



California Aerospace Academy
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Gateway Community Charters

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Twin Rivers Unified School District

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Mission Statement

The mission of the California Aerospace Academy (“CAA”) is to prepare all students for college, career, and citizenship through personalized, rigorous, and relevant learning experiences that are facilitated in the context of aviation and aerospace.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the California Aerospace Academy at (916)286-5101. The Parents of CAA, a volunteer parent group was established in 2009 to fund-raise and help with school improvements. This active parent group has been responsible for providing equipment for classes, providing parent volunteers for field trips and to work in classrooms, as well as other needs as they arise.

District & School Profile

CAA is a Gateway Community Charters charter school. Gateway Community Charters (“GCC”) was created in April of 2003 with a vision to create quality schools of choice in the greater Sacramento region with a particular emphasis on serving under-served and at-risk populations. Each of our schools has a unique mission and vision and has a track record of serving students within the charter school construct. Gateway Community Charters has a total of six charter schools with Twin Rivers Unified School District as the LEA/oversight agency.

California Aerospace Academy had an enrollment of 155 students in grades seventh through twelfth for the 2010-11 school year. Student demographics are illustrated in Table 1.

The California Aerospace Academy a quality public charter school in Sacramento, provides a foundation for children interested in learning about aerospace, aviation, and engineering. CAA’s goal is to engage students in the wonder and awe of science and math in the high interest construct of aviation and aerospace.

The school has partnered with the Aerospace Museum of California in McClellan Park, formerly McClellan Air Force Base, to provide its students with a unique, hands-on learning experience. Some of CAA instruction takes place at the museum, giving students access to a computerized learning laboratory, flight simulator, weather station and global positioning software. Other school partners are Country Club Lions, Young Eagles, Sacramento City College, Civil Air Patrol, LEED, SAGE, McClellan Park, Air Force Association, and Coast Guard Station Sacramento. The Coast Guard has partnered with CAA through the Education in the classroom program, which allows Coast Guardsmen to enrich classroom instruction with interviews, field trips to the Air Station, and direct instruction.

While students become familiar with the principles that make up aerospace and aviation, they will also meet state standards for education by participating in an integrated core curriculum that includes Science, Language Arts, Mathematics, and Social Sciences as well as electives in Spanish, Computer Science, Art, Aerospace, Engineering, Leadership, Yearbook, and PE.

Table 1: Student Enrollment

Group	Percentage
Number of Students	155
Black or African American	8.4%
American Indian or Alaska Native	0.0%
Asian	0.6%
Filipino	0.0%
Hispanic or Latino	23.9%
Native Hawaiian or Pacific Islander	1.9%
White	54.8%
Two Or More Races	10.3%
Socioeconomically Disadvantaged	70.3%
English Learners	9.0%
Students with Disabilities	3.2%

Discipline & Climate for Learning

Students at California Aerospace Academy are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. California Aerospace Academy uses a variety of programs to promote both character and appropriate behavior. Teachers are encouraged to contact parents when problems arise. The Principal reviews all referrals and administers appropriate consequences using suspensions as a last resort. Parents are informed of school policies and rules through the Parent Handbook which is given out at the Parent orientation meeting at the beginning of the school year. All students are given a Student Planner which contains the school rules and behavior expectations. Review of the handbook takes place during Advisory Periods at the beginning of the year. The school has a full-time campus monitor who supports positive student behavior.

The Suspensions and Expulsions table (Table 2) illustrates total cases for the last three years, as well as percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted. There were no expulsions at California Aerospace Academy in the last three years.

Table 2: Suspensions & Expulsions

	School			District		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspensions	45	168	128	10898	6864	6641
Suspension Rate	30.0%	49%	31.6%	35.2%	22.0%	21.0%
Expulsions	0	0	0	64	52	26
Expulsion Rate	0.0%	0.0%	0.0%	0.2%	0.2%	0.1%

Student Recognition & Extracurricular Activities

Students are encouraged to participate in the school’s additional academic and extracurricular activities, which are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. CAA also recognizes student birthdays and students “caught doing good” – a result of the character education program taught in all grades.

