With Supporting Documents.

AeroSTEM Academy

Agenda Item F2

TO: Board of Directors
FROM: Katheryn Smith-McQuerry, Executive Director
DATE: June 29, 2022

ITEM: 2022-2023 Local Control Accountability Plan (LCAP) Adoption With Supporting Documents Adoption (discussion/action)

Background and Summary Information:

The Academy is required to adopt an LCAP (Local Control Accountability Plan) that discloses how funds will be spent to provide high-quality educational programs benefiting all students, and specifically subgroups including socioeconomically disadvantaged, foster youth, English Language Learners, and Re-designated Fluent English Proficient students. Districts and Charters must set annual goals that align with their vision/mission and the 8 State Priorities. Significant subgroups must show improvement over the course of the plan. To be numerically significant, a district or charter must have at least 30 students in a subgroup. The exception to this rule is Foster Youth, which is considered significant at 15.

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1. Ensure students are prepared for college and/or career opportunities.
2. Ensure a strong, rigorous learning community.

The 2022-2023 LCAP Budget Overview for Parents Input Form is included.

Financial/Educational Impact:

The LCAP Budget was developed to augment AeroSTEM Academy's education program, viability, and sustainability. The infusion of LCFF dollars allocated according to the LCAP enhances AeroSTEM Academy's education program ability to support student achievement.

Recommendation:

The Board of Directors adopts the 2022-2023 Local Control Accountability Plan (LCAP) With Supporting Documents.

AeroSTEM Academy

Agenda Item F3

TO: Board of Directors

FROM: Kathy Smith, Executive Director
Dennis Nguyen, Charter School Management Company

DATE: June 29, 2022

ITEM: **Public Hearing: 2022-2023 Budget (discussion/action)**

Background and Summary Information:

The Budget was developed to ensure AeroSTEM Academy's education program, viability, and sustainability.

Financial/Educational Impact:

Refer to Budget Document.

Recommendation:

The Board of Directors discuss the 2022-2023 Budget to gain public input..

AeroSTEM



	NAME	2021-22 2ND INTERIM	2022-23 ADOPTED
	TOTAL ENROLLMENT	142	151
	AVERAGE DAILY ATTENDANCE	127.7	143.5
REVENUE	State LCFF Revenue	\$ 1,316,614	\$ 1,578,806
	Federal Revenue	\$ 519,922	\$ 190,277
	Other State Revenue	\$ 512,172	\$ 235,322
	Local Revenue	\$ 93,549	\$ 291,155
	TOTAL REVENUE	\$ 2,442,257	\$ 2,295,559
EXPENSES	Certificated Salaries	\$ 622,074	\$ 703,463
	Classified Salaries	\$ 292,208	\$ 222,859
	Benefits	\$ 319,464	\$ 386,317
	TOTAL PERSONNEL EXPENSES	\$ 1,233,746	\$ 1,312,639
	Books and Supplies	\$ 306,542	\$ 158,650
	Services and Other Operating Expenses	\$ 720,866	\$ 667,008
	Capital Outlay	\$ 125,000	\$ 121,000
	Other Outgoing	\$ 25,000	\$ 13,000
	TOTAL OTHER EXPENSES	\$ 1,177,408	\$ 959,658
	TOTAL EXPENSES	\$ 2,411,154	\$ 2,272,297
SUMMARY	SURPLUS\ (DEFICIT)	\$ 31,103	\$ 23,263
	<i>% of LCFF Revenue</i>	<i>2.4%</i>	<i>1.5%</i>
	BEGINNING FUND BALANCE	\$ 157,701	\$ 188,804
	ENDING BALANCE	\$ 188,804	\$ 212,067
	<i>% of LCFF Revenue</i>	<i>14.3%</i>	<i>13.4%</i>

