

Agenda

SUTTER COUNTY BOARD OF EDUCATION **SPECIAL MEETING**

Wednesday, May 8, 2019 - 6:15 p.m.
Sutter County Superintendent of Schools Office
970 Klamath Lane – Board Room
Yuba City, CA 95993

A full Board packet is available for review at the Sutter County Superintendent of Schools Office Reception Desk, 970 Klamath Lane, Yuba City, CA (8:00 a.m. – 5:00 p.m., Monday through Friday – excluding legal holidays) and the Sutter County Superintendent of Schools' website at www.sutter.k12.ca.us.

The California Government Code, Section 54954.3 states, "*.....Every notice for a special meeting shall provide an opportunity for members of the public meeting to directly address the legislative body concerning any item that has been described in the notice for the meeting before or during consideration of that item.*"

- 6:15 p.m.**
- 1.0 Call to Order
 - 2.0 Pledge of Allegiance
 - 3.0 Roll Call of Members:

Jim Richmond, President
Ron Turner, Vice President
Karm Bains, Member
Victoria Lachance, Member
June McJunkin, Member
 - 4.0 Public Comments (*individuals may address the Board regarding items 5 and 6*)
 - 5.0 Public Hearing Regarding the AeroSTEM Academy Charter Material Revision – Chris Mahurin
 - 6.0 AeroSTEM Academy Charter Material Revision
Chris Mahurin **[Action Item]**

AeroSTEM Charter Academy staff is asking for the Board to approve a material revision of the AeroSTEM Charter Petition. The original petition is a five-year submission for the term of July 1, 2018 – June 30, 2023.
 - 7.0 Adjournment

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 Superintendent's Office at 530-822-2900 for assistance. Notification at least 48 hours prior to the meeting will enable the Superintendent's 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 Sutter County Superintendent of Schools Office located at 970 Klamath Lane, Yuba City, CA 95993.

BOARD AGENDA ITEM: AeroSTEM Academy Charter Material Revision & Academy Annual Update

BOARD MEETING DATE: May 8, 2019 – Special Meeting

AGENDA ITEM SUBMITTED FOR:

PREPARED BY:

Action

Chris Mahurin

Reports/Presentation

SUBMITTED BY:

Information

Chris Mahurin

Public Hearing

PRESENTING TO BOARD:

Other (specify)

Chris Mahurin

BACKGROUND AND SUMMARY INFORMATION:

AeroSTEM Charter Academy staff is asking for the Board to approve a material revision of the AeroSTEM Charter Petition. The original petition is a five-year submission for the term of July 1, 2018 – June 30, 2023.

SUTTER COUNTY BOARD OF EDUCATION

NOTICE OF PUBLIC HEARING

The Sutter County Board of Education hereby gives notice that a Public Hearing will be held as follows:

TOPIC OF HEARING:

AeroSTEM Academy Charter Material Revision & Academy Annual Update

HEARING DATE: May 8, 2019

TIME: 6:15 p.m.

LOCATION: Board Room
Sutter County Superintendent of Schools
970 Klamath Lane
Yuba City, CA 95993

For additional information, contact Superintendent Tom Reusser, Sutter County Superintendent of Schools, 970 Klamath Lane, Yuba City, California. (530) 822-2900

Posted: 5/7/2019

BOARD AGENDA ITEM: AeroSTEM Academy Charter Material Revision & AeroSTEM Academy Annual Update

BOARD MEETING DATE: May 8, 2019 - Special Meeting

AGENDA ITEM SUBMITTED FOR:

PREPARED BY:

X Action

Chris Mahurin

 Reports/Presentation

SUBMITTED BY:

 Information

Chris Mahurin

 Public Hearing

PRESENTING TO BOARD:

 Other (specify)

Chris Mahurin

BACKGROUND AND SUMMARY INFORMATION:

- AeroSTEM Academy Charter Petition is now revised to be a "classroom-based" program. Currently, AeroSTEM Academy is categorized and funded as a "non-classroom" based program. However, all students currently attend on-site classes four days a week. A Daily Schedule is included to illustrate how AeroSTEM will meet the instructional minutes required by a classroom-based program beginning in 2019-20, and in accordance with Ed Code 47612.5(a). AeroSTEM Academy believes the updated structure and designation will better meet the educational needs of students and provide access to facility funds needed to deliver the site-based program. **(See pages 28-29: "Instructional Minutes" & Independent Study")**
- The school is currently operating at Sutter County Fairgrounds. AeroSTEM Academy is working towards moving the school facility to Sutter County Airport. The updated location has been added to the Charter Petition. In accordance with Education Code Section 17215, AeroSTEM Academy has submitted the required information to the California Department of Education, and the proposed location is being studied by the Department of Transportation, Division of Aeronautics for approval. AeroSTEM Academy believes the new location will be a higher quality educational environment. It will ensure an on-going partnership with the local aerospace/aviation community to maintain a rich and relevant "Aerospace" and "STEM" education for all students. **(See page 91: "Facilities")**
- Changes in education code necessitated updates in the Health and Safety section of the Charter. They include "Feminine Hygiene," "Nutritionally Adequate Free & Reduced Meals," "California Healthy Youth Act," and "Comprehensive School Safety Plan." **(See pages 53-56: "Health and Safety")**
- Board member and administrative biographies have been updated. (See pages 47 & 9-10: "Leadership in Governance: Board of Directors" & "School Leadership Biographies")
- Additional curriculum has been added to courses where it is being used **(See pages 17-26: "Course Offerings")**



— Dream . Discover . Design —

A California Charter School

Charter Petition

Five-Year Submission

For the Term July 1, 2018 – June 30, 2023

Material Revision Submitted April 29, 2019

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Intent of the Charter Schools Act

It is the intent of the Legislature, in enacting the Charter Schools Act of 1992, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- (a) Improve pupil learning.
- (b) Increase learning opportunities for all pupils, with special emphasis on expanding learning experiences for pupils identified as academically low achieving.
- (c) Encourage the use of different and innovative teaching methods.
- (d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- (e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- (f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.
- (g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

Affirmations and Declaration

As the authorized lead petitioner, I, Chris Mahurin, hereby certify that the information submitted in this petition for a California public charter school to be named AeroSTEM Academy (the “Charter School”), to be located within the boundaries of the Yuba City Unified School District (“YCUSD” or the “District”), and to be authorized by the Sutter County Board of Education (“SCBOE” or the “County Board”), with oversight from the Sutter County Superintendent of Schools (“SCSOS” or the “County Office”) (collectively referred to herein as the “County”) is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, AeroSTEM Academy will follow any and all federal, state, and local laws and regulations that apply to the Charter School, and further, AeroSTEM Academy:

- Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in the statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Declares that it shall be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
- Shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- Shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- Shall admit all students who wish to attend AeroSTEM Academy. However, if the number of students who wish to attend AeroSTEM Academy exceeds the Charter School’s capacity, attendance, except for existing students of the Charter School, shall be determined by a public random drawing. If a drawing is necessary, preference will be given to students currently attending AeroSTEM Academy and students who reside in the District as identified within this charter in accordance with 47605(d)(2)(B)(i)-(iv) and 47605.3. Except as required by Education Code Section 47605(d)(2), Education Code Section 51747.3, and Education Code Section 51747.3, admission to AeroSTEM Academy shall not be determined according the place of residence of the pupil or of his or her parent or guardian within the State. In the event of a drawing, the County shall make reasonable efforts to accommodate the growth of AeroSTEM Academy in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- Shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]

- Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.
- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to, credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- Shall ensure that teachers in the AeroSTEM Academy hold a Commission on Teacher Credentialing, certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by the statute, flexibility will be given to noncore, non-college preparatory teachers. [Ref. Education Code Section 47605(l)]
- Shall at all times maintain all necessary and appropriate insurance coverage.
- Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the AeroSTEM Academy without completing the school year for any reason, AeroSTEM Academy shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide the school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(d)(3)]
- May encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- Shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- Shall on a regular basis consult with its parents and teachers regarding the educational programs. [Ref. Education Code Section 47605(c)]
- Shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- Shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- Shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").

- Shall comply with the Ralph M. Brown Act, the Political Reform Act, and the Public Records Act.
- Shall comply with the Family Educational Rights and Privacy Act (“FERPA”).
- Shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Chris Mahurin, Executive Director

Date

Background

AeroSTEM Academy has its roots in one of the most viable California charter schools operating: CORE Charter School (previously CORE @ The Camptonville Academy Charter School, "CORE"). This charter school has been in operation with sponsorship by the Camptonville Union Elementary School District since October 1998 and has its fourth petition approved through November of 2022. CORE has an excellent reputation and successful track record in personalized learning. At CORE, students' individual learning styles, interests, skills, and family life become a priority. The leadership group of CORE continually seeks to meet and, in many cases, surpass all state and federal requirements. CORE is fully WASC accredited and has not had a material financial audit exception in its nineteen-year history.

AeroSTEM Academy began as a single high school course at CORE under the instruction of Mr. Leslie Sanders, CFI, CFII, MEI, ATP. Students enrolled in Intro to Aerospace and began learning about aviation history, science, growing technology and the aviation industry. Within two years, due to its popularity, an advanced course was added: *Guided Flight Discovery*, in which students prepared to pass the FAA Private Pilot Knowledge Exam. Many related field trips and guest speakers were added to the student's schedule to provide real world "snapshots" of the aviation community. In 2013 CORE opened a new resource center for its primary program, allowing the advent of an aerospace program to fully occupy the original resource center at 922 G Street in Marysville. In addition, the program added a Model Aeronautics instructor and two credentialed core academic instructors. The program was accelerated with additional funding from the Career Pathways ("STREAM") Grant in partnership with the Sutter County Office of Education. That enabled the program to be developed with essential technology including a certified flight simulator, unmanned aerial vehicle ("UAV") kits, and 3D printers. The program was installed as CORE's Aerospace STEM Academy specifically designed for 7th and 8th grade students on the brink of their high school experience. Since then, students have built and programmed team drones for competition, have been highlighted on Good Day Sacramento, a television program, have been featured on local radio shows, and have hosted their own Aerospace Day community event, to name a few accomplishments. The program's goal then, as it continues to be, was to introduce students to the critical need for Science, Technology, Engineering and Mathematics ("STEM") knowledge, integrate STEM skills into all subject areas, and prepare students in a relevant way for the growing technological economy. Aerospace was and is an exciting way to direct this attention.

As a derivative of CORE's personalized learning program, the Charter School will enjoy the same student success that results from incorporating parent involvement. Parents are part of the instructional and learning team. They communicate with teachers to ensure content comprehension and progress. They spend time learning right next to their child, become adept with such online platforms as Microsoft Education for monitoring and communication purposes, attend field trips, help plan events, and even enrich the program by making valuable opportunities available. Parent empowerment and involvement is a central component of the Charter School philosophies.

Founding Team

As mentioned above, Aviator Leslie (“Les”) Sanders, hosted a beginning course at CORE. Les is a Federal Aviation Administration certificated airplane pilot with nearly 7,000 flight hours and holds Flight Instructor Certificates for: Airplane, Single Engine Land (“CFI”), Airplane, Multiengine Land (“MEI”), Airplane Instrument Instructor (“CFII”), and Advanced Ground Instructor (“AGI”), and holds an Airline Transport Pilot Rating (“ATP”). In addition, Les holds a Bachelor’s Degree in Business Administration and a Designated Subjects Career Technical Education (“CTE”) Teaching Credential. Les is Chairman of the Northern California Aerospace Initiative (“NCAI”) (see below) and volunteers for a number of civic and charitable organizations such as Angle Flight, Experimental Aircraft Association and Civil Air Patrol.

Chris Mahurin, Executive Director of CORE, (see School Leadership Biographies), had the vision for a high-quality aerospace pathway in our community. Initially, he budgeted for, scheduled and promoted the course, *Intro to Aerospace*. Since then, he has been integrally involved in designing CORE’s Aerospace STEM Pathway and seeking support and grants aligned with this unique program.

Kathy Kunde, Assistant School Director and Angela Choate, Director of Operations (see School Leadership Biographies), worked together to support the start-up course by training and supporting the teacher, obtaining curriculum and supplemental resources, and adapting the center-class schedule and course catalog to accommodate the program. Angela has since assisted with seeking and receiving University of California ‘a-g’ approval for both high school courses as well as articulation with Sacramento City College. They continue to be involved in the program’s development.

A fundamental partner to this unique academic program is the Northern California Aerospace Initiative (NCAI), a non-profit organization. NCAI recognizes the employment demands and tremendous opportunities within the aerospace industry. NCAI’s mission is to develop, sustain, and promote aeronautical career pathways in the region. Comprised of commercial pilots, airport managers, engineers, mechanics, technicians, air force personnel, and university representatives, NCAI is a sustainable foundation to continuously provide the career expertise and support needed to develop a high-quality STEM program.

With stakeholders, experience, and community support in place, AeroSTEM Academy now stands at the threshold of providing this unique educational opportunity to students who only need an open school door, knowledgeable teachers and willing parents to fully realize their potential. AeroSTEM Academy intends to build on the proven success of CORE’s collaborative model, academic rigor, and sustainability to thoroughly prepare students for college and career beyond high school. With a pulse on the growing technology and industry movements through its partners, AeroSTEM Academy will bring the most current information and innovative instructional methods to support student success.

Introduction

The Yuba-Sutter region is situated within the Sacramento Valley, lending itself to diverse STEM opportunities. First, it is not far from the Silicon Valley, home to the world's high-tech corporations. Second, it is less than an hour from Sacramento International Airport, and third, it is part of an agriculture community with field and water management programs, and it is adjacent to several community airports, all of which are expanding UAV applications as solutions to management and economic concerns. It is an area ripe for a new generation of technological performing civic citizens.

In the fall of 2018, the Charter School will open its doors to 6th through 9th grades, adding the subsequent grade level with each successive year.

AeroSTEM Academy's founding team recognizes the career opportunities and is eager to raise up the future of our Yuba-Sutter homeland. We seek to strengthen the sense of pride young minds gain when they set goals for their dreams, discover possibilities and pathways, and design a satisfying and enriching course of action. Setting goals, establishing commitment, and persevering will be the primary "muscles" we exercise through academic rigor and hands-on experiences. We hope to further convey the need for such disciplines by involving families in the learning process. Families tend to have the most influence over children, and together we can strengthen community expectations.