Extracurricular activities, clubs, and programs include:

- Civil Air Patrol
- Wild Blue Wonders
- Young Eagles Professionals
- Associated Student Body (ASB)
- Local 7th/8th grade Basketball League
- Robotics
- Lions Club Leos

California Aerospace Academy recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements every six to eight weeks with Academic Honor Awards. They receive a certificate and their picture in the yearbook.

School Enrollment & Attendance

Charter schools receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at California Aerospace Academy. Student attendance is carefully monitored to identify those students exhibiting excessive absences.

Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. The school monitors student attendance very closely, makes phone calls to parents on a daily basis, and will send letters home if absences become a problem.

Table 3 illustrates the enrollment trend by grade level for the past three school years.

Table 3: Enrollment Trend by Grade Level

	2008-2009	2009-2010	2010-2011
7 th	54	45	24
8 th	50	55	41
9 th	35	25	37
10 th	11	24	25
11 th	-	9	20
12 th	-	-	8
Total Enrollment	150	158	155

Class Size

Average class sizes vary by grade level and subject area taught. Table 4 indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

Table 4: Class Size Distribution

	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English	25	25	25	5	3	7	2	5	3	-	-	-
Mathematics	25	25	25	8	3	6	5	6	2	-	-	-
Science	27	25	25	5	2	10	3	5	-	-	-	-
Social Studies	24	25	20	4	1	5	3	6	3	-	-	-

School Leadership

Leadership at California Aerospace Academy is a responsibility shared between Gateway Community Charter central administration, the principal, instructional staff, students, and parents. The Gateway Community Charters’ emphasis for its schools is to strive to create excellence through a well-balanced and rigorous core curriculum at all grade levels and instructional programs that are aligned with state standards.

Founding Principal Willie Thomas III lead the school in its first two development years. Principal Cheryl Bremer, an administrator with over 30 years of experience in secondary education with 10 years experience as an administrator, was hired in the summer of 2009. GCC Superintendent Cindy Petersen Ed.D. has over 25 years experience as an educational leader, an administrator and classroom teacher. Principal Cheryl Bremer participates in monthly one-on-one meetings with the Superintendent as well as an additional monthly meeting with the CBO for collaborative budget review and management. As principal, Ms. Bremer also participates in twice monthly meetings with all GCC central administration and principals via an ongoing professional learning community. The school staff participates in weekly staff development and coordinated team meetings, and monthly parent meetings

Staff members, students, and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students’ needs and comply with GCC goals. Leadership teams include: School Site Council, Parents of CAA, Student Senate, and the School Advisory Team.

Teacher Assignment

California Aerospace Academy recruits and employs the most qualified credentialed teachers.

Teacher misassignments (Table 6) reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

Table 5: Teacher Credential Status

	School			District
	08-09	09-10	10-11	10-11
Fully Credentialed	6	9	11	1091
Without Full Credentials	0	0	0	12
Working Outside Subject	0	1	1	14

Table 6: Misassignments/Vacancies

	08-09	09-10	10-11
Misassignments of Teachers of English Language Learners	0	0	2
Total Missassignment of Teachers	1	0	1
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as “Highly Qualified” no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor’s Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. Table 7 indicates the percentage of Core Academic Courses taught by NCLB compliant teachers.

Table 7: NCLB Compliant Teachers

	% of Core Academic Courses Taught by NCLB Compliant Teachers	% of Core Academic Courses Taught by Non-NCLB Compliant Teachers
School	72.73%	27.27%
District	90.6%	9.4%
High Poverty Schools in District	90.6%	9.4%
Low Poverty Schools in District	N/A	N/A

Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state’s evaluation criteria and GCC policies. All teachers are formally evaluated annually and are informally observed on a regular basis.