SALARIES AND BENEFITS - SUMMARIZED

DEPT	FULL NAME	FTE	TOTAL SALARY	TOTAL BENEFITS
1100	Teacher Salaries	7.00	417,686.00	181,783.88
1120	Substitute Teachers	1.00	5,100.00	1,609.15
1200	Certificated Pupil Support Salaries	1.00	65,048.00	27,187.37
1300	Certificated Supervisor and Administrator Salaries	2.00	215,629.00	73,747.97
2100	Instructional Aide Salaries	2.00	38,433.92	14,405.99
2200	Classified Support Salaries	2.00	51,130.50	18,865.03
2400	Clerical, Technical and Office Staff Salaries	4.00	133,294.40	68,717.49
		19.00	926,321.82	386,316.89

GRADE 2022-23 ADOPTED	
ENROLLMENT BY GRADE	
K	
1	
2	
3	
4	
5	11
6	25
7	21
8	33
9	22
10	18
11	10
12	11
OTHER (CTC)	
TOTAL	151

DAILY ATTENDANCE RATE	
K	95.00%
1	95.00%
2	95.00%
3	95.00%
4	95.00%
5	95.00%
6	95.00%
7	95.00%
8	95.00%
9	95.00%
10	95.00%
11	95.00%
12	95.00%
OTHER (CTC)	98.00%
TOTAL	95.0%

AVG DAILY ATTENDANCE BY GRADE	
5	10.5
6	23.8
7	20.0
8	31.4
9	20.9
10	17.1
11	9.5
12	10.5
TOTAL	143.5

AVG DAILY ATTENDANCE BY GRADE RANGE	
K-3	-
4-6	34.20
7-8	51.30
9-12	57.95
TOTAL	143.45

ACCT	ACCOUNT NAME	2021-22 2ND INTERIM	2022-23 ADOPTED
LCFF			
8011	LCFF; state aid	996,435.00	1,211,301.00
8012	LCFF; EPA	25,544.00	28,690.00
8096	In-Lieu of Property Taxes	294,635.00	338,814.56
<i>TOTAL LCFF REVENUE</i>		1,316,614.00	1,578,805.56
FEDERAL			
8181	Special Ed - Federal IDEA and MH	26,574.00	29,641.00
8220	Federal Child Nutrition	110,000.00	80,000.00
8290	ESSER II	84,666.00	
8290	ESSER III	211,501.00	10,000.00
8290	ELO 3216	12,860.00	
8290	ELO 3217	2,951.00	
8290	ELO 3218	8,377.00	
8290	ELO 3219	14,440.00	
8291	Title I	33,496.00	52,974.00
8292	Title II	5,057.00	7,662.00
8294	Title IV	10,000.00	10,000.00
<i>TOTAL FEDERAL REVENUE</i>		519,922.00	190,277.00
OTHER STATE			
8520	State Nutrition	5,000.00	3,500.00
8550	Mandate Block Grant	2,979.00	4522.36
8590	Educator Effectiveness	24,593.00	24,593.00
8590	A-G Improvement Grant	75,000.00	
8590	Other State Revenues - CTEIG Grant/LLMF	79,720.00	
8590	In Person Instruction	41,565.00	
8590	ELOG 7425	39,984.00	
8590	Expanded Learning Opportunity 7426	9,735.00	
8590	ELOP	50,000.00	
8591	SB 740 Rent re-imburement program	155,908.00	170,000.00
8599	Prior Year State Revenues		
8560-12	Restricted Lottery	7,894.00	9,324.25
8560-22	Lottery	19,795.00	23,382.35
<i>TOTAL OTHER STATE REVENUE</i>		512,173.00	235,321.96
LOCAL			
8660	Interest	533.00	533.00
8699	All Other Local Revenue	26,144.00	205,813.75
<i>TOTAL LOCAL REVENUE</i>		93,549.00	291,154.75
TOTAL REVENUE		2,442,257.00	2,295,559.27