Through this charter petition, the AeroSTEM Academy founders represent their mission and vision for providing an educational program conducive to the 21st Century technology-based society within the context of the Yuba-Sutter region and the surrounding Sacramento Valley. We invite Sutter County Board of Education to join us in this adventure by authorizing this charter.

School Leadership Biographies

Utilizing the expertise of our leadership group and the input of our excellent teaching staff, we have laid out our unique educational approach that will be available to students attending.

Leadership in School Organization and Administration

Chris Mahurin, Executive Director, has worked in education for over 17 years as a group home tutor, classroom teacher, alternative program developer, personalized learning teacher and administrator for CORE. Chris graduated with Highest Honors from the University of California, Santa Barbara with a double major in Philosophy and Religious Studies. He holds a Single Subject Teaching Credential in Social Science and an Administrative Services Credential. Chris continues to advocate for alternative education with every opportunity.

Kathy Smith, School Director for AeroSTEM Academy, has worked in education for over 20 years as a Foster Parent and Group Home Manager, Special Education and General Education Teacher, and Science Based Charter School Director and Program Developer. Kathy graduated from the California State University, Chico with a double Master's degree in Educational Leadership and Curriculum and Instruction. She holds credentials in Administration, Special

Education, and Multiple Subjects. Kathy has a passion for learning through science and hands on projects and believes charter schools offer student a unique setting in which to excel.

Kathy Kunde, Assistant School Director for CORE, joined CORE in 2002 as a personalized learning teacher. She has served as the Assistant School Director with full credentials since 2011. Her duties have included program development and serving as a student/parent and teacher facilitator. She continues to advocate for alternatives to education with every opportunity.

Marla Landon, Special Education Director for CORE, having spent several years as a general educator teacher, Marla relates well to students and their parents and knows how to plan suitable programs to meet individual needs. She serves a caseload of special education students, regularly consults with general education teachers and RSP providers, coordinates student services, facilitates all IEP meetings, and strives to stay current with Special Education law and best practices.

Angela Choate, Director of Operations for CORE, has served the charter school program in a variety of ways since its inception, as well as homeschooled her own children through its program. She oversees non-certificated staff through daily operations, manages the Charter School's State Information Systems, implements State-mandated policies and programs, and helps facilitate CORE's personalized program for enrolled families.

Leadership in Finance, Facilities, and Business Operations

Pat Horton, Business Director for CORE, has been a member of the CORE leadership team since August 2002. She provides the link between the day-to-day business operations and the budget planning, with the financial oversight at the county level. Ms. Horton has been involved in office management for 25 years and brings experience from the California school system, having worked for school districts and other charter schools. She is responsible for all purchasing duties, bookkeeping, record keeping, management of student budgets, and accounts payable through the County software system.

Dr. David Guthrie, Financial Consultant, assists CORE in interfacing with the County finance office and business systems. He provides oversight for CORE business processes and other compliance issues, promoting collaboration and accountability through policy development, business support services, accounting, budgeting, human resources, marketing, program evaluation, and assessment. Dr. Guthrie works collaboratively with public and private agencies to design education programs that will eliminate barriers to student success. He promotes alternative education programs, offering innovative approaches to learning while maintaining their distinctive character. Each year he is instrumental in the process of strategic planning, developing the business plan, and providing services to the charter school for the charter renewal documents, review, and compliance. He develops funding sources through public agencies and private foundation grants that support CORE education programs.

ELEMENT ONE

EDUCATIONAL PROGRAM

Governing Law: The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(b)(5)(A)(i).

The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(b)(5)(A)(ii).

If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements. Education Code Section 47605(b)(5)(A)(iii).

Mission

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 within the Charter 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 post-secondary education and/or career pathway.

Philosophy

AeroSTEM Academy provides an educational model for 6th-8th students who value learning and want to prepare for their future career now. By setting goals, mapping learning pathways, and committing to academic rigor, students will create advanced multiple career opportunities for themselves. Consistent with charter school law, the Charter School utilizes a hybrid learning approach that integrates both classroom instruction and independent learning. All students are expected to become proficient in the following:

- California State Content Standards: All students will demonstrate course-work knowledge and performance that is consistent with the Common Core State Standards (“CCSS”), Next Generation Science Standards (“NGSS”), English Language Development Standards (“ELD” and remaining State Content Standards (collectively referred to herein as “State Standards”).
- Performance-based skills: All students will be effective readers, communicators, and critical thinkers, and will be able to work collaboratively with others and develop relevant STEM skill sets toward accomplishing goals.
- Character Development: All students will respect themselves and others. They will develop a Growth Mindset—showing a desire to learn, embracing challenges and overcoming obstacles.

Our educational philosophy will well serve those who are seeking a different educational option and want to be prepared for next steps in their education. It includes a strong emphasis on parental involvement, student interaction, student interest, technology acquisition, computer-based learning, laboratory work, and real-world learning environments.

What It Means to be an “Educated Person” in the 21st Century

AeroSTEM Academy believes that an educated person in the 21st century is someone who is a self-motivated, competent, and a lifelong learner. The learner has achieved proficiency with the State Standards in all core academic areas, and is able to read, write, speak, and problem solve with clarity and precision. The learner is able to use digital technology and communication tools to access, manage, integrate, and evaluate information; to construct new knowledge; and to communicate effectively. The learner is able to think critically as well as to challenge and to question. Such a person understands the interrelationship of history, science, literature, and the arts. The learner has determined goals and direction for the future. It is the goal of the Charter School to help instill in students a desire to use their acquired knowledge and skills to benefit their local community as well as the world in which they live.

AeroSTEM Academy subscribes to Stanford psychologist Carol Dweck’s “Growth Mindset” philosophy for learners. Counter to the self-esteem movement in which students are praised for their effort, which may inadvertently cover achievement gaps, Growth Mindset intends to expose and close those gaps by *praising learning*. When students realize that, like a muscle, they can grow their brains, improve their intelligence, and learn a skill that once seemed impossible, their refocused perception “plays a key role in their motivation and achievement.” Response to mistakes is the gym where a growth mindset exercises. When seen as a springboard to learn, overcome, and bolster abilities, students actually welcome mistakes. Dr. Dweck adds: “This *growth mindset* is based on the belief that your basic qualities are things you can cultivate through your efforts. Although people may differ in every which way — in their initial talents and

aptitudes, interests, or temperaments — everyone can change and grow through application and experience.”

In the academic context, that means teachers who do everything in their power to unlock learning and suggest alternative methods of thinking and problem solving, encourage the “struggle”, downplay the grade, and highlight the steps toward the outcome. It means parents are willing to adopt the mindset for themselves, share experiences of learning through process, and exhibit patience as developing occurs. Everyone involved knows that goals are reached over time, each step and re-step critical to healthy lifetime habits.

An educated person in the 21st century also asks questions, fosters a sense of curiosity, and thinks! He or she works well independently, collaboratively and, if needed, globally. He or she manages disruption, fights complacency, embraces new ideas, and accepts multiple approaches and solutions to problems. Finally, he/she takes initiative and embraces risk-taking and innovation. (Tony Wagner’s 7 Survival Skills for the 21st Century)

As a byproduct of developing these academic and personal skills, AeroSTEM Academy believes that the following habits and attitudes will ensue: accepting responsibility for personal decisions and actions; academic honesty and integrity; a healthy lifestyle, empathy and courtesy for others, respect for differences among people and cultures, self-confidence and willingness to risk setbacks in order to learn, concentration and perseverance, competence, seeking a fair share of workload, and an ability to listen, share opinions, negotiate, and compromise.

How Learning Best Occurs

AeroSTEM Academy believes learning best occurs when teachers know and understand students’ needs and interests well. As they connect new learning to what students have already learned or are interested in learning, they engage students. After repetition and review through a variety of ways, the teacher then adds a concept and the cycle continues. Students actively participate in their own learning, taking charge to deepen content, strengthen retention, and transfer learning to new contexts. Work assignments should also find relevancy within the student’s goals.

Objectives

When a student enrolls at the Charter School, teachers begin a careful analysis of the student’s individual needs based on assessment data, parent and student input, and past learning indicators, which reflect the student’s progress to date, the student’s learning modality, and the student’s strengths and weaknesses. Beginning with the first parent/student meeting, we engage students and parents in learning and goal setting. Shortly after school starts, teachers develop a plan for students who need extra support in one or more academic area or for students who should enrich their course of study. The student, parent, and teacher team continue to interact during regularly scheduled parent meetings and as needed. Student success will largely rely on team communication.

Objectives of AeroSTEM Academy include, but shall not be limited to, the following:

- AeroSTEM Academy will serve students from all social and economic groups.

- AeroSTEM Academy will offer a distinctly different choice in public education for families in Yuba City Unified School District, Sutter County, and its contiguous counties.
- AeroSTEM Academy will enable students to understand the importance of their work and how it connects to their future plans.
- AeroSTEM Academy will empower each student to become college and career ready.

Students to be Served

AeroSTEM Academy is available to all students in grades 6-12 who reside in Yuba City Unified School District, Sutter County, and its contiguous counties (Yuba, Yolo, Colusa, Sacramento, Butte, Placer), as required by Education Code Section 51747.3. We offer our parent and student constituents alternatives to traditional schools. The Charter School will serve families who desire a standards-based approach to education, with STEM emphasis.

Beginning in 2018-19 school year, a full range of educational services will be available to students in grades 6 – 9. An additional high school grade will be offered each subsequent year: 10th grade in 2019-20, and 11th grade in 2020-21. Finally, in school year 2021-22, AeroSTEM Academy will serve grades 6 – 12. Enrollment projections by grade level are as follows:

Enrollment Projections					
Grade level	2018-19	2019-20	2020-21	2021-22	2022-23
6 th	25	25	25	25	25
7 th	25	25	25	25	25
8 th	25	25	25	25	25
9 th	20	25	25	25	25
10 th		20	25	25	25
11 th			20	25	25
12 th				20	25
Total Enrollment:	95	120	145	170	175

AeroSTEM Academy intends to physically locate within District boundaries and serve a student population that is similar to YCUSD. Detailed demographics are included below (statistics from CDE/DataQuest):

	YCUSD
Socio-Economic Disadvantaged	69.5%
English Learners	23.3%
Special Education	9.8%
Subgroups	
Hispanic or Latino of Any Race	44.2%
American Indian, or Alaska Native, Not Hispanic	.6%
Asian, Not Hispanic	18.6%
Pacific Islander, Not Hispanic	.3%
Filipino, Not Hispanic	.5%
African American, Not Hispanic	1.8%
White, Not Hispanic	28.5%

Two or More Races	4.9%
Not Reported	.5%

AeroSTEM Academy will provide the opportunity for each family with enrolled students to fully participate and access all curricula and programs. AeroSTEM Academy, as a public school, will not charge fees or tuition.

Curriculum and Instructional Design

AeroSTEM Academy offers a unique classroom-based program (Appendix A: Daily Schedule) The program is enriched with regular field trips, field experts as guest speakers, and job-shadow opportunities. Technology is integrated throughout the curriculum. Research shows the benefit of integrating technology across the curriculum, which includes higher student engagement, understanding of real-world tasks, and increased academic achievement.

In addition, the program will employ:

- State standards-based core course of study through direct instruction by credentialed teachers who monitor student outcomes and mentor parents as they instruct their children;
- Project-based aerospace and STEM class/labs facilitated by credentialed teachers;
- Discovery class designed to give students career exposure and to help students formulate short and long-term goals with regular review and revision. Activities will support pathways toward meeting the goals;
- Extra-curricular events such as Dinner with an Aviator, Aerospace Day, C-STEM Day, LSA Team-Build-A-Plane, and the Lincoln Air Fest;
- Science labs, group projects, tutoring, clubs, library resources, tutorials, and teacher guidance;
- Personal computers and training for responsible use and protection; and
- Support through a variety of web-based instruction, applications and technological devices.

AeroSTEM Academy’s program utilizes these instructional components in order to fulfill the Charter School’s mission to prepare students to meet their predetermined college and career goals. All courses focus on integrating aerospace career pathway skills as determined by research and aerospace partners. Students will also be exposed to general STEM fields, should their interests determine a career other than aerospace. The Founders believe that the engineering, problem-solving, critical thinking, and technological skills gained through a rigorous program at AeroSTEM Academy will sufficiently prepare students for any desired career in STEM fields.

Specific STEM standards-based adopted curriculum includes:

- *C-STEM Math-ICT* with coding and robotic components. This CCSS -aligned program was developed and is sponsored by UC Davis. It provides students with hands-on integrated math and computer science coding in Blockly and Ch/C/C++, the programming languages used most widely in colleges and industries. Math teachers attend exhaustive training in order to deliver formal computing instruction through math. The C-STEM program is recognized in the UC admissions process as courses that explicitly prepare students for college and career.

- *Project Lead the Way*. Through Gateway courses, students discover the design process and develop and experience the thrill of innovation. STEM teachers attend exhaustive training in order to empower students to make their own discoveries.
- *Discovery Education Science Program*. This CCSS digital program provides a mixture of text, STEM project starters, interactive tools, and real-time student data to bring science to life for students.

How the Program Is Implemented

Basic student contact information will be collected through the school's website, or through direct engagement with AeroSTEM Academy, by families who are interested in enrolling. Following a publicly advertised enrollment period, interested students will be counted to determine if a public drawing is needed. If the number of applications for admission exceeds the number of available openings in an area or program, admission is determined by a random public drawing (or "lottery").

The Charter School will implement two semesters per school year. Teachers will maintain grade books for each student in each class. Students will be assessed for academic skills upon entrance to the school to help determine appropriate placement within the curriculum. Teachers will report progress reports to parents at least quarterly and report cards will be posted at the end of each semester. Attendance will be taken daily and recorded in the SIS. Attendance policies will align with the local SARB policies. If a student fails to show adequate progress a Student Success Team meeting/Parent Teacher conference will be initiated by the teacher to make a student support plan and set up student goals for success. This plan will be evaluated regularly to ensure student is making adequate progress.

Parental involvement is critical as students work to complete their studies independently. Parents will receive support by attending meetings, trainings and implementing instructional advice from the teacher.