Each teacher is evaluated annually via a performance pay system. The assessment of performance is completed by themselves, their administrator, and a peer. Criteria for the evaluation are based upon the California Standards for the Teaching Profession (CSTP). Using a rubric for evaluation, teachers have the opportunity to earn performance pay based upon observable quality teaching performance.

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The school offers five staff development days annually and holds weekly collaboration meetings where teachers

are offered a broad based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. Friday afternoon collaboration is also utilized for review of school-wide and student specific data to create critical intervention and support strategies to ensure ongoing student growth and success.

Counseling & Support Staff

It is the goal of California Aerospace Academy to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The school employs a part-time academic counselor to assist students in career decisions and to ensure students are on track to graduate. The Table 8 lists the support service personnel available at California Aerospace Academy.

Table 8: Counseling & Support Services Staff

	Number of Staff	Average Number of Students per Academic Counselor
Counselor	1	155
Parent Liaison	-	
Psychologist	1 (As Needed)	
Resource Specialist Program Teacher	1 (As Needed)	
Speech and Language Specialist	1 (As Needed)	

Parent Involvement

California Aerospace Academy has established community partnerships with the Aerospace Museum of California, the Lions Club, chapters of the Experimental Aviation Association, California Civil Air Patrol, California Coast Guard, LEED, as well as developing partnerships with local community colleges.

Most importantly, our parent group the "Parents of CAA" has become a key component in the development and support of our school. They fund and provide field trips, seek partnerships, recruit new families, and are constantly seeking to identify ways to assist staff in providing CAA students with unforgettable learning experiences.

Curriculum Development

Curriculum development at California Aerospace Academy predominantly revolves around the California State Content Standards and Frameworks. CAA curriculum guides are updated regularly to align with the state standards and assessment program as well as the charter’s vision of providing cutting edge vocational training like Project Lead the Way (PLTW). PLTW is a pre-engineering curriculum that makes science and math relevant to students through hands-on, real-world projects.

Teachers align classroom curriculum with an aerospace frame of reference to ensure that all students either meet or exceed state proficiency levels. In 2010-11, Civil Air Patrol courses were added to the curriculum. Students who were enrolled in these courses were not only trained in CAP protocol and aviation education, but are also given the tools to advance in rank. CAA also provides aerospace classes for all middle school students as a way of introduction into the vast field aviation and aeronautics careers. As students progress through high school, they are encouraged to participate in Project Lead the Way courses, which tie engineering and aerospace together through a hands-on curriculum.

Instructional Materials

All students at California Aerospace Academy, including English learners, have access to standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom. Materials may be checked out as needed to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California

Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the Principal. All recommended materials are available for parent examination prior to adoption. Table 9 displays information about the quality and currency of the standards-aligned textbooks and other instructional materials used at the school.

Table 9: Gateway Community Charters Board Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year
7 th -12 th	English/Language Arts	McDougal Littell	2008
7 th -12 th	Health	Holt	2009
7 th -12 th	History/Social Studies	Teacher's Curriculum Institute	2005
		McDougal Littell	2009
		Holt	2009
7 th -12 th	Mathematics	McDougal Littell	2008
		McDougal Littell	2009
7 th -12 th	Science	Holt	2007
		McDougal Littell	2005
		Prentice Hall	2007

Science Lab Equipment

The school stocks an abundant supply of equipment for its students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders and brushes, tongs, flasks, beakers, and Bunsen burners. In addition, California Aerospace Academy also has a class set of Xplorer GLX's which is an electronic handheld data processor that captures, analyzes, annotates, stores, and prints data quickly and seamlessly, without being connected to a computer.

School Facilities & Safety

California Aerospace Academy is located on the former McClellan Air Force Base. Walls have been added to the interior of the building to allow for nine (9) classrooms, a computer lab, and large area used as a lab for special projects. There is also a cafeteria, which serves lunches provided in arrangement with the Twin Rivers Unified School District. Teachers have a work-room, store room, and kitchen. There are office spaces for the Principal, secretary, counselor, and campus monitor. There is also a small conference room and a room for the Parents of CAA.