ACCT	ACCOUNT NAME	2021-22 2ND INTERIM	2022-23 ADOPTED
4000 - BOOKS AND SUPPLIES			
4100	Approved Textbooks and Core Curricula Materials	142,000	37,500
4200	Books and Other Reference Materials	1,542	1,500
4300	Materials and Supplies	12,000	5,000
4315	Classroom Materials and Supplies	12,000	12,500
4381	Materials for Plant Maintenance	3,000	9,000
4400	Noncapitalized Equipment	35,000	3,000
4410	Software and Software License	8,000	16,000
4430	General Student Equipment	45,000	19,150
4700	Food and Food Supplies	48,000	55,000
TOTAL BOOKS AND SUPPLIES		306,542	158,650
5000 - SERVICES AND OTHER OPEX			
5200	Travel and Conferences	-	3,000
5210	Professional Development	14,000	12,000
5300	Dues and Memberships	14,000	10,000
5400	Insurance	39,367	52,000
5500	Operation and Housekeeping Services/Supplies	22,000	9,000
5501	Utilities	28,000	22,500
5600	Space Rental/Leases Expense	251,988	250,500
5601	Building Maintenance	3,000	7,000
5605	Equipment Rental/Lease Expense	35,000	40,000
5610	Equipment Repair		500
5800	Professional/Consulting Services and Operating Expenditures	50,000	33,000
5803	Banking and Payroll Service Fees	5,000	5,000
5805	Legal Services	40,000	10,000
5806	Audit Services	9,036	7,000
5807	Legal Settlements	16,000	
5810	Educational Consultants	61,000	45,720
5811	Student Transportation / Events	7,000	
5815	Advertising / Recruiting	15,000	30,000
5830	Field Trips	-	3,000
5873	Financial Services	48,000	60,000
5874	Personnel Services	308	1,500
5875	District Oversight Fee	13,166	15,788
5877	IT Services	22,000	20,000
5900	Communications	15,000	22,000
5891	CSC/CAM Fees	12,000	7,500
TOTAL SERVICES AND OTHER OPEX		720,866	667,008
6000 - CAPITAL OUTLAY			
6900	Depreciation Expense	125,000	121,000
TOTAL DEPRECIATION		125,000	121,000
7000 - OTHER OUTGOING			
7000	Misc Expense	10,000	10,000
7438	Debt	15,000	3,000
TOTAL OTHER OUTGOING		25,000	13,000
TOTAL EXPENSES		1,177,408	959,658

AeroSTEM Academy

Agenda Item F4

TO: Board of Directors

FROM: Kathy Smith, Executive Director
Dennis Nguyen, Charter School Management Company

DATE: June 29, 2022

ITEM: **2022-2023 Budget Adoption (discussion/action)**

Background and Summary Information:

The Budget was developed to ensure AeroSTEM Academy's education program, viability, and sustainability.

Financial/Educational Impact:

Refer to Budget Document.

Recommendation:

The Board of Directors adopts the 2022-2023 Budget as Presented.

AeroSTEM Academy

Agenda Item F5

TO: Board of Directors

FROM: Katheryn Smith-McQuerry, Executive Director

DATE: June 29, 2022

ITEM: **2022-2023 LCFF Local Performance Indicators** (Discussion)

Background and Summary Information:

The 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. 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 a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

Financial/Educational Impact:

None.

Recommendation:

The Board of Directors review the 2022-2023 Local Performance Indicators.



— Dream • Discover • Design —

Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
AeroSTEM Academy	Katheryn Smith-McQuerry Executive Director	ksmith@aerostem.org 530-742-2531

Introduction

The 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. 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 a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- 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.

Performance Standards

The performance standards for the local performance indicators are:

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

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

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 at a regularly scheduled meeting 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 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 a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board 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 at a regularly scheduled meeting 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 county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting 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 at a regularly scheduled meeting 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 misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- 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)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	1	10%
Total Teacher Misassignments	0	0%
Vacant Teacher Positions	0	0%

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



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			3		
Next Generation Science Standards				4	
History-Social Science					5

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

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

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

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
Career Technical Education			3		
Health Education Content Standards		2			
Physical Education Model Content Standards		2			
Visual and Performing Arts		2			
World Language			3		

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.