The administrators will monitor all aspects of AeroSTEM Academy including, but not limited to, curriculum and instruction. They uphold the responsibility to maintain a healthy culture, ensure community collaboration and facilitate the development and implementation of AeroSTEM Academy vision of learning.

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").

Curriculum-specific training is a required component for AeroSTEM teachers delivering UC Davis C-STEM Math curriculum and/or Project Lead the Way (“PLTW”) modules. These trainings are offered annually in the summer ranging from 2-day workshops to 1-week institutes.

Conference attendance is available to all staff as a model of on-going professional learning throughout the year.

In preparation for the inauguration of AeroSTEM Academy, staff has attended the following:

- Tour of The Palmdale Aerospace Academy charter school
- California STEAM Symposium 2017
- C-STEM 2-Day Workshop
- C-STEM 1- Week Institute
- C-STEM Girls in Robotic Leadership (“GIRL”) camp mentor and coach training
- PLTW – Design and Modeling (5-Day)
- PLTW – Flight and Space (3-Day)
- Charter Schools Development Center Conference 2017

Accreditation

The AeroSTEM Academy will begin the process of accreditation through the Western Association of Schools and Colleges (“WASC”) within the first year of operation. Steps will be made to ensure that AeroSTEM Academy meets all WASC Conditions of Eligibility. As CORE has maintained the highest term of accreditation (6-year term), the AeroSTEM Academy will seek on-going accreditation to continuously support student learning towards schoolwide goals.

Transferability

In the event students leave AeroSTEM Academy prior to high school graduation, their earned ‘a-g’ course credit will follow them to other California public schools thereby allowing these students to continue to pursue admission to a UC or CSU school. A high school counselor will work closely with students and their families to ensure they are aware of admission requirements, their status in relation to those requirements, and the impact a transfer may have toward meeting the requirements. The Charter School will prepare a transcript to accompany the student within thirty (30) days of withdrawal.

Course Offerings

The following tables outline proposed course offering for middle school and high school students. Please find AeroSTEM Graduation Requirements in the Appendix. (Appendix F: Graduation Requirements)

Middle School Proposed Course List			
	Course	Grades Offered	Grading
History / Social Science	World History (Ancient Civilizations)	6	A-F
	World History (Medieval and Modern Times)	7	A-F
	U.S. History	8	A-F
English Language Arts	ELA 6,7,8	6,7,8	A-F
Mathematics	Math 6,7,8	6,7,8	A-F
Science	Science 6,7,8	6,7,8	A-F
STEM	Design and Modeling	6	A-F
	Flight and Space	7	A-F
	Automation and Robotics	8	A-F

History / Social Science

World History (Ancient Civilizations) – This sixth-grade course develops student knowledge of ancient civilizations throughout the world and world geography. Students study the development of human civilizations, exploring: (1) human movement; (2) political and legal institutions; (3) trade networks; (4) human technology; and (5) religious and philosophical systems. Students will have the opportunity to explore primary and secondary resources in this course.

Curriculum: *History Alive! – The Ancient World*, TCI
Discovering Our Past - Ancient Civilization, Glencoe

World History (Medieval and Modern Times) – In the seventh grade, students will examine the development and influence of major world cultures in history from the end of the Roman Empire through the Middle Ages including the Renaissance, the Reformation, and the Enlightenment. Particular emphasis will be placed on the synthesis of the history of humanity during the timeframe.

Curriculum: *History Alive! – The Medieval World and Beyond*, TCI
Discovering Our Past - Medieval and Early Modern Times, Glencoe

U.S. History – In the eighth grade, students will examine the development and influences surrounding the birth and early history of the United States of America. The course begins with the Declaration of Independence and its assertions, presumptions, and claims; then, students look back to the Enlightenment and Age of Exploration to trace the development of the document and its effect on later events in U.S. history.

Curriculum: *History Alive! – The United States Through Industrialism*, TCI
Discovering Our Past - The American Journey, Glencoe

English Language Arts (“ELA”)

ELA 6 – Grade six ELA focuses on four main areas: (1) citing textual evidence to support analysis and interpretation of texts; (2) determining the themes, main ideas, and purposes of texts; (3) understanding and describing the development of textual elements; and (4) analyzing and evaluating arguments based on strength of evidence and logical reasoning. Students will be transitioning from elementary to middle school and the level of academic expectation and rigor is

likely to be a significant departure from what they have previously experienced. ELA 6 is structured so that students develop gradual comfort with the increased academic expectations of middle school ELA. This course introduces student to AeroSTEM Academy's college preparatory expectations for reading and writing.

Curriculum: *My Perspective*, Pearson

ELA 7 – Students will focus on comprehending, analyzing, and evaluating complex texts, both fiction and nonfiction. Students practice writing, speaking, listening and utilizing skills needed for success in college and career. Moreover, the course will integrate grammar, sentence structure, and vocabulary lessons.

Curriculum: *My Perspective*, Pearson

ELA 8 – In the culminating middle school ELA course, students will focus on reading and writing fluency in preparation for high school, college, and career readiness. Special emphasis is placed on historical fiction and primary sources. Additionally, the course will integrate grammar, sentence structure, and vocabulary lessons.

Curriculum: *My Perspective*, Pearson

Mathematics

Math 6 – This course develops student understanding of ratios, proportions, and basic equations and functions. It is broken into four focus areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

Curriculum: *GO MATH!*, Houghton Mifflin Harcourt

C-STEM Math, UC Davis

Math 7 – This course develops student understanding of ratios and proportional reasoning and arithmetic with rational numbers. It is broken into four focus areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

Curriculum: *GO MATH!*, Houghton Mifflin Harcourt

C-STEM Math, UC Davis

Math 8 – This course develops student understanding of linear algebra. It is broken into three focus areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean theorem.

Curriculum: *GO MATH!*, Houghton Mifflin Harcourt

C-STEM Math, UC Davis

Science

Science 6 - In this Integrated Science course, aligned with the Next Generation Science Standards, students explore the cross-cutting concepts of structure and function, patterns, systems and system models while learning about weather and climate, energy, and the organization of living things. The year begins with an introduction to weather and climate, including the underlying causes of Earth's weather patterns. Next, students embark on an inquiry of global climate change and engage in engineering activities to explore ways in which to minimize human impact on the environment. The second half of the year focuses on learning about the structure of living things from cell to organism. Students discover the ways in which behavior, environment, and genetic factors impact the survival and growth of organisms.

Curriculum: *Inspire Science*, McGraw-Hill

Science Techbook, Discovery Education

Science 7 - In this Integrated Science course, aligned with the Next Generation Science Standards, students explore the cross-cutting concepts of energy and matter, including cause and effect and flows, cycles, and conservation while learning about ecosystems, natural resources, and the structure and property of matter. Students consider human impact on these systems and explore engineering approaches to these concepts.

Curriculum: *Inspire Science*, McGraw-Hill

Science Techbook, Discovery Education

Science 8 - In this Integrated Science course, aligned with the Next Generation Science Standards, students explore the cross-cutting concepts of stability and change along with scale, proportion, and quantity. These concepts inform their study of the history of the earth, space systems, waves and electro-magnetic radiation, energy, forces and interactions, and natural selection. Students consider human impact on these systems and explore engineering approaches to these concepts.

Curriculum: *Inspire Science*, McGraw-Hill

Science Techbook, Discovery Education

STEM

Design and Modeling – Sixth grade students will discover the design process and develop an understanding of the influence of creativity and innovation in their lives. They are then challenged and empowered to use and apply what they've learned throughout the unit to design a therapeutic toy for a child who has cerebral palsy.

Curriculum: *Project Lead the Way*

Flight and Space – The exciting world of aerospace comes alive through flight and space. Seventh grade students will explore the science behind aeronautics and use their knowledge to design, build, and test an airfoil.

Curriculum: *Project Lead the Way*

Automation and Robotics – Students will learn about the history and impact of automation and robotics as they explore mechanical systems, energy transfer, machine automation, and

computer control systems. Using the VEX Robotics platform, eighth grade students will apply what they know to design and program traffic lights, robotics arms, and more.

Curriculum: *Project Lead the Way*

High School Proposed Course List					
	Course	Grades Offered	Grading	Course Credits	A-G
History / Social Science 'a'	World History	10	A-F	10	"a" - CSU and UC freshman admission requirement of 2 years of history/social science, including one year of U.S. history or one semester of U.S. history and one semester of American government, and 1 year of history/social science from either the "a" or "g" subject area (CSU)/ 1 year of world history, cultures, and geography (including European History) from the "a" subject area.
	U.S. History	11	A-F	10	
	U.S. Government	12	A-F	10	
	Economics	12	A-F	10	
English 'b'	English 9	9	A-F	10	"b" - CSU and UC freshman admission requirement of 4 years of college preparatory English composition/literature (including no more than 1 year of Advanced ESL/ELD, which cannot be completed during the senior year for UC admission).
	English 10	10	A-F	10	
	English 11	11	A-F	10	
	English 12	12	A-F	10	
Mathematics 'c'	Integrated Math 1	9/10	A-F	10	"c" - CSU and UC freshman admission requirement of 3 years of mathematics (algebra I and II, geometry) (4 years recommended).
	Integrated Math 2	10/11	A-F	10	
	Integrated Math 3	11/12	A-F	10	
	Pre-Calculus	11/12	A-F	10	
	Calculus	11/12	A-F	10	
Science Lab 'd'	Integrated Science 1	9/10	A-F	10	"d" - CSU and UC freshman admission requirement of 2 years of laboratory science with at least 1 year of physical science and 1 year of biological science (one from the "d" subject area and the other from "d" or "g" (CSU)/ at least two of the three foundational subjects of biology, chemistry, and physics (3 years recommended) (from the "d" subject area) (UC).
	Integrated Science 2	10/11	A-F	10	
	Integrated Science 3	11/12	A-F	10	
Language Other than English 'e'	Spanish I	9/10	A-F	10	CSU and UC freshman admission requirement of 2 years (or equivalent of the 2nd level high school course) of language other than English (3 years recommended for UC).
	Spanish II	10/11	A-F	10	
	Spanish III	11/12	A-F	10	
Visual Performing Arts 'f'	Art History	11/12	A-F	10	CSU and UC freshman admission requirement of 1 year, chosen from: dance, interdisciplinary arts, music, theater, or visual arts.
	Art Appreciation	11/12	A-F	10	
College Prep STEM Elective 'g'	Introduction to Engineering Design	9	A-F	10	CSU and UC freshman admission requirement of 1 year of an elective from any area on approved 'a-g' course list.
	Principles of Engineering	10	A-F	10	
	Aerospace Engineering	11/12	A-F	10	
	Computer Science Engineering	11/12	A-F	10	
Physical Education	PE 1A	9	A-F	5	
	PE 1B	10	A-F	5	

	PE 2A	11	A-F	5	
	PE 2B	12	A-F	5	

History / Social Science

World History – Students will study major turning points that shaped the modern world from the late 18th century through the present including the cause and course of the two World Wars, trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. Students will consider multiple accounts of events in order to understand international relations from a variety of perspectives. Topics will include the growth of self-government in England, the Enlightenment, the Age of the French Revolution and Napoleonic Era, the Industrial Revolution and the philosophical reactions to it as both a constructive and destructive force, World War I, World War II, Communism, Fascism and the Holocaust.

Curriculum: *World History: Modern Times*, Glencoe; *Modern World History: Patterns of Interaction*, McDougal Littell

U.S. History – Students will study the major turning points in American history during the 20th century and trace the change of ethnic composition of American society, the movement towards equal rights for racial minorities and women, and the role of the United States as a major world power. An emphasis is placed on the expanding role of federal government and federal courts as well as the continuing tension between the individual and the state. Students will consider the major social problems for our time and trace their causes in historical events, learn the United States' role as a model for other nations and that the rights and freedoms we enjoy are not accidents but the result of a defined set of political principles, and understand our rights under the U.S. Constitution –a comprise and a precious inheritance that depends on an educated citizenry for their own preservation and protection.

Curriculum: *The Americans: Reconstruction - 21st Century*, McDougal Littell

American Government – Students in grade twelve pursue a deeper understanding of the institutions of American government. They compare systems of government in the world today and analyze the life and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive and judicial branches of government. An emphasis is placed on analyzing the relationship among federal, state and local governments, with particular attention paid to important historical documents such as The Federalist Papers. These standards represent the culmination of civic literacy as students prepare to vote, participate in community activities and assume the responsibilities of citizenship.

Curriculum: *Civics: Government and Economics in Action*, Prentice Hall

Economics – Students will master fundamental economic concepts, applying the tools (graphs, statistics, equations) from other subject areas to the understanding of operations and institutions of economic systems. Studied in a historic context are the basic economic principles of micro- and macroeconomics, international economics, comparative economic systems, measurement, and methods.

Curriculum: *Civics: Government and Economics in Action*, Prentice Hall

English Language Arts

English 9 – This course is designed for 9th grade students to satisfy State Standards and provide for college preparation. Students will read texts covering four genres: short story, non-

fiction, poetry, and drama and will analyze recurrent patterns and themes in historically and/or culturally significant works. They will read at least two novels and respond with a written summary of the literature, character analysis, playbill, or cartoon strip. Students will gain skills necessary for competent writing and reading by focusing on the mechanics of language, vocabulary development, and directed reading and writing. They will complete a variety of writing activities, including narrative, expository, persuasive, informational, and descriptive writing that demonstrates research, organization, and drafting strategies. Students will also demonstrate their understanding of the literature through guided discussions and oral reviews of all genres and complete a creative writing project.

Curriculum: *My Perspective*, Pearson

English 10 – This course is designed for 10th grade students to satisfy State Standards and provide for college preparation. Students will read short stories, non-fiction, poetry, drama, legends, and novels and will analyze recurrent patterns and themes in historically or culturally significant works. They will read at least two novels and respond with a book report/summary, character analysis, journal, or captioned illustration. Students will gain skills necessary for competent writing and reading by focusing on the mechanics of language, vocabulary development, and directed reading and writing. They will complete a variety of writing activities, including narrative, expository, persuasive, informational, and descriptive writing that demonstrates research, organization, and drafting strategies. They will respond orally to the literature in all genres and complete a creative writing project.