School safety is a major concern of the California Aerospace Academy and therefore the school is in compliance with laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Each classroom and office area has an Emergency Preparedness Guide. The school-at-large has regular fire drills, lockdown, as well as duck and cover procedure rehearsals. The safety plan is updated and reviewed with staff every fall. A school site representative participates on the Gateway Community Charters Safety Committee. Visitors to the school must first check in at the front office. Students are supervised throughout the day by the teachers, the principal, and the campus monitor.

Additional Internet Access/Public Libraries

California Aerospace Academy is equipped with a computer lab consisting of 24 student computers with Internet access. In addition, most classrooms have mini-labs (3 or 4 computers) for student use. The addition of these computers was made possible through a donation from Heald College and the Sheriff's Toy Project. For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the city and county of Sacramento, which contain numerous computer workstations. Visit www.saclibrary.org for more information and directions to the nearest branch.

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Table 10 shows the combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, and Science and History/Social Studies for the most recent three-year period, is shown. Table 11 shows the combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Science, and Historical/Social Studies by subgroup.

Table 10: California Standards Test (CST)

Subject	School			District			State		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English/Language Arts	35%	34%	38%	38%	39%	40%	49%	52%	54%
Mathematics	16%	13%	3%	35%	40%	41%	46%	48%	50%
Science	30%	46%	23%	34%	39%	41%	50%	54%	57%
History/Social Science	28%	29%	29%	25%	27%	29%	41%	44%	48%

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

Table 11: California Standards Test (CST) Subgroups

Subject	English/Language Arts	Mathematics	Science	History/Social Studies
All Students in the District	40%	41%	41%	29%
All Students at the School	38%	3%	23%	29%
Male	37%	3%	26%	31%
Female	42%	2%	19%	24%
Black or African American	0%	0%	0%	0%
American Indian or Alaska Native	-	-	-	-
Asian	0%	0%	0%	0%
Filipino	-	-	-	-
Hispanic or Latino	27%	3%	0%	18%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	48%	4%	32%	38%
Two or More Races	33%	0%	0%	0%
Socioeconomically Disadvantaged	35%	4%	22%	33%
English Learners	18%	0%	0%	0%
Students with Disabilities	0%	0%	0%	0%
Students Receiving Migrant Education Services	-	-	-	-

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

Academic Performance Index

The Academic Performance Index (API), summarized in Table 13, is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet. Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school). Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

Table 12: Academic Performance Index Growth by Student Group- Three Year Comparison

Group	Actual API Change 2008-2009	Actual API Change 2009-2010	Actual API Change 2010-2011
All Students at the School	-22	40	-40
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic Latino			
Native Hawaiian or Pacific Islander			
White		35	-61
Two or More Races	N/D		
Socioeconomically Disadvantaged		45	-17
English Learners			
Students with Disabilities			

*Note: "N/D" means that no data was available to the CDE or LEA to report.

Table 13: Academic Performance Index Growth by Student Group- 2011 Growth API Comparison

Group	2011 Growth API					
	Number of Students	School	Number of Students	District	Number of Students	State
All Students at the School	122	626	18,302	726	4,683,676	778
Black or African American	6		2,770	663	317,856	696
American Indian or Alaska Native	0		150	672	33,774	733
Asian	1		1,919	761	398,869	898
Filipino	0		231	819	123,245	859
Hispanic or Latino	32	553	7,155	713	2,406,749	729
Native Hawaiian or Pacific Islander	1		307	712	26,953	764
White	67	651	4,994	764	1,258,831	845
Two or More Races	14	705	553	739	76,766	836
Socioeconomically Disadvantaged	86	623	15,054	716	2,731,843	726
English Learners	12	529	6,696	709	1,521,844	707
Students with Disabilities	11	556	2,328	557	521,815	595

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate “Adequate Yearly Progress” (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state’s standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state’s standards-based assessments in ELA and mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in Table 14.