AeroSTEM Academy is working toward updating curriculum and program offerings in light of changes made through the Covid Pandemic and resulting school closures and distance learning. We offer three CTE Pathways through newly adopted standards based and workforce based curriculum to continually develop the CTE programs to incorporate college and career awareness and current industry standards. With the additions of 5th and 12th grade this year, our evolution continues in academic content as we adjust to meeting the needs of all students. Staff turnover has impacted progress in identifying staff development needs. Implementation of a new assessment system based on the state's adopted assessments has necessitated additional training as well.

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):

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

Building Relationships	1	2	3	4	5
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.			3		
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.				4	
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.				4	

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

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

Parents are an integral part of the AeroSTEM school community. Parents are regularly surveyed for feedback and the needs of the family and student. This information guides the decisions being made and how we approach things like our schedule, our meal program, our pickup times, and classes we offer. We use communication methods such as Parent Square, email, Google Classroom announcements, social media postings, all calls, and text messages to regularly communicate with parents everything from missing assignments in individual classes to school wide events. Parents serve as volunteers for field trips, fund raisers, classrooms, and join the Charter Council and Charter School Board to provide input and guidance on school policies.

AeroSTEM Academy also produces an annual School Accountability Report Card ("SARC") to communicate school demographic data and performance to the California Department of Education ("CDE") and the public. All student achievement data and student information data kept in its school information system, School Pathways, will be available for reporting purposes including the SARC. Annually, student achievement data will be disaggregated to clearly identify the academic performance of students by sub-groups (e.g., by ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities).

Parents are notified of results in graded work and progress reports via the Student Information System, Google Classroom, Parent Square or email notices from teachers. Stakeholders can access the School Pathways Information System (SIS) to see current grades and use that information in staff and parent conferences. AeroSTEM reports grades using the SIS and issues credits to high school students and final grades for the entire school population twice a year as semester grades, in addition to a minimum of two progress reports periodically through each semester.

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.

Parents have expressed a desire to have more participation on campus activities and an active volunteer organization. Parent participation is currently not tracked or structured in a meaningful way outside of the board representative and 1-2 charter site council members. The Academy has set a new action item under goal 2 of the LCAP to: Establish a volunteer handbook, volunteer training, and volunteer onboarding system, community/volunteer calendar of events, post volunteer opportunities, and track parent volunteer participation via participation logs.

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

AeroSTEM recognizes a need to continue to further develop and support the connection between staff and the community as schools return to in person instruction. To this end, we are setting an action plan to encourage parent involvement through greater development of volunteer structures and opportunities.

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):

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

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.				4	
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.			3		
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.				4	
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.			3		

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

- 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.

Strengths:
 Student progress discussions are a strength of the school. Teachers regularly meet with parents and students on collaborative Mondays for Student Success Team (SST) meetings, parent-student-teacher conferences, Attendance re-engagement sessions, 504 meetings, and IEP meetings.

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

AeroSTEM recognizes a need to continue to further develop and support the connection between staff and the community as schools return to in person instruction. To this end, we are setting an action plan to encourage parent involvement through greater development of volunteer structures and opportunities.

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

While communication with families is developing in an ongoing manner, advocacy oriented activities are just beginning. Developing parent participation capacities is still in initial implementation as we return to campus learning at our new campus location and learn to accommodate a split campus. A focus area is to ensure parent participation in both charter site council and board of directors.

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):

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

Seeking Input	1	2	3	4	5
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.				4	
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.				4	

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

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

AeroSTEM Academy seeks and encourages family participation in nearly every aspect of AeroSTEM Academy. Parent surveys are regularly sent home to seek parent input and assist parents in understanding school decision making processes. Parents sit on the Charter Site Council advisory body as well as the Charter Board of Directors. Announcements are made regularly through Parent Square postings, email blasts, texts and phone calls. Teachers call and email parents to keep them "in the loop" regarding their student's progress and call home to give praise reports as well as address concerns. Staff regularly schedule parent teacher conferences, IEP and 504 meetings, and parent-teacher conferences to work collaboratively with families and advocate for student success.