Curriculum: *My Perspective*, Pearson

English 11 – This course is designed for 11th grade students to satisfy State Standards and provide for college preparation. Students will read the works of American writers and view the works of American artists in terms of literary, political and cultural perspectives. Through directed reading and writing assignments, students focus on the mechanics of language, punctuation, and vocabulary development. They demonstrate critical analysis as they evaluate patterns and connections within the literature presented, discuss and present ideas and observations, and write narrative, expository, persuasive, and descriptive essays using organization, research, drafting, editing, and revising. Creative thinking is encouraged, and evaluative thinking is required.

Curriculum: *My Perspective*, Pearson

English 12 – The course covers the origins of the English language, and many works that are considered oral traditions, such as Gilgamesh and Sir Gawain and the Green Knight, as well as Ballads, and Epic Poems. Students will learn the history of Shakespeare's life, studying the times in which he lived and his impact as a writer on Western Literature. An overview of all of Shakespeare's works is offered before studying two works in depth. Students will cover literary theme, motif, setting and characters in the play. The students will complete a written literary analysis of a Shakespearean comedy. The second semester of the course will cover Contemporary British Literature: 1800 to modern day. The students will read and discuss modern poets, playwrights, and novelists of Britain and submit written literary analyses of modern literary pieces. Modern Language Association ("MLA") citing of resources will be reviewed and required on extensive, structured writing assignments.

Curriculum: *My Perspective*, Pearson

Mathematics

Integrated Math 1 – This course is the first of three courses in a series that uses an integrated approach to cover the same algebra and geometry concepts and skills that are included in the traditional three course series. The problem situations, models, and technology used will foster connections among the various strands of mathematics and develop concepts from multiple perspectives.

Curriculum: *Core Connections*, College Preparatory Mathematics
C-STEM Math, UC Davis
Courseware, Edmentum

Integrated Math 2 – This course is the second of three courses in a series that uses an integrated approach to cover the same algebra and geometry concepts and skills that are included in the traditional three course series. Students will learn laws of exponents to rational exponents; compare key characteristics of quadratic functions with those of linear and exponential functions; create and solve equations and inequalities involving linear, exponential, and quadratic expressions; extend work with probability; and establish criteria for similarity of triangles based on dilations and proportional reasoning.

Curriculum: *Core Connections*, College Preparatory Mathematics
C-STEM Math, UC Davis
Courseware, Edmentum

Integrated Math 3 – This course is the third of three courses in a series that uses an integrated approach to cover the same algebra and geometry concepts and skills that are included in the traditional three course series. Through exploration, problem solving, real world application and modeling, Integrated Mathematics 3 builds and strengthens students' understanding of the Real Number System. For the Integrated Mathematics 3 course, instructional time will focus on five critical areas: 1) apply methods from probability and statistics to draw inferences and conclusions from data, 2) expand understanding of functions to include polynomial, rational, and radical functions, 3) expand right triangle trigonometry to include general triangles, and 4) consolidate functions and geometry to create models and solve contextual problems.

Curriculum: *Core Connections*, College Preparatory Mathematics
C-STEM Math, UC Davis
Courseware, Edmentum

Pre-Calculus – The course design, content delivery, and key assignments are consistent with the mathematical practices highlighted by the CCSS. This course provides thorough instruction in many of the key content areas for college calculus preparation. Functions, relations, trigonometry, introductory linear algebra, introductory limits, and polar functions are all vital strands to the course of study; and their representations in algebraic and graphical form will be explored in great depth throughout the course through persistent reasoning and mathematical modeling.

Curriculum: *Core Connections*, College Preparatory Mathematics
C-STEM Math, UC Davis
Courseware, Edmentum

Calculus – The course design, content delivery, and key assignments are consistent with the mathematical practices highlighted by the CCSS. The following topics will be covered: functions, limits, derivatives, tangent lines, applications of derivatives, anti-derivatives, integrals and the

area problem, applications of integrals, exponential functions, and elementary differential equations.

Curriculum: *Core Connections*, College Preparatory Mathematics
C-STEM Math, UC Davis
Courseware, Edmentum

Science with Lab

Integrated Science 1 - Students will explore the following individual science disciplines of physics, chemistry, biology, and earth science. Integrated science 1 is designed to give students an overview of each of the disciplines through projects, textbook readings, problem solving, and laboratories. Each science overlaps the other and encourages students to explore the physical and life sciences. The course is broken down into an introduction into science, physics, chemistry, biology, and earth science.

Curriculum: *Conceptual Integrated Science Explorations*, Pearson Education

Integrated Science 2 - Students will review foundational concepts of science, physics, chemistry, biology and earth science at a higher level. This course goes in depth into the details of each discipline. Students practice more of the mathematical concepts and applications of science in solving formulas, creating graphs, tables and charts, and working in teams to problem solve. Students are asked to take their thinking to the next level by using simulations, experimentation, and application in everyday situations. More thought provoking and critical thinking skills are required in developing projects, laboratories, and solving problems in this course.

Curriculum: *Conceptual Integrated Science Explorations*, Pearson Education

Integrated Science 3 – This course is a cross-curricular course that engages students with mathematical applications, graphing and calculations, reading, writing, and application of informational text, and historical significance and global impact of scientific studies. Students will access outside resources to further their understanding of physics, chemistry, biology, and earth science. Students will incorporate technology into scientific studies, collect statistical data, and apply material to present day situations. Disciplines will include the history and future of science, universal laws and ethics, industrial, environmental and medical science, engineering, and earth to space transportation, communication, and survival. Students will develop global awareness throughout the core content then develop action plans relevant to current events. Each core content unit will incorporate fields of study, career options, and job outlook.

Curriculum: *Conceptual Integrated Science Explorations*, Pearson Education

Language Other Than English

Spanish 1 – Spanish 1 is an introductory course for students who wish to learn a foreign language. It is intended to develop limited facility in each of the major communication skills: listening, reading, speaking, and writing. Major emphasis is on development of the ability to speak fluently, with accurate pronunciation and intonation, while fostering an appreciation of the culture.

Curriculum: *Courseware*, Edmentum

Spanish 2 –This course expands and refines the speaking and listening skills necessary to attain competence in complex conversations and reading and writing. The vocabulary will continue to expand. Phonics review and further grammatical concepts will be taught.
Curriculum: *Courseware*, Edmentum

Spanish 3 – This course is a continuation of Spanish 2. It expands on vocabulary and grammatical structures needed for more advanced communication. Instruction will emphasize the essential language skills of: listening, speaking, reading, and writing. Students will be able to express themselves at a more advanced level than in the previous year using the present indicative, present subjunctive, preterit, past imperfect, and future tenses. Students will also read short stories in the target language to continue to develop their reading comprehension skills. Students will communicate completely in Spanish orally and in writing and will be able to produce paragraphs. The primary focus is for students to become independent users of the language in accordance to Spanish grammatical rules and to continue to foster the appreciation of the Hispanic cultures.
Curriculum: *Courseware*, Edmentum

Visual Performing Arts

Art History – Students will understand visual arts in relation to history and cultures. They will reflect upon and assess the characteristics and merits of their work and the work of others. Students will gain an understanding of media techniques and processes and apply them to their own projects using knowledge of structures and functions.
Curriculum: *Discovering Art History*, Davis Publications

Art Appreciation – Students will learn the necessary skills to provide them with a perceptual base that leads to understanding artistic perception, creative expression, historical and cultural context(s), aesthetic valuing and connections, relations, applications of the visual arts. Students will be exposed to the tools, techniques, materials, technology and applications that are used in other art forms, subject areas and careers. The art elements and principals of design serve as a foundation for each unit covered. Students will apply selected historical or cultural contexts with attention to analysis, interpretation, and judgment of student work as well as appreciation of art works from other cultures and times.
Curriculum: *Art Talk*, Glencoe

College Prep STEM Elective

Introduction to Engineering Design – Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects like designing a new toy or improving an existing product.

Curriculum: *Project Lead the Way*

Principles of Engineering – Students explore a broad range of engineering topics mechanics, strength of structure and materials, and automation, and then the apply what they know to take on challenges like designing a self-powered car.

Curriculum: *Project Lead the Way*

Aerospace Engineering – Students explore the physics of flight and bring what they're learning to life through hands-on projects like designing a glider and creating a program for an autonomous space rover.

Curriculum: *Project Lead the Way*

Computer Science Engineering – Using the Python programming language as a primary tool, students develop computational thinking skills and tackle challenges like designing apps to solve real-world problems for clients.

Curriculum: *Project Lead the Way*

Discover

This progressive course focuses on building each student's readiness for the demands of higher education and career success. Through a Master Action Plan ("MAP"), students will work to identify their unique skills set, explore college and career opportunities, and create a professional portfolio to ensure future achievement. Moreover, students will sharpen hands-on leadership skills through schoolwide and community collaborative partnerships.

9th Grade -- Identify skills sets, Initiate Master Action Plan

10th Grade -- College/Career Exploration, Review & Revise Master Action Plan

11th Grade -- Leadership through Peer Mentoring, Finalize Master Action Plan

12th Grade -- Community Partnership Development, Formalize Transition Portfolio

Curriculum: Job Shadowing; Career Cruising

Charter School Goals and Actions to Achieve the Eight State Priorities

Please see the section "Aligned with the Eight State Priorities" in Element Two of the charter for a reasonably comprehensive description of AeroSTEM Academy's annual goals to be achieved in the Eight State Priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(b)(5)(A)(ii).

Instructional Minutes

AeroSTEM Academy offers, at a minimum, the number of minutes of instruction required by Education Code Section 47612.5(a) and its implementing regulations. AeroSTEM Academy reserves the right to refine its master calendar at any time. (Appendix G: 2018-2019 Master Calendar)

Instructional Minutes

Students in AeroSTEM Academy must meet the same required number of instructional minutes as their peers in any public school. The following minimum minutes of instruction are offered annually:

- Grades 6-8: 54,000 Minutes
- Grades 9-12: 64,800 Minutes

In addition, AeroSTEM Academy will maintain an annual school calendar with no fewer than 175 of instructional days.

Independent Study

AeroSTEM Academy's Personalized Learning structure uses independent study to meet the educational needs of pupils enrolled in the Charter School. Independent study is an alternative education program designed to supplement the knowledge and skills of the core curriculum. AeroSTEM Academy shall provide appropriate services and resources to enable pupils to complete their independent study successfully. The following written policies have been adopted by the Board for implementation at the Charter School:

1. For pupils in all grade levels and programs offered by the Charter School, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be twenty (20) school days.
2. A pupil may miss two (2) assignments during any period of twenty (20) school days before an evaluation is conducted to determine whether it is in the best interests of the pupil to remain in independent study. Therefore, when any pupil fails to complete three (3) assignments during any period of twenty (20) school days, the Executive Director or his or her designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study. A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. This record shall be maintained for a period of three years from the date of the evaluation and if the pupil transfers to another California public school, the record shall be forwarded to that school.
3. A current written agreement shall be maintained on file for each independent study pupil, including but not limited to, all of the following:
 - The manner, time, frequency, and place for submitting a pupil's assignments and for reporting his or her progress.

- The objectives and methods of study for the pupil's work, and the methods utilized to evaluate that work.
- The specific resources, including materials and personnel, that will be made available to the pupil.
- A statement of the policies adopted herein regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study.
- The duration of the independent study agreement, including beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
- A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
- The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.
- Each written agreement shall be signed, prior to the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of the Family Code.

4. AeroSTEM shall comply with the Education Code Sections 51745 through 51749.3 and the provisions of the Charter Schools Act and the State Board of Education regulations adopted thereunder.

5. The Executive Director shall establish regulations to implement these policies in accordance with the law.

No student who qualifies for special education services under the Individuals with Disabilities Education Act ("IDEA") shall participate in independent study unless it is specifically authorized under his or her IEP.

Ongoing Professional Development Program

At AeroSTEM Academy, teachers are continual learners themselves. We believe that on-going training helps teachers stay focused and effective as educators. Detailed, formal training will begin for new teachers at the time of hire. New teachers receive training as needed, including training in new curriculum, Student Information System (SIS), and health & safety policies. All teachers attend staff training in August, which includes professional development in curriculum and technology, safety policies, and changes to program in general. In addition, at the beginning of each school year, teachers define the professional goals they wish to achieve. The school budget will support training for these individual choices, encouraging staff members to attend workshops throughout the year to attain their goals. As the budget allows, teachers are encouraged to attend conferences in which they collaborate with colleagues regarding like philosophies and programs. This standard for professional development is based on the concept that what is good for the students – fostering a growth mindset, using relevant experiences, and cooperating with others – is also beneficial for teachers as learners.

Plan for Students Who Are Academically Low Achieving

AeroSTEM Academy will support its academically low achieving students through the use of engaging curriculum. The curriculum itself will provide imbedded structures to scaffold learning as needed, and teachers will receive exhaustive training for each adopted curriculum. First, teachers will identify below-grade-level students through standardized test scores, school-wide benchmark assessments, classroom tests, work product, observations, and conversation. Then teachers will make a plan to adapt the curriculum, modify the curriculum, rearrange the learning environment, provide supplemental supports, and/or provide parental trainings for academically low achieving students. The staff will monitor progress and determine whether team objectives are being met throughout the year. In addition, AeroSTEM Academy may provide any of the following interventions:

- Math Intervention: The Math Intervention Program is designed to provide an opportunity for students to acquire skills they may have missed in previous years while continuing to progress in their current math course. Eligibility is determined by placement test scores, teacher recommendations, or both. The Program assesses the individual needs and operating level of each student and assigns mastery skills accordingly;
- Personal or small group tutoring in identified areas;
- Weekly parent/teacher/student meetings to support time management, adjust home schedule, provide resource training, etc.;
- Curriculum supplements such as *Discovery Education Videos*, Khan Academy, Glencoe Online Learning Centers, *Crash Course* lessons, *No Red Ink Grammar*;
- Online computer-based skill builders such as *Moby Max* or *IXL*;

- Intervention and/or remediation classes held during times immediately before or immediately after center class times; or
- Convene a Student Success Team (“SST”).