Table 14: Adequate Yearly Progress (AYP)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate- English- Language Arts	Yes	Yes
Met Participation Rate- Mathematics	Yes	Yes
Met Percent Proficient- English Language Arts	No	No
Met Percent Proficient- Mathematics	No	No
Met API Criteria	No	Yes
Met Graduation Rate	N/A	Yes

Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. California Aerospace Academy was not in Program Improvement in 2009-10.

Table 15: Federal Intervention Program

	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2010-2011	2010-2011
Year in Program Improvement	Year 2	Year 2
Number of Schools Currently in PI		47
Percent of Schools Identified for PI		83.9%

Physical Fitness

In the spring of each year, California Aerospace Academy is required by the state to administer a physical fitness test to all students in seventh and ninth grade. The physical fitness test is a standardized evaluation that measures each student’s ability to perform fitness tasks in six major areas. Students that meet or exceed the standards in all six fitness areas are considered to be physically fit or in the healthy fitness zone (HFZ). All students in grades 7-10 are required to take a physical education class.

Table 16: Percentage of Students in Healthy Fitness Zone

Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
7 th	20.00%	16.00%	12.00%
9 th	30.00%	26.70%	13.30%

California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. Table 17 displays the percent of students achieving at the Proficient or Advanced level for the past three years. Table 18 displays the percent of students, by group, achieving at each performance level in English language-arts and math separately for the most recent testing period.

Table 17: California High School Exit Examination Results for All Grade Ten Students- Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts		55%	36%	35%	34%	34%	52%	54%	59%
Mathematics		35%	32%	37%	34%	35%	53%	54%	56%

Table 18: California High School Exit Examination Grade Ten Results by Student Group- Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	66%	21%	13%	65%	25%	10%
All Students at the School	64%	32%	5%	68%	32%	0%
Male	69%	31%	0%	69%	31%	0%
Female	0%	0%	0%	0%	0%	0%
Black or African American	0%	0%	0%	0%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%	0%	0%
Asian	0%	0%	0%	0%	0%	0%
Filipino	0%	0%	0%	0%	0%	0%
Hispanic or Latino	0%	0%	0%	0%	0%	0%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%	0%	0%
White	0%	0%	0%	0%	0%	0%
Two or More Races	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged	69%	25%	6%	69%	31%	0%
English Learners	0%	0%	0%	0%	0%	0%
Students with Disabilities	0%	0%	0%	0%	0%	0%
Students Receiving Migrant Education Services	0%	0%	0%	0%	0%	0%

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

UC/CSU Course Completion

Students at California Aerospace Academy are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All CAA core classes are currently undergoing the process to meet the A-G requirements. Fourteen courses have been submitted to UC for approval. Representatives from UC and CSU come to the school to discuss their programs and encourage students to prepare for college. <Cheryl, this text area needs to be updated>

Table 19: Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2010-11 Students Enrolled in Courses Required for UC/CSU Admission	45.0%
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

College Entrance Info

California high school students have two options for attending public universities in the State: Universities of California (UC), or California State Universities (CSU). There are eight UC campuses statewide, and 28 CSU schools. A college preparatory high school program includes a minimum of the following courses, referred to as the “A-G requirements.”

- A: Two years of history/social science
- B: Four years of English
- C: Three years of college preparatory mathematics (Four recommended for UC)
- D: Two years of laboratory science (Three recommended for UC)
- E: Two years of a single language other than English (Three recommended for UC)

F: One year of visual/performing arts

G: One year of a college preparatory elective in one of the above subjects

All courses must be completed with a grade of “C” or better. The minimum GPA required for admission to a UC is 3.15, and 2.0 for the CSU system. For more information about admissions to UC schools, please visit www.ucop.edu/pathways. To prepare for entrance to a CSU school, visit www.csumentor.edu.