- 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.

Building capacity of administrators and staff to train parent volunteer groups and establish a parent club could be beneficial.

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

AeroSTEM Academy added LCAP Goal 2.11 to provide structured opportunities to include parents and volunteers.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary 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.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Panorama Education Study on school climate administered to students in May 2022 indicates the following summaries:

Grade 5 decreased in student climate survey responses, but all other grades increased by 2-17% in student climate surveys from the beginning of the year.
Overall 54.5% is positive in grades 6-12 and 48.2% is positive in grade 5 according to student surveys.
Parent survey response indicated greater than 65% felt safe in classes.

How supported students feel through their relationships with friends, family, and adults at school. 74%
School Climate- Perceptions of the overall social and learning climate of the school. 69%
School Engagement- How attentive and invested students are in school. 38%
Academic needs were ranked at 74% positive with most students identifying no need for help and needing help with math being the second highest mark.
Learning Model was 57% positive with 40% of students expressing they wished they spent more time learning at school and less learning at home.
School Public Health Measures were 70% positive with most students finding health and safety measures adequate and easy to follow.

Meaning:

The student survey from Panorama indicates that students are feeling less connected and engaged to the courses this year, particularly at the beginning of the school year, when just returning to on campus learning from covid school closures.. Over the year staff made a concerted effort to increase student satisfaction and sense of belonging by creating student events, spirit days, and student led activities. This led to an increase in student satisfaction in grades 6-12 of up 17% from the beginning of the school year. While parents indicate a generally higher positive ranking in most areas, student connectedness and engagement will need to be a priority in increasing student

learning outcomes and attendance rates. Both surveys indicate a general satisfaction and positive ranking for teacher regard and feelings of safety and health on campus. Courses surveyed that are mostly or entirely online received the lowest satisfaction rankings with both parents and students, indicating a need for greater support for students taking online courses.

Use:
AeroSTEM Academy is hiring a counselor directly on staff full time to address the social emotional learning needs of students, assist in creating a positive school climate, and provide career and college readiness advising.

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)
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)
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)
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)

1. AeroSTEM uses the Student Information System to track student enrollment in courseware. Courses are aligned to a-g requirement, local graduation requirements outlined in the charter petition, and state reporting guidelines for all grade levels and student categories.

2. AeroSTEM Academy believes in a full inclusion school environment in which all students are enrolled in a course of study outlined by the charter petition to the greatest extent appropriate. We have two school sites divided by courses, not students so that all students have access to courses at both sites. Over time, we have found students sometimes transfer to AeroSTEM after having completed some units at other high schools. In those cases, they may have met or not met credits for classes offered for their particular grade level cohort, causing them to have a schedule different than their peers. This is particularly noticeable in the areas of foreign language, CTE, and mathematics courses. AeroSTEM offers credit recovery options utilizing the Monday flexible learning day to offer these students online courses and additional supports.

3. Barriers for providing the broad course of study include the small size of the school, which limits the number of courses that can be offered in each subject. Additionally, having such a small student enrollment limits the access to credentialed staff, so AeroSTEM must look to distance learning programs with shared credentialed teachers for subjects such as health, foreign language, and fine arts.

4. AeroSTEM accesses courses with credentialed teachers through shared distance learning contracts. AeroSTEM is hiring a bilingual para-educator to assist students in learning a foreign language with an online teacher. AeroSTEM is exploring ways to create credit recovery opportunities or increase flexibility with courses to accommodate students who enter the school with incomplete credit progress from previous schools. AeroSTEM students are encouraged to participate in dual enrollment courses through Yuba College and access additional CTE courses offered through the Sutter County ROP consortium.

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

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

Rating Scale (lowest to highest) -

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

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