Teachers are trained to give attention to students with learning challenges. When a student enrolls in AeroSTEM Academy, teachers examine the student’s cumulative file to note standardized test results and previous report card scores and comments. Each enrolling student will take a diagnostic math and reading assessment such as *Moby Max*, an adaptive skill checker, to pinpoint skill gaps, assure proper placement in curriculum and/or identify below-grade-level skills. If the assessment results reflect a need for intervention, parents are notified and involved in creating a plan. The plan might include interventions mentioned above, many of which can be accessed directly from home with Internet availability. The teacher gathers continuous information to inform his or her decisions about next-step interventions. Together with the computer based diagnostics, the teacher keeps track of student improvement through qualitative sources such as exit cards, quizzes, conversations, anecdotal observations, quick writes, etc. The teacher communicates this ongoing information to the parents as well. If the student is successful with these interventions, the process is continued at that level. If the student’s needs cannot be met through this process, a formal referral for an SST is made. Through the SST process, goals and objectives are further defined and monitored, adjustments to the plan are implemented and a follow-up meeting is scheduled, should it be necessary. If the student does not show improvement, a referral for assessment for special education and related services may be made.

AeroSTEM Academy employs or contracts a Special Education Coordinator, a Resource Specialist, a Speech Pathologist, and a School Psychologist, all of whom serve our special education students. Further explanation of our Special Education Services is included below.

Plan for Students Who Are Academically High Achieving

AeroSTEM Academy will encourage and support its high-achieving students to reach beyond grade level content standards, to pursue special interests and to develop skills relevant to their goals and objectives. Such students are identified through benchmark assessments, work product, classroom interaction and teacher observation. Teachers trained in the curriculum will suggest ways to expand the information and project experience. They will focus on helping students take initiative and create learning opportunities for themselves. Further engagement can happen through:

- Developing challenging projects that meet community needs;
- Leadership roles within group projects;
- Research that allows project implementation;
- Job shadow exploration, discovery and reporting;
- Peer networks; or
- Extracurricular activities that lend toward meeting objects and goals.

Charter School teachers make it a point to regularly connect with parents to recommend a more rigorous learning plan with specific tasks. Teachers and parents agree to challenging endeavors

for their students like in-class peer tutoring, peer editing, discussion leader, project designer or outliner. In some cases, the student is given supplemental resources/curriculum and assigned higher grade-level exercises for his at-home learning hours. The student will meet regularly with his teacher to share his learning and progress.

Plan for English Learners

AeroSTEM Academy, will comply with all applicable legal requirements for EL students as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. AeroSTEM Academy will implement policies to assure proper placement, evaluation, and communication regarding EL students and the rights of students and parents.

Home Language Survey

AeroSTEM Academy will administer the state-required home language survey upon a student's initial enrollment.

English Language Proficiency Assessment

All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California ("ELPAC"). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment ("IA")
The ELPAC IA is used to identify students as either an EL student, or as fluent in English. The IA is administered only once during a student's time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.
- Summative Assessment ("SA")
EL students will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL student based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are paper–pencil assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an EL student by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled EL students shall be assessed by administering the test during the annual assessment window.

The Charter School will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under the ESSA for annual English proficiency testing.

A Language Development Team (“LDT”), made up of the parents, student, teachers who hold the appropriate certification, and the EL Coordinator, will oversee all ELD instruction including on-going support through the curriculum, parent training, and others involved in the student’s instruction. Our instruction will be primarily in English, utilizing such approaches as Specially Designed Academic Instruction in English (“SDAIE”), to help ensure that EL students comprehend the curriculum material. The team will monitor student progress, modify curriculum and scaffold instruction as needed. The goal is to increase accessibility for EL students to grade-level content standards and concepts while they continue to improve their English language proficiency.

Student progress is addressed through these four important steps to English mastery:

1. Oral, Aural, Reading and Writing Comprehension.
2. Oral Language Production.
3. Guided Reading and Writing.
4. Independent Reading and Writing.

The ELD Standards provide the basis for instruction: This set of California State Content Standards for EL students in grades K-12 is utilized by the teacher to inform and guide instruction. These standards address English language development skills in listening, speaking, reading, and writing.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.

- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Monitoring and Evaluation of Program Effectiveness

The Charter School evaluates the effectiveness of its education program for EL students by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

Students will be designated as Fluent English Proficient ("FEP") according to the State's criteria for reclassification along with teacher and parent input.

Plan for Special Education

Overview

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities Education Improvement Act ("IDEA").

The Charter School shall be its own local educational agency ("LEA") and shall apply directly for membership in a Special Education Local Plan Area ("SELPA") in conformity with Education Code Section 47641(a). The Charter School shall consider membership in the following SELPAs: Sutter County SELPA, Sonoma County SELPA, El Dorado County Charter SELPA.

In the event the Charter School seeks membership in a different state-approved SELPA, the Charter School shall provide notice to the County, the SELPA, and the California Department of Education before June 30th of the year before services are to commence.

Upon acceptance in a SELPA, the Charter School shall provide the County evidence of membership. The Charter School's application and acceptance as an independent LEA member of a SELPA shall not be considered a material revision to this charter. As an LEA member of the SELPA, the Charter School shall receive state and federal revenues directly, in accordance with the SELPA's allocation plan.

In the event that the Charter School does not gain membership in a SELPA for its first year of operation, it shall by default be categorized as a "school of the local educational agency" for special education purposes pursuant to Education Code Section 47641(b), and shall seek membership in a SELPA to commence in year two of operation. For year one of operation, the Charter School shall then enter into an MOU with the County related to the delineation of duties between the County and the Charter School. Under this scenario, the Charter School anticipates the MOU shall include the following arrangements, whereby the County shall forward all state and federal special education revenues generated by the Charter School's enrollment to the Charter School and the Charter School shall provide all necessary special education instruction and related services in the same manner as special education services are provided in any other school in the County. The Charter School shall use the LCFF to make up any shortfalls from the special education revenues received. The Charter School is ready to discuss this arrangement, or a mutually agreed upon reasonable alternative, in our discussions with the County to develop the MOU.

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

The Charter School may seek resources and services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

Section 504 of the Rehabilitation Act

AeroSTEM Academy recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team will be assembled by the Executive Director and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and

accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligent quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The Executive Director will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Services for Students under the “IDEA”

The following description regarding how special education and related services shall be provided and funded is being proposed by the Charter School for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition, and is not binding on the County. The specific manner in which special education and related services shall be provided and funded shall be set forth in a Memorandum of Understanding (“MOU”), delineating the respective responsibilities of the Charter School and the SELPA. A copy of the MOU shall be presented to County upon execution.

The Charter School shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

The Charter School shall provide services for special education students enrolled in the Charter School. The Charter School shall follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

The Charter School agrees to promptly respond to all County or SELPA inquiries, to comply with reasonable County or SELPA directives, and to allow the County or SELPA access to Charter School students, staff, facilities, equipment and records as required or imposed by law.

Staffing

All special education services at the Charter School shall be delivered by individuals or agencies qualified to provide special education services as required by the California Education Code and the IDEA. Charter School staff shall participate in County or SELPA in-service training relating to special education.

The Charter School shall be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The Charter School shall ensure that all special education staff hired or contracted by the Charter School is qualified pursuant to SELPA policies, as well as meet all legal requirements. The Charter School shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

The Charter School shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. The Charter School shall adopt and implement policies relating to all special education issues and referrals.

Identification and Referral

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School shall implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

The Charter School shall follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The Charter School shall determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students.

IEP Meetings

The Charter School shall arrange and notice the necessary Individualized Education Program (“IEP”) meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the Executive Director and/or the Charter School designated representative with appropriate administrative authority as required by the IDEA; the student’s special education teacher; the student’s general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

IEP Development

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

IEP Implementation

The Charter School shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School shall provide parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for the Charter School's non-special education students. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA, with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

The Charter School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination

It is understood and agreed that all children shall have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the

nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

The Charter School shall adopt policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights.

The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case.

SELPA Representation

The Charter School understands that it shall represent itself at all SELPA meetings.

Funding

The Charter School understands that it shall be subject to the allocation plan of the SELPA

ELEMENT TWO

MEASURABLE STUDENT OUTCOMES

Governing Law: The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B).

Student Outcome Goals Aligned with the Eight State Priorities

As a California public charter school, AeroSTEM Academy will align its curriculum and instruction to the State Standards and thereby expect its students to become educated persons of the 21st century. (See Philosophy under Element One.) To demonstrate this commitment, the following goals, as outlined in AeroSTEM Academy’s 2018-19 Local Control and Accountability Plan (“LCAP,” see Appendix H: LCAP), are as follows:

Outcome Goal #1: Ensure all students are prepared for college and/or career opportunities. AeroSTEM Academy believes in meaningful learning that connects schoolwork to college and career. The goal is to increase the relevance and impact of each student's education by helping them gain the skills, technical knowledge, and real-world experience they need for high-skill, high-demand, high-wage careers. To that end, AeroSTEM Academy will host internal and community programs and partner with STEM-related businesses, colleges, and the aviation industry to set up relevant knowledge and experience. In addition, the administration will actively seek funding and expertise to ensure varied and rigorous programs.

Outcome Goal #2: Ensure a strong, rigorous learning community. Aero STEM Academy believes a safe, learning-focused environment is the key to achievement. The goal is to surround students with a professional community, including engaged parents and industry experts, in order to expose students to whole-health, mature behaviors and thinking. To that end, AeroSTEM Academy will uphold high academic standards, encourage student achievement to individual potential, and promote whole-health living, all of which affords excellence. The administration will model this goal and ensure resources with which staff and students may pursue a safe, healthy learning environment.

These Goals address the Eight State Priorities in the following ways:

Priority 1: Basic Services

- Maintain high rate of teachers appropriately assigned and fully credentialed
- Maintain access to standards-aligned curriculum
- Maintain high standard of facilities

Priority 2: Implementation of Common Core State Standards

- Maintain professional development support for implementing CCSS
- Adopt CCSS curriculum and NGSS; all curriculum will be analyzed and deemed suitable for AeroSTEM Academy

Priority 3: Parent Involvement

- Seek and maintain parent involvement through:
 - Participation by parents on Charter Advisory Council (“Council”) and Board of Directors (“Board”)
 - LCAP surveys sent to families and collected annually
 - Regular parent meetings

Priority 4: Student Achievement

- Maintain high attendance rates
- Maintain student participation in STEM-related courses
- Maintain student participation in goal-setting workshops

Priority 5: Student Engagement

- Maintain high attendance rates
- Maintain student participation in STEM-related courses
- Maintain student participation in goal-setting workshops

Priority 6: School Climate

- Ensure a safe, positive learning environment
- Maintain low pupil suspension and expulsion rates
- Maintain positive rankings on staff/student/parent survey regarding school climate

Priority 7: Course Access

- Develop high school grade-level UC ‘a-g’ approved courses
- Develop STEM-related course offerings
- Allow student accessibility to all courses

Priority 8: Student Outcomes

- Maintain and/or increase grade-level proficiency in Math and ELA

AeroSTEM Academy’s anticipated outcomes are derived from our years with CORE as its stakeholders and partners. This experience teaches us the program maintenance and commitment needed to foster student success. Our outcome goals are aligned with our mission, curriculum, and ongoing assessment of AeroSTEM Academy’s ability to meet student needs. They are designed to help each student achieve high levels of proficiency, meet their planned goals, become successful in their chosen career fields, and contribute to their neighborhoods and global communities.

Objectively, students attending AeroSTEM Academy will:

- Demonstrate competencies in English language arts, math, social science, science and related technologies
- Demonstrate motivation, time management and organizational skills
- Demonstrate an ability to make goals and take intentional steps toward them
- Demonstrate responsible and honest character

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), AeroSTEM Academy's annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School's LCAP. Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. (Appendix H: LCAP)

AeroSTEM Academy shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. AeroSTEM Academy shall submit the LCAP to the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by AeroSTEM Academy.

ELEMENT THREE

METHODS OF MEASUREMENT

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(b)(5)(C).

High, academic performance levels will be a continual goal of AeroSTEM Academy's leadership team. State Standardized Assessments, including the California Assessment of Student Performance and Progress ("CAASPP") assessment system, ELPAC and Physical Fitness Test, will serve as baseline academic performance data. Individual student goals will be set as reaching grade level standards (if the student is below grade level) or increasing one grade level, by the end of the school year, in English language arts, reading and math, for all students, including academically high and low achievers and EL students. AeroSTEM Academy will continuously evaluate progress at regular staff meetings. Parents will be invited to participate through surveys, conversation, and collaboration with AeroSTEM Academy teachers. Regularly scheduled IEPs will guide the curriculum and instructional strategies for special education students through specifically stated measurable outcomes.

To prepare for the State standardized assessment, critical thinking strategies are taught throughout the year, practice performance tasks are made available and encouraged, keyboard implementation is a priority, and interim assessments are administered as needed.

Teachers attend conferences and trainings in order to be effective educators providing the best and most current information to students and parents.

Methods of Assessment

Student achievement in developing conceptual thinking, problem-solving skills, and content mastery will be assessed using multiple measures based on the assessment programs that both improve learning and provide assurances of accountability. Mastery will be measured using assessment models that are formative, summative, holistic, standardized, narrative, and norm-referenced. The approach is conducive to benchmarking students against themselves, evaluating groups of students, and assessing the whole school from year to year.

Student attainment of the Measurable Outcomes outlined in the LCAP will be measured using the following assessments:

- Students will average one year of progress in math and English language arts each year, assessed using the results of the State standardized test data and/or benchmark assessment program.
- Students will exhibit healthy social-emotional skills and self-esteem by demonstrating respect for diversity and making positive choices for themselves and in interpersonal relationships. Social skills will be measured through observations as teachers and parents work closely with each individual student.

- Students will demonstrate progress toward all local and State indicators as reported through the California School Dashboard.