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2009-10 school year in the 12th grade, Table 20 displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>.

Table 20: Completion of High School Graduation Requirements

Group	Graduating Class of 2011		
	School	District	State
All Students	-	78.0%	N/D
Black or African American	-	71.0%	N/D
American Indian or Alaska Native	-	70.0%	N/D
Asian	-	84.0%	N/D
Filipino	-	0.0%	N/D
Hispanic or Latino	-	77.0%	N/D
Native Hawaiian or Pacific Islander	-	77.0%	N/D
White	-	84.0%	N/D
Two or More Races	-	63.0%	N/D
Socioeconomically Disadvantaged	-	75.0%	N/D
English Learners	-	77.0%	N/D
Students with Disabilities	-	76.0%	N/D

* Note: “N/D” means that no data were available to the CDE or LEA to report.

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

Table 21: Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Dropout Rate (1-year)	0.0	6.5	0.0	0.0	9.5	10.6	4.9	5.7	4.6
Graduation Rate				70.53	76.69	78.28	80.21	78.59	80.44

Career Technical Education (CTE) Programs

One of the express purposes of the California Aerospace Academy is to prepare students for future success in the work force. Through career technical education classes such as Project Lead the Way and Aerospace, students learn to connect their knowledge in math and science with concepts of engineering and aerospace technology. Not only do students learn skills related to these fields, but these programs prepares our students for success via 21st Century Skills such as the development of conceptual thinking, effective communication, and the ability to problem solve. At the California Aerospace Academy, career technical education courses are available to all students enrolled in the school. Available programs outlined in Table 22.

Table 22: Career Technical Education Programs (School Year 2010-11)

Title of Career Preparation Courses	Who offers the course	How do these classes support student achievement	How does the school address the needs of all students in career preparation
Project Lead the Way	CAA	Students taking this class must be recommended by teacher. Students must have a C or better in math and science.	All students are encouraged to participate in career exploration through their advisory class.
Aerospace	CAA	Students are placed in aerospace classes as a regular part of their courses	Students do career exploration through this course as well as visiting aerospace industries.

Career Technical Education Participation

The California Aerospace Academy provides a comprehensive and rigorous technical training component in addition to the foundational college preparatory coursework. Technology is integrated throughout the program as a tool to support and enhance the standards-based learning environment. Students pursue a demanding academic workload requiring a strong foundation in science and math while exploring aviation, aerospace, and engineering. Using challenging hands-on curriculum like Project Lead the Way instills in students the ability to problem solve real industry challenges. The curriculum exposes students to aviation and engineering careers and provides opportunities to apply learning through real-world applications including internships.

Table 23 displays information about participation in the school’s Career Technical Education (CTE) programs.

Table 23: Career Technical Education Participation (School Year 2010-11)

Measure	CTE Program Participation
Number of pupils participating in CTE	69
Percent of pupils completing a CTE program and earning a High School diploma	33%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

Expenditures & Services Funded

Prior to fiscal year 2008–09, funds for 38 categorical programs were restricted to specific purposes. Per *EC* Section 42605, these funds are now unrestricted. Schools may use the funds to provide services under the pre-flexed programs or for other education purposes or programs. Gateway Community Charters utilizes these funds for educational costs for each of our schools. In addition to general state funding, California Aerospace Academy receives state and federal funding for the following categorical funds and other support programs:

- Title I

- Title II
- Title III-LEP
- Charter School Facilities Grant
- SFSF
- Education Jobs
- State Lottery
- State Lottery, Instructional Materials
- ASES

Data Sources

Data within the SARC was produced by Gateway Community Charters, provided by Twin Rivers Unified School District through CAA’s MOU services with them for testing, retrieved from the 2009-10 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/ intervention. Additional data was provided by Zoom/Data Director and AERIES.