Student outcome goals are set for each individual student at the beginning of each year, based on state standard assessment results and curriculum and/or benchmark assessments. Teachers identify each student's current performance level according to the State Standards, provide remediation materials for any standard that has not been mastered, and formulate a plan, together with the parent, to help the student reach his or her academic goals. (Appendix I: 2018-19 Assessment Chart)

Other types of assessment may include:

- **Common Performance Assessments and Portfolios:** Research papers, science projects, public presentations, parent-teacher observations, individual and team content-area proficiency demonstrations, and portfolios—a systematic collection of student work over a period of time that exhibits a student's work and progress. Portfolios will be used to measure student progress toward and mastery of State Standards. Portfolios will help students develop critical thinking skills by providing the opportunity for them to assess their own learning, to reflect critically and thoughtfully about their own work, to set goals for improvement, and awareness of their accomplishments. This will provide the staff and parents with an authentic picture of the student's progress over time while simultaneously providing information for future instruction and student needs.
- **Math Placement:** According to the State of California's math placement mandate, AeroSTEM Academy will issue a math placement test for all incoming junior high students. The assessment helps a teacher and parent better support the student through the curriculum.
- **Reading Assessment:** When a student demonstrates reading difficulty, the team will conduct a simple assessment and devise a subsequent intervention plan for both the teacher and parent to implement. The team will reassess throughout the year to monitor progress.
- **Videos:** If needed, video records of student work, (e.g., showing a child reading aloud, and/or videos created by the students) will serve as indicators of the student's progress toward and mastery of skills in designated areas.
- **Teacher Verifications of Student Work from Each Content Area:** The teacher verifies the student proficiency according to consistent scoring standards that are developed by the staff committees for each content area.
- **Journals:** Student journals may be used to reflect the student's performance in academic areas and his or her use of critical thinking skills.
- **Projects:** Students will complete projects that represent a cumulative demonstration of the student's learning. These may be presented in written, oral, or visual formats and may include the use of various media. Rubrics will indicate student's skills mastery.
- **Teacher Observations and Documentation:** The instructors document student work and work habits in and outside the classroom, noting skills that are mastered and those requiring continued improvement. Included in these observations will be the student's attitudes and social behaviors.
- **Teacher-Created Tests:** Teachers design appropriate tasks that measure understanding and work mastery.
- **Report Cards:** Report cards document student progress toward skills mastery and will be distributed at semester intervals during the school year. Grades are based on completed work, projects, and portfolios.

- **Standardized Tests:** AeroSTEM Academy will administer nationally norm-referenced and standards-referenced tests required by law in the State of California.

Plan for Collecting, Analyzing, and Data Reporting

AeroSTEM Academy administration will use assessment results to refine the educational program. In each content area and grade level, scores are analyzed to reflect necessary changes to the curriculum and instructional model. For example, if scores in 6th grade math indicate that many students are not meeting proficiency levels, an analysis of the curriculum used would ensue, and changes would be recommended. Online support options would be explored, and supplemental curricula would be sought out.

Teachers will be provided state standardized assessment results for each student. For students who score “Standard Not Met”, a plan will be created that includes interventions and supports such as weekly tutoring, supplemental curriculum, and online skill builders. The Executive Director or designee reviews the remediation strategies with the teacher and monitors the effectiveness of the plan.

To build the involvement and investment of parents and families, AeroSTEM Academy will communicate student performance data, including state standard assessment results, with families on a frequent and consistent basis. Following the model at CORE, the Charter School team will involve the parent and student immediately through multiple communication modes regarding any student concern. The team considers the family an integral partner in student growth and will consult parents regarding accomplishments and intervention plans.

Other standardized and embedded assessments, as mentioned in the assessment section, are used to inform instruction and guide the learning process. Teachers are trained to use ongoing assessments to monitor student progress, identify areas of need, and modify instruction accordingly.

Data will be clearly, openly, and regularly communicated to students, parents, and the Board. The Executive Director or designee will provide the Board with details on the school’s progress toward measurable goals. The Board’s regular review of the performance data is important to ensure the academic, fiscal, and cultural health of the school. In addition to annually reviewing performance goals, the Executive Director or designee may publish the school’s annual report online and communicate the information contained therein to the County.

AeroSTEM Academy will also produce 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).

ELEMENT FOUR

GOVERNANCE STRUCTURE

Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605(b)(5)(D).

Leadership in Governance: Board of Directors

Dallan Reese, Board Secretary: Community Member

Mr. Reese is a pilot for Southwest Airlines and retired US Air Force officer. He is an airplane flight instructor, commercial glider pilot, and a member of the board of directors for NCAI. Mr. Reese studied Aerospace Engineering at the University of Texas and earned a Master's degree from the USAF Air Command and Staff College. He is married to Charlotte Reese, a private pilot.

Tera Heacock, Board Treasurer: Parent Member

Mrs. Heacock is a mother of four. The family has resided in Yuba City since 2004. Currently her son attends Aerospace STEM Academy at CORE. In 2017 her daughter graduated from the STEM program and is currently pursuing the CTE Aerospace Pathway through CORE. She and her husband have seen firsthand the unique and effective opportunities the program affords children interested in STEM. Through the hands-on projects, field trips, and encouragement from staff, children learn that they are capable of more than they ever expected. Because of the program's dedication to the children, confidence is a natural benefit to their growth.

Sandra Fowler, Board Member: Community Member

Mrs. Fowler grew up in Sutter County and chose to return to this area after earning her bachelor's degree. Her educational background includes a Bachelor's in Agricultural Business with a concentration in Finance and Appraisal, Master's in Business Administration and is currently enrolled in an Educational Leadership Doctorate program at Sacramento State. Mrs. Fowler has served career education programs in many roles for over 16 years and is currently the Director of Career & Technical Education at Yuba College. She continues to work with local high schools on dual enrollment partnerships to help with providing high school students with college opportunities.

Les Sanders, Board Member: Community Member

Mr. Sanders is a Federal Aviation Administration certificated airplane pilot with nearly 7,000 flight hours and holds Flight Instructor Certificates for: Airplane, Single Engine Land ("CFI"), Airplane, Multiengine Land ("MEI"), Airplane Instrument Instructor ("CFII"), and Advanced Ground Instructor ("AGI"), and holds an Airline Transport Pilot Rating ("ATP"). In addition, Les holds a Bachelor's Degree in Business Administration and a Designated Subjects Career Technical Education ("CTE") Teaching Credential. Les is Chairman of the Northern California Aerospace Initiative ("NCAI") (see below) and volunteers for a number of civic and charitable organizations such as Angle Flight, Experimental Aircraft Association and Civil Air Patrol.

Legal Status

The Charter School is operated by AeroSTEM Academy Inc., a California nonprofit public benefit corporation with federal and state tax-exempt status (501(c)(3)). Pursuant to Education Code Section 47604(c), the SCBE shall not be liable for the debts and obligations of the Charter School, operated by a nonprofit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School, as long as the SCBE has complied with all oversight responsibilities required by law.

As such, AeroSTEM Academy will make provisions for the liabilities, debts and financial obligations of the Charter School and will indemnify, defend, and hold harmless the County for damages resulting from the acts of the Charter School. The Charter School administration shall maintain a comprehensive range of insurance coverage, commensurate with that of other public schools and/or nonprofit organizations of similar type and size, to protect both itself and the County. The Charter School will act as its own fiscal agent to the fullest extent of the law. The Charter School shall implement the provisions of applicable federal and state laws regarding charter schools. Please see Appendix J for the AeroSTEM Academy Inc. Articles of Incorporation and Appendix L for the Bylaws.

Conflict of Interest

A Conflict of Interest Code has been adopted and maintained that complies with the Political Reform Act and Corporations Code conflict of interest rules, and which shall be updated with a charter school-specific conflict of interest laws or regulations. Board members and administration shall reveal all conflicts of interest as they arise in the course of school business and shall not participate in a vote on any matter(s) where such a conflict exists. Annual disclosure statements shall be required. The Conflict of Interest Code is attached within Appendix K. As required, the Conflict of Interest Code will be submitted to the County Board of Supervisors for approval.

Governance

The Charter School will have a two-tier level of governance designed to promote maximum participation by all stakeholders, especially parents. Parent and community involvement in the governance of the school is assured by virtue of their participation in the Board and Charter Advisory Council, which shall follow the Brown Act and the Public Records Act.

Board of Directors

The Charter School shall be governed by the Board in accordance with its adopted bylaws, which may be subsequently amended pursuant to the amendment process specified in the bylaws. (Appendix L: Bylaws)

The authorized number of Directors shall be not less than three (3) or more than seven (7). The Board shall be comprised of the following Directors: a minimum of two (2) community members

and one (1) parent of a Charter School student selected with the assistance of the Executive Director. The governing board of the County shall be entitled to a single representative on the Board, with the right to attend and participate in meetings of the full Board. All positions shall be filled by residents of the Charter School's jurisdiction, which includes Sutter and its adjacent counties. NCAI may recommend community board members. All directors, except for the representative appointed by the SCBE, shall be designated by the existing Board.

The major roles and responsibilities of the Board shall include, but not be limited to, establishing and approving all major educational and operational policies, approving all major contracts, approving the school's annual budget, overseeing the school's fiscal affairs, and selecting and evaluating the Executive Director. The Board shall be governed in its operations and its actions by its corporate bylaws, which shall be consistent with the terms of the charter, the Charter Schools Act, and all other applicable laws. The day-to-day management of the Charter School shall be delegated to the Executive Director, an appointee of the Board of Directors.

The membership and terms of the Board are governed by the corporate bylaws.

The Board complies with all applicable federal, state and local laws. It retains independent legal counsel, when necessary. It purchases and maintains, as necessary, general liability, property, workers' compensation and unemployment insurance policies. The Board may initiate and carry on any program, activity, or may otherwise act in any manner which is not in conflict with, or inconsistent with, or preempted by, any law and which is not in conflict with the purposes for which charter schools are established.

The Board of Directors may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an officer or employee of AeroSTEM Academy or a third party any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated.

Meetings

All meetings of the Board shall comply with the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). The Board shall meet at least four times per fiscal year, to be scheduled shortly before September 15th, December 15th, March 15th, and June 30th, and meetings shall be open to the public and held at a location within Sutter County or a contiguous county. Agendas will be posted pursuant to the Brown Act and minutes of meetings shall be recorded and retained in AeroSTEM Academy's files. These records will be accessible for public and County review upon request.

Charter Advisory Council

The Charter School will maintain a Council that represents all primary stakeholders in the Charter School. The Council is the primary advisory group to the Board.

The Council shall consist of five (5) members, two (2) of whom are parents of enrolled students. Other members may include student(s), Charter School certificated and non-certificated staff,

and the Executive Director or designee. The Executive Director or designee has a permanent position on the Council and serves as the chairperson. A student of the Charter School, selected by the Executive Director from solicitations of nominees from the teachers, may serve as an ex-officio member of the Council, with the right to attend and participate in meetings, though without voting rights.

The Council is responsible for making recommendations to the Board regarding the Charter School's governance, including, but not limited to:

- Fiscal accountability
- Educational program/instructional strategies
- Policies and procedures for operations

The Council makes recommendations directly to the Board. Final authority for all matters dealing with the administration or operation of the Charter School shall reside with the Board.

The Board ratifies the slate of potential Council membership prior to election. After one year of service, a representative may be re-elected to serve additional year(s). In the event of a resignation, a new election will be initiated as described below, no later than one month after written receipt of the resignation. Non-attendance at three consecutive Council meetings constitutes a resignation and requires no written notice.

The Board and Council, elect their representative(s) from the pool of prospective or interested persons by a simple majority vote.

Parent Participation

Efforts to seek parent input in decision-making and provide encouragement for parent participation in school programs and special events shall be made through a variety of ways including:

- Board membership
- Council membership
- LCAP planning
- Parent meetings
- Parent surveys
- Volunteer opportunities
- Fostering a culture of parental involvement

Communication with parents is essential for parent involvement, which leads to increased student achievement. Parents will receive information regarding their student's progress through parent meetings, ongoing teacher and parent conversations, and report cards. Parents will also receive frequent and clear communications about school meetings and events through multiple modes of communication: school website, parent portal, email, newsletters, annual Handbook and an annual calendar of meetings and events.

ELEMENT FIVE

EMPLOYEE

QUALIFICATIONS

Governing Law: The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605(b)(5)(E).

The Charter School will comply with all state and federal laws regarding background checks and clearance as well as laws regarding maintenance and disclosure of employee records. No discrimination or harassment based on race, color, religion, sex, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, or any other characteristic protected by state or federal law will be permitted. The Charter School recognizes that it is a school of choice and no employee will be forced to work at the Charter School.

Executive Director

The Executive Director of AeroSTEM Academy will possess leadership abilities and a comprehensive educational vision that is consistent with the school's mission and educational program. In addition, the Executive Director should possess skills in hiring and supervising excellent teachers and business personnel. The Executive Director, as the administrator, shall hold and Administrative Services Credential and a Teaching Credential from the Commission on Teacher Credentialing. He/she will meet all of the legal requirements according to charter school law at the time of hire. The Executive Director's salary shall be paid pursuant to a Shared Services Agreement with CORE.

School Director

The Director will assist the Executive Director in the site administration of the school, the direction of the instructional program, and the operation of the school facilities as required by law, by Board policy, and by administrative regulations. The Director shall meet all of the legal requirements according to charter school law at the time of hire.

Teachers

AeroSTEM Academy will recruit and hire teachers who meet the requirements for employment of Education Code Section 47605(l) and the applicable provisions of ESSA. The Charter School will ensure teachers hold credentials equal to those required by the non-charter public schools as applicable by law for core and college prep courses. Teachers serving EL students will hold the appropriate certification where such is mandated by law. All teachers who work with students with special needs will hold the appropriate certification.

AeroSTEM Academy may hire additional certificated and non-certificated personnel to assist in providing supplementary instruction, management, and support services. All Charter School staff will have the necessary qualifications, skills, experience, and credentials to fulfill the requirements described in their job description. These documents and job descriptions shall be maintained on file at the Charter School and shall be subject to periodic inspection by the County.

Additionally, teachers employed by the school must:

- Be flexible, resourceful, imaginative and proficient in computer-based education as well as Internet navigation and resources.
- Work well with a team.
- Enjoy working and being with students.
- Be facilitators of learning rather than dispensers of knowledge.
- Be committed to making a difference in the quality of the school and in the lives of the students and staff.

The Board approves positions and their accompanying job descriptions; however, the Executive Director hires personnel to fill those positions.

AeroSTEM Academy may employ temporary or short-term personnel. The Executive Director will determine the qualifications and educational experiences for these persons.

Hiring practices will be aligned to the mission of the Charter School and the needs of the students.

(Appendix M: Salary Schedule) (Appendix N: Employee Position Descriptions and/or Qualifications)

ELEMENT SIX

HEALTH AND SAFETY

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require the following:

- (i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.
 - (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents.
 - (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.
- Education Code Section 47605(b)(5)(F).

The procedures that AeroSTEM Academy will follow to ensure the health and safety of pupils and staff are reflected in the adoption and implementation of health and safety policies, including the following:

TB Testing

Faculty, staff and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Mandated Child Abuse Reporters

All employees will be mandated child abuse reporters and will follow all applicable reporting laws. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Procedures for Background Checks

AeroSTEM Academy will comply with the provisions of Education Code Section 44237 and 45125.1 regarding the fingerprinting and background clearance of employees, contractors, and volunteers prior to employment and/or more than limited contact with students. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Executive Director or designee will be responsible for monitoring compliance.

Medication in School

AeroSTEM Academy will adhere to Education Code Section 49423 regarding administration of medicine while at school.

Immunization

AeroSTEM Academy will adhere to all laws related to legally required immunizations for entering students pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Vision, Hearing, and Scoliosis

Students will be screened for vision, hearing, and scoliosis in compliance to Education Code Section 49450, et seq., as applicable to the grade levels served by the school.

Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Blood Borne Pathogens

AeroSTEM Academy will adhere to state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written "Exposure Control Plan" designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV"). Whenever exposed to blood or other body fluids through injury or accident, students and staff shall follow the latest medical protocol for disinfecting procedures.

Emergency Preparedness

AeroSTEM Academy will adhere to its Emergency Disaster Plan ("Plan") developed specifically for the needs of the school site. The Plan will include, but is not limited to the following responses: fire, flood, earthquake, airplane crash, intrusion, threats, hostage situations, or any other disaster. The purpose of the Plan is to be prepared to handle any emergency with the safety of students and staff as our top priority. The Plan will be reviewed and updated annually.

Facility Safety

All facilities will comply with California Building Code as adopted and enforced by the local building enforcement agency and fire-safety requirements. Facilities utilized will be assessable

in compliance with minimal standards established under Section 504 and the Americans with Disabilities Act. Insurance will be obtained and held for:

- Commercial General Liability, including Fire Legal Liability
- Workers' Compensation, including Employers Liability coverage
- Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned
- Errors and Omissions
- Fidelity Bond
- Sexual Molestation and Abuse coverage
- Employment Practices Legal Liability coverage

Drug, Alcohol, and Tabaco Free Environment

The Charter School will function as a drug, alcohol, and tobacco free environment.

Suicide Prevention Policy

The Charter School will adopt a policy on student suicide prevention in accordance with Education Code Section 215.

Feminine Hygiene Products

The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

Nutritionally Adequate Free or Reduced Price Meal

The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each schoolday. The Charter School shall provide this meal for any eligible student on any schoolday that the student is scheduled for educational activities, as defined in Education Code Section 49010, lasting two or more hours, at a schoolsite, resource center, meeting space, or other satellite facility operated by the Charter School.

California Healthy Youth Act

The Charter School shall teach sexual health education and HIV prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, et seq.).

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures

for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(J):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel,” if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on Charter School discipline
- procedures for conducting tactical responses to criminal incidents

Comprehensive Anti-Discrimination and Harassment Policy

The Charter School is committed to providing a school that is free from discrimination and sexual harassment. Any discrimination or harassment based on actual or perceived characteristics of race, color, religion, gender, sex, gender identity, gender expression, pregnancy, nationality, national origin, ancestry, ethnic group identification, citizenship, age, marital status, physical or mental disability, medical condition, sexual orientation, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, genetic information, the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, or any other characteristic protected by state or federal law is prohibited.

These policies are incorporated as appropriate into student and staff handbooks and shall be reviewed on an ongoing basis.

ELEMENT SEVEN

RACIAL AND ETHNIC BALANCE

Governing Law: The means by which the charter school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).

Any child, regardless of ethnicity, national origin, gender, disability or socio-economic profile is equally welcome and eligible for admission. AeroSTEM Academy intends to reflect the diversity of the general population of the District through student recruitment and outreach activities that are designed to attract a diverse student population. Outreach activities will include:

- AeroSTEM Website (aerostem.org);
- Promotional and informational materials that appeal to all racial and ethnic groups in our community, with all materials translated into Punjabi and Spanish;
- Distribution of promotional and information materials at public locations and community events (e.g. Yuba City Summer Stroll, Yuba-Sutter Fair, and Sutter County Library); and
- Orientation meetings promoted and hosted for prospective students and families.

In addition, AeroSTEM Academy will engage community groups that represent the diversity of the community. Community groups to engage include:

- Mathematics, Engineering, Science Achievement (“MESA”) - MESA fosters diversity by encouraging historically underrepresented groups toward STEM degrees and professional careers
- Society for Advancement of Chicanos/Hispanics and Native Americans in Science (“SACNAS”)- SACNAS fosters the success of students through college to becoming STEM professionals.
- Society of Hispanic Professional Engineers (“SHPE”) – SHPE changes lives by empowering the Hispanic community to realize its fullest potential and to impact the world through STEM awareness, access, support and development.

Recruitment

AeroSTEM Academy will engage a variety of means and strategies to strive to achieve a gender balance and an ethnic and racial balance reflective of the general population of the District. As these strategies will include:

- Make outreach efforts by hosting community events
- Reach out to organizations to publicize the school
- Attend and participation at local events and activities to promote the school and to meet prospective students and their families
- Distribute promotional material to local businesses, libraries, and other public locations

- Cultivate a media presence by inviting local television to special events, using radio stations for exposure and announcements, and notifying the local newspaper of special events and achievements
- Offer orientations for potential students and families to visit the school and learn about the instructional program
- Provide on-going updates to AeroSTEM's social media pages and website
- Host an open house and tour visits for prospective parents
- Develop and maintain partnerships with community outreach organizations

AeroSTEM Academy may conduct an annual review of enrollment and demographic information to strategically adjust its outreach plan.

Gender Balance & STEM

AeroSTEM Academy recognizes the gender imbalance in STEM education and career fields nationwide. Outreach activities will be conducted to attract more girls to STEM education which include:

- Participate in annual American Association of University Women ("AAUW") STEM Conference at Yuba College. This event exposes young women to careers requiring math, science, engineering, and technology.
- Host STEM GIRL Camp - GIRL Camp is a program designed by UC Davis C-STEM. The program encourages 7th and 8th grade girls to learn about computer coding, engineering, and robotics in a hands-on environment.
- Partner with the NCAI to support an all girls Van's Build-a-Toolbox workshop. This workshop gives students an opportunity to work with mentor to build a sheet metal toolbox with industry tools and instructions.

In addition, the Charter School will engage community groups to encourage female youth to participate in STEM programs. Community groups to include:

- AAUW) – AAUW is dedicated to ensuring that women and girls have access to higher education and the opportunity to achieve excellence in professions of their choice. Locally AAUW hosts STEM Conference for 8th grade, and supports Tech Trek science camp for 7th grade girls.
- Society of Women Engineers ("SWE") – SWE is dedicated to expanding the image of the engineering profession as a positive force in improving the quality of life and demonstrating the value of diversity.

ELEMENT EIGHT

ADMISSION REQUIREMENTS

Governing Law: Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (d). Education Code Section 47605(b)(5)(H).

Pursuant to Education Code Section 47605(d)(2)(A), the Charter School will be an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.)

AeroSTEM Academy will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).

AeroSTEM Academy shall admit all pupils who wish to attend the Charter School to the extent that space allows. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School.

AeroSTEM Academy will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission shall be limited to students who reside in Sutter County or adjacent counties as required by Education Code Section 51747.3.

Enrollment Process

Students who understand and value AeroSTEM Academy's mission and are committed to the school's instructional and educational philosophy are encouraged to enroll. Participation in the Charter School requires a commitment from both students and parents to the goals and vision of this charter.

Basic student contact information will be collected through the school's website from families who are interested in enrolling in AeroSTEM Academy. Following a publicly advertised enrollment period, interested students will be counted to determine if a public lottery is needed. If applications do not exceed openings, all families shall complete the enrollment process.

Enrollment is completed by:

- Submitting student registration information online or by paper.
- Submitting requested documents according to law requirements

Random Public Drawing

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing (or “lottery”) to determine admission for the impacted grade lev, with the exception of existing students, who are guaranteed admission in the following school year.

Admission preferences

In the case of a public random drawing, preference shall be given to the following students, in the following order:

1. Siblings of students admitted to or attending the Charter School
2. Children of staff and board members, not to exceed 10% of the total school enrollment
3. Students who are currently enrolled in Bridge Street Elementary School (500 Bridge Street, Yuba City, CA 95991) and students who reside in the Bridge Street Elementary School attendance area (for purposes of the SB 740 Charter School Facility Grant Program)
4. Students who reside in the District

AeroSTEM Academy’s lottery drawing procedures include the following:

- All random public lottery drawings will be public, transparent, and fair
- All interested parties will be informed prior to the holding of a lottery of how many openings are available in the school and in the different grades served by the school
- All random public lottery drawings will take place at AeroSTEM Academy in a room large enough to allow all interested parties to observe the drawing
- Parents do not have to be present to participate
- Admission preferences will be granted as previously listed

At the conclusion of a random public lottery drawing, all students who were not granted admission due to capacity shall be placed on a wait list in the order selected according to their draw in the lottery. Interested student information, collected after the lottery, will be placed on the wait list in the order received. The wait list will allow the option of enrollment during the school year should an opening become available. Wait lists will not carry over year to year.

Random public lottery drawing rules, deadlines, dates, and times will be communicated through a variety of means such as print, school website, social media, or interested family orientations.

Recruitment

AeroSTEM Academy will engage a variety of means and strategies to strive to achieve a gender balance and an ethnic and racial balance reflective of the general population of the District. The specific recruitment efforts the Charter School will make are described in Element 7.

ELEMENT NINE

INDEPENDENT FINANCIAL AUDIT

Governing Law: The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(b)(5)(l).

An annual independent financial audit of the books and records of the Charter School shall be conducted as required by Education Code Sections 47605(b)(5)(l) and 47605(m). The Board will oversee the preparation and completion of an annual audit of the school's financial affairs. Such an audit, at a minimum, verifies the accuracy of the school's financial statements, revenue-related data collection and reporting practices, and examines the Charter School's internal controls. The books and records of the Charter School shall be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit shall employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

The Charter School will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit shall be completed within six months of the close of the fiscal year and a copy of the auditor's findings is forwarded to the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year.

The Board will review any audit exceptions or deficiencies and makes recommendations. The Board will submit a report to the County describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the County along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in this charter.

The AeroSTEM Academy Board may arrange ongoing performance reviews, culminating in an annual report to the secretary of the Board to evaluate the academic program, to monitor progress toward the goals and outcomes specified in this charter and to ensure compliance with applicable State and Federal regulations, as well as with the provisions of this charter.

The County shall agree to receive and review the annual fiscal audit and performance/program report specified in this section, if any. Within a timely manner of the receipt of these annual reports, the County must notify the Board of Directors of AeroSTEM Academy as to whether it

considers the AeroSTEM Academy's students to be making satisfactory progress relative to the outcomes specified, and whether AeroSTEM Academy is not in compliance with any of its own provisions described herein.

ELEMENT TEN

SUSPENSION AND EXPULSION PROCEDURES

Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

- (a) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.
- (b) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
 - a. Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
 - b. Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
- (c) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes dis-enrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). Education Code Section 47605(b)(5)(J).

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at AeroSTEM Academy. In creating this policy, AeroSTEM Academy has reviewed Education Code Section 48900 *et seq.*, which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual

review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve AeroSTEM Academy's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter, so long as the amendments comport with legal requirements. AeroSTEM Academy staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

AeroSTEM Academy administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary disenrollment policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Executive Director's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the school has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to initiate the procedures specified below for suspensions, before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified below for suspensions, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes dis-enrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
 - a. Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b. Willfully used force or violence upon the person of another, except self-defense.
 - c. Unlawfully possessed, used or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e. Committed or attempted to commit robbery or extortion.
 - f. Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
 - g. Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
 - h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i. Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

- 1) Except as provided in Education Code Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision.
 - l. Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
 - m. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
 - n. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
 - o. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
 - p. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
 - q. Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the, which includes but is not limited to, electronic files and databases, personal property of the person threatened or his or her immediate family.
 - r. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - s. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
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- t. Intentionally harassed, threatened or intimidated school personnel or volunteers, and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

- iii. An act of cyber sexual bullying.
 - a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - v. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
 - w. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.
2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.
 - b. Brandishing a knife at another person.
 - c. Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.
 - d. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n)
3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b. Willfully used force or violence upon the person of another, except self-defense.
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- c. Unlawfully possessed, used or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
- g. Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
- l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

- p. Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- r. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s. Intentionally harassed, threatened or intimidated school personnel or volunteers, and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- u. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

- v. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:
- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
 - b. Brandishing a knife at another person.
 - c. Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.
 - d. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or the Executive Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or AeroSTEM Academy employee who referred the student to the Executive Director or designee.

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or AeroSTEM Academy personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If AeroSTEM Academy officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Executive Director or Executive Director’s designee, the pupil and the pupil’s guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when AeroSTEM Academy has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil’s parents, unless the pupil and the pupil’s parents fail to attend the conference.

This determination will be made by the Executive Director or designee upon either of the following: 1) the pupil’s presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil’s suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial the Board following a hearing before it or by the Board upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board as needed. Any Board member who is a parent of any of the students involved in event leading to the recommendation for expulsion shall recuse herself/himself from the hearing. Alternatively, the Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil nor a member of the Board. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of AeroSTEM Academy's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at AeroSTEM Academy to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

AeroSTEM Academy may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by AeroSTEM Academy or the hearing officer. Copies of these

sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. AeroSTEM Academy must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, AeroSTEM Academy must present evidence that the witness' presence is both desired by the witness and will be helpful to AeroSTEM Academy. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Executive Director or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or

parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with AeroSTEM Academy.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

J. Disciplinary Records

AeroSTEM Academy shall maintain records of all student suspensions and expulsions at AeroSTEM Academy. Such records shall be made available to the authorizer upon request.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from AeroSTEM Academy as the Board's decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from AeroSTEM Academy shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board of Directors following a meeting with the Executive Director or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Board of Directors following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon AeroSTEM Academy's capacity at the time the student seeks readmission.

O. Notice to Teachers

The Charter School shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

P. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of SELPA

AeroSTEM Academy shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that AeroSTEM Academy or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, AeroSTEM Academy, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If AeroSTEM Academy, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If AeroSTEM Academy, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that AeroSTEM Academy had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

- If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- Return the child to the placement from which the child was removed, unless the parent and AeroSTEM Academy agree to a change of placement as part of the modification of the behavioral intervention plan.

If AeroSTEM Academy, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then AeroSTEM Academy may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or AeroSTEM Academy believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or AeroSTEM Academy, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and AeroSTEM Academy agree otherwise.

5. Special Circumstances

AeroSTEM Academy personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated AeroSTEM Academy's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if AeroSTEM Academy had knowledge that the student was disabled before the behavior occurred.

AeroSTEM Academy shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to AeroSTEM Academy supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other AeroSTEM Academy personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other AeroSTEM Academy supervisory personnel.

If AeroSTEM Academy knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If AeroSTEM Academy had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. AeroSTEM Academy shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by AeroSTEM Academy pending the results of the evaluation.

AeroSTEM Academy shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ELEMENT ELEVEN

RETIREMENT SYSTEMS

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(b)(5)(K).

AeroSTEM Academy maintains a salary structure competitive with local school districts in order to attract candidates with the necessary skills and experience. Periodic review of local district salary scales is conducted by the Executive Director or designee. Annual cost of living adjustments are made when school funding allows. Full time employees are offered life insurance and a health benefit package.

For retirement benefits, AeroSTEM Academy will offer participation in the State Teachers' Retirement System ("STRS") for certificated staff. Non-certificated staff will participate in the Public Employees Retirement System ("PERS"), and/or Social Security, depending upon each individual's eligibility. The Executive Director or designee, under direction from the AeroSTEM Board of Directors, shall be responsible for ensuring that appropriate arrangements for retirement coverage are made for all employees.

ELEMENT TWELVE

PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(b)(5)(L).

No student may be required to attend AeroSTEM Academy. Students who opt not to attend AeroSTEM Academy may attend other county or district schools or pursue an inter- or intra-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence. Parents and guardians of each student enrolled in AeroSTEM Academy will be informed on admissions forms that students have no right to admission in a particular school of a local education agency as a consequence of enrollment in AeroSTEM Academy, except to the extent that such a right is extended by the local education agency.

ELEMENT THIRTEEN

EMPLOYEE RETURN RIGHTS

Governing Law: The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(b)(5)(M).

AeroSTEM Academy has developed an employee handbook detailing the rights and responsibilities of all employees including but not limited to sick leave, health benefits, bargaining units, contracts, seniority, and tenure.

No District or County employee shall be required to work at the Charter School. Employees of the District or County who choose to leave the employment of the District or County to work at the Charter School will have no automatic rights of return to the District or County after employment by AeroSTEM Academy unless specifically granted by the District or County through a leave of absence or other agreement. AeroSTEM Academy employees shall have any right upon leaving the District or County to work in the Charter School that the District or County may specify, any rights of return to employment in a school district after employment in the Charter School that the District or County may specify, and any other rights upon leaving employment to work in the Charter School that the District or County determines to be reasonable and not in conflict with any law.

Sick or vacation leave or years of service credit at the District or County or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter. All employees of AeroSTEM Academy will be considered the exclusive employees of AeroSTEM Academy and not of the District or County. Employment by AeroSTEM Academy provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

ELEMENT FOURTEEN

DISPUTE RESOLUTION

PROCEDURES

Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. Education Code Section 47605(b)(5)(N).

The Charter School recognizes that it cannot bind the County to a dispute resolution procedure to which the County does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures. The Charter School is willing to consider changes to the process outlined below as suggested by the County.

The Charter School and the County will be encouraged to attempt to resolve any disputes amicably and reasonably without resorting to formal procedures.

The Board has adopted policies and processes for airing and resolving internal and external disputes, including a Uniform Compliant Policy and Procedures as required by state law. The County shall promptly refer all complaints not related to a possible violation of the charter or law to the Executive Director for resolution in accordance with AeroSTEM Academy adopted policies.

In the event that any dispute between the Charter School and the County arises relating to this charter, Charter School staff, employees and Board members of the Charter School and the County agree to first frame the issue in written format (“dispute statement”) and to refer the issue to the County Superintendent and AeroSTEM Academy Executive Director, or their respective designees. In the event that the County Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, AeroSTEM Academy requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the County to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the County’s ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Superintendent and Executive Director, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and Executive Director, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and Executive Director, or their respective designees, shall meet to jointly identify a neutral third-party mediator to engage

the parties in a mediation session designed to facilitate resolution of the dispute. The Superintendent and Executive Director, or their respective designees, shall jointly develop the format of the mediation session. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the County and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the County and AeroSTEM Academy.

ELEMENT FIFTEEN

CLOSURE PROCEDURES

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(O).

Closure of the Charter School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

AeroSTEM Academy will promptly notify parents and students of the Charter School, the Sutter County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and grades that meet graduation requirements.

AeroSTEM Academy will ensure that the notification to the parents and students of AeroSTEM Academy of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close AeroSTEM Academy.

AeroSTEM Academy will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, AeroSTEM Academy will provide parents, students and the County with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the "FERPA. All student records of the Charter School shall be transferred to the County upon closure. If the County will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, AeroSTEM Academy will prepare final financial records. AeroSTEM Academy will also have an independent audit completed within six months after closure. AeroSTEM Academy will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by AeroSTEM Academy and will be provided to

the County promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

AeroSTEM Academy will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the nonprofit public benefit corporation. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled "Relief for Certain Participants in § 414(d) Plans" or any final regulations implementing 26 U.S.C. § 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from the County or County property will be promptly returned upon the Charter School's closure to the County. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, AeroSTEM Academy shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated by a public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the budget in Appendix O, AeroSTEM Academy will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS PROVISIONS

FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY

Budgets

Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(g).

The current Board-adopted operational budget is attached (Appendix O: Budget Projection), including reasonable estimates of all anticipated revenues and expenditures necessary to operate the school – including special education. Budget notes are included that clearly describe the assumptions of revenue estimates, including the basis for average daily attendance estimates and staffing levels.

Cash flow and financial projections are included, including a reserve equivalent to that required by law for a school district of comparable size.

Funding

The Charter School will be a direct-funded charter school. It manages its own funds, with an option to establish an account at a private bank for its Board-authorized minor purchases and expenditures. The Charter School pays the County actual costs not to exceed 1% for oversight of the Charter School. Support and other services purchased from the County will be separately agreed upon in a fully executed MOU entered into between the Charter School and the County.

Initial funding and cash flow will be sought through the Public Charter School Grant Program (Planning and Implementation Grant) and the Charter School Revolving Loan Fund.

Financial Reporting

The Charter School, working with the County, shall develop an annual calendar of deadlines and reporting timelines. The Charter School's current adopted calendar includes the following reports to the County Superintendent of Schools as prescribed in Education Code section 47604.33 and voluntarily:

AeroSTEM Academy Financial Reporting Activity Calendar

Due Date	Activity
On the first Wednesday of October	CALPADS Snapshot
On or before July 1	<ul style="list-style-type: none"> Preliminary budget for the current fiscal year. LCAP and an annual update to the LCAP required pursuant to Education Code Section 47606.5.
On or before December 15	<ul style="list-style-type: none"> Interim financial report, reflecting changes through October 31. Copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the , State Controller, California Department of Education and County Superintendent of Schools
On or before March 15	Second interim financial report, reflecting changes through January 31
On or before September 15	Final un-audited report, full prior year
December 31, April 15, June 30	Attendance Reporting
Approved at next regular meeting	School Board Minutes

The Charter School adheres to the County's reporting requirements and shall also provide the following reports as required by law:

- ADA (Average Daily Attendance) reports J18/19.
- SARC – charter schools may use their own formats.
- LCAP

The Charter School management team shall be thorough in its approach to developing systems and programs that work in conjunction with the best practices established by other successful direct-funded charter schools.

The Charter School management team shall be thorough in its approach to developing systems and programs that work in conjunction with the best practices established by other successful direct-funded charter schools. The Charter School may provide an annual report to the County Board.

Insurance

AeroSTEM Academy will acquire and finance general liability, workers' compensation, and all other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. AeroSTEM Academy appropriates dollars that cover the cost of the

insurance and makes available insurance coverage for employees through agreement. The County shall be named as an additional insured on all policies of the Charter School.

Administrative Services

Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(g).

AeroSTEM Academy shall rely on the internal strengths within the organization, and does not anticipate needing to access or rely on the County for services or support in the day-to-day operation of the Charter School. AeroSTEM Academy and its financial services provider will handle payroll, retirement, health, and welfare benefits.

AeroSTEM Academy may contract for financial accounting services. The specific terms and costs for these services are subject to a separate MOU.

Facilities

Governing Law: The facilities to be utilized by the charter school. The description of the facilities to be used by the charter school shall specify where the school intends to locate. Education Code Section 47605(g).

AeroSTEM shall maintain a facility at Sutter County Airport, 1130 Civic Center Boulevard, Yuba City, CA, 95993

Transportation

In the case of students with disabilities, or other students as required by law, who require transportation, the Charter School will make arrangements for transportation needs or contract with local transportation companies to provide this transportation when needed.

Term, Renewal, and Revocation

The term of this charter renewal shall begin July 1, 2018, and shall expire five (5) years thereafter on June 30, 2023. AeroSTEM Academy shall initiate a renewal of the charter at least four (4) months prior to expiration of the charter term. Renewals of this charter shall be governed by the applicable standards and criteria set forth by Education Code and the California Code of Regulations at the time renewal is requested.

The SCBE may revoke this charter in accordance with Education Code Section 47607 and the California Code of Regulations, Title 5, Section 11968.5.2 *et seq.* Prior to revocation, the County Board shall notify AeroSTEM Academy of any violation and give the Charter School a reasonable period of time within which to correct the violation, unless the County Board determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of students. In the event a violation is not corrected to the County's satisfaction within the reasonable period of time specified, the County Board may take action to revoke the charter in accordance with state law.

The Charter School agrees to and submits to the right of the County to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the County.

Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(g).

The Charter School shall be operated by AeroSTEM Academy Inc., a California non-profit public benefit corporation. This corporation is organized and operated exclusively for educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with the oversight responsibilities required by law. The Charter School shall work diligently to assist the County in meeting any and all oversight obligations under the law including meetings, reporting or other requested protocol to ensure the County shall not be liable for the operation of the Charter School.

Further, AeroSTEM Academy and the County may enter into a memorandum of understanding, wherein AeroSTEM Academy shall indemnify the County for the actions of the Charter School under this charter.

The corporate bylaws of AeroSTEM Academy shall provide for indemnification of the Board, officers, agents, and employees, and AeroSTEM Academy will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the insurance company for schools of similar size, location and type of program. In addition to general liability insurance, AeroSTEM Academy will purchase Directors and Officers insurance. The County is named as an additional insured on all insurance policies.

The Board shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

OPTIONAL MISCELLANEOUS CLAUSES

Charter Revisions

Any modifications or amendments to this charter shall be made only with the approval of the Board. Material revisions shall be made pursuant to the standards, criteria and timelines as provided by Education Code Section 47605.

Severability

The terms of this Charter are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the Charter shall remain in effect, unless mutually agreed otherwise by the governing boards of the County and the Charter School.

Communications

All official communications between the County and the Charter School will be sent via First Class Mail or other appropriate means to the following:

Charter School

AeroSTEM Academy c/o
CORE Charter Schools, Inc.
Administrative Office
321 16th St.
Marysville, CA 95901

County

Superintendent
Sutter County Office of Education
970 Klamath Lane
Yuba City, CA 95993

Appendix

- A. Daily Schedule
- B. Enrollment Documents
- C. Master Agreement
- D. Independent Study Policy
- E. Missing Assignment Report
- F. Graduation Requirements
- G. 2019-20120 Master Calendar
- H. Local Control and Accountability Plan (LCAP)
- I. 2018-2019 Assessment Chart
- J. Articles of Incorporation
- K. Conflict of Interest
- L. Bylaws
- M. Salary Schedules
- N. Employee Position Descriptions and/or Qualifications
- O. Budget Projection
- P. CORE Charter School 2016-2017 Audit Report

BOARD AGENDA ITEM: AeroSTEM Academy Daily Schedule for 2019-2020

BOARD MEETING DATE: May 8, 2019 – Special Meeting

AGENDA ITEM SUBMITTED FOR:

Action

Reports/Presentation

Information

Public Hearing

Other (specify)

PREPARED BY:

Chris Mahurin

SUBMITTED BY:

Chris Mahurin

PRESENTING TO BOARD:

Chris Mahurin

BACKGROUND AND SUMMARY INFORMATION:

A daily schedule for AeroSTEM Academy for 2019-2020 will be presented to the Board.



Daily Schedule (4-day site attendance week, 1-day personalized learning)

Time	6th	7th	8th	9th	10th
8:30-9:30	Math	Science	History	English 9	Int. Math 2, 1, 1A/B
9:30-10:25	English	History	Science	Int. Math 1, 1A	English 10
10:25-11:20	History	Math	English	Spanish 1	World History
11:20-11:50	LUNCH				
11:20-12:15				Intro. To UAV	Spanish 1/2 and/or P.E.
11:50-12:45	Science	English	Math		
12:15-12:45				LUNCH	
12:45-1:40	PLTW/ C-STEM/	PLTW/ C-STEM	PLTW/ C-STEM	Intro. To Eng. PLTW	Integrated Science 2
1:40-2:35	Discover	Discover	Discover	Integrated Science 1	Intro./Adv. Eng. PLTW
2:35-3:30				P.E.	Intro/Adv. to UAV

Weekly Collaborative Personalized Learning Day:

- Students will continue classroom assignments and online school work.
- Teachers will maintain availability to schedule tutoring, student support activities, parent teacher conferences, collaborative planning, and academic success meetings.
- Personalized learning day can also be utilized for field trips, special events, off-site classes, internships and workshops.

Annual Site Based Instructional Minutes per Grade level

- 6th-8th Grade 54,000 80%=43,200 minimum Actual: 49,245
- 9th-12th Grade 64,800 80%=51,840 minimum Actual: 57,330