



Gateway Community Charters California Aerospace Academy

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2007-2008 School Accountability Report Card

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District & School Profile

Gateway Community Charters has six charter schools and is associated with Twin Rivers School District.

Twin Rivers Unified School District is California's newest unified school district, combining the former North Sacramento, Del Paso Heights, Rio Linda Union, and Grant Joint Union High School Districts. Starting in the 2008-09 school year, Twin Rivers Unified School District is located in Sacramento County and has 34 elementary schools, six junior high schools, five high schools, six charter schools, and seven alternative education schools.

California Aerospace Academy had a beginning enrollment of 82 students in grades seven through twelve for the 2007-08 school year. Student demographics are illustrated in the chart.

The California Aerospace Academy (CAA), a new public charter school in Sacramento for grades seven through 12, can provide the foundation for children interested in learning about aerospace and aviation. CAA's goal is to engage children in the wonder and awe of science.

The school is collaborating 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. Much of CAA instruction will take place at the museum, giving students access to a computerized learning laboratory, flight simulator, weather station and global positioning software. All of these elements working together will create an engaging learning environment for the students.

While students become familiar with technology and 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.

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 the Assertive Discipline program. Students with poor behavior receive referrals which can lead to parent contact, conferences and then suspensions. Parents and students are informed of school rules and discipline policies through the Parent/Student handbook which is sent home at the beginning of the school year.

The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a 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. **Since Twin Rivers Unified School District opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.**

Student Enrollment by Ethnic Group

2007-08

	Percentage
African American	8.6%
American Indian	1.2%
Asian	0.0%
Caucasian	55.6%
Filipino	1.2%
Hispanic or Latino	8.6%
Pacific Islander	1.2%
Multiple or No Response	23.5%

Suspensions & Expulsions

	School
	07-08
Suspensions	15
Suspension Rate	18.5%
Expulsions	0
Expulsion Rate	0.0%

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. Extracurricular activities, clubs, and programs include:

- Gaming Club
- Sports Club
- Lego Club
- Associated Student Body (ASB)
- Local Basketball League
- Intramural Field Sports

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 Attendance & Enrollment

School districts 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.

This chart illustrates the enrollment trend by grade level for the past three school years.

Enrollment Trend by Grade Level	
2007-08	
7th	51
8th	26
9th	3
10th	1

Class Size

California Aerospace Academy maintained a pupil-to-teacher ratio of 27.3:1 for the 2007-08 school year. The table indicates the average class size by subject area, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution				
	Average Class Size	Classrooms Containing:		
		1-20 Students	21-32 Students	33+ Students
		08	08	08
Mathematics	24	-	1	-
Science	21	-	1	-
English Language Arts	22	-	1	-
Social Science	23	-	1	-

Curriculum Development

Curriculum development at California Aerospace Academy (CAA) 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.

Science Lab Equipment

The school stocks an adequate 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. For more information, please call the school office. 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.

Additional Internet Access/Public Libraries

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.

Parent Involvement

California Aerospace Academy has established community partnerships with the Aerospace Museum of California, the Lions Club, chapters of the Experimental Aviation Association 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 of our school. They fund and provide field trips, seek partnerships, recruit new families, and are constantly seeking to ways to assist staff in providing CAA students with unforgettable learning experiences like the five day space technology field trip to Cape Canaveral.

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.

School Leadership

Leadership at California Aerospace Academy is a responsibility shared between Gateway Community Charter School administration, the principal, instructional staff, students, and parents. The Gateway Community Charter School's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. For the past year, leadership duties were assumed by Principal Willie Thomas. Principal Thomas has 14 years of experience in education.

Superintendent, Ms. Cindy Petersen, has over 21 years experience as an educational leader, an administrator and classroom teacher. School site support includes: BTSA Support Providers and Program and Operation Coordinators. The staff also participates in weekly staff development and coordinated team meetings.

Staff members 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 district goals. Leadership teams include: School Site Council.

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). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, and Science, for the most recent three-year period, is shown. **Since Twin Rivers Unified School District opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.** For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test		
Subject	School	State
	2008	2008
English/Language Arts	34	46
Mathematics	25	43
Science	39	46
History/Social Science	24	36

**When fewer than 10 students are tested in a grade level or subgroup, scores are not disclosed.*

California Standards Test (CST) Subgroups				
	English/ Language Arts	Mathematics	Science	History/Social Science
Male	32	23	41	19
Female	43	33	*	*
Caucasian	40	31	44	29
Hispanic or Latino	47	23	*	*
African America	0	7	*	*
Socioeconomically Disadvantaged	31	22	32	

**When fewer than 10 students are tested in a grade level or subgroup, scores are not disclosed.*

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. **Since Twin Rivers Unified School District opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.**

Federal Intervention Programs	
	School
Program Improvement (PI) Status	Not in PI
First Year in PI	-
Year in PI (2008-09)	-
# of Schools Currently in PI	-
% of Schools Identified for PI	-



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 the chart. **Since Twin Rivers Unified School District opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.**

Adequate Yearly Progress (AYP)		
School		
Met Overall AYP	Yes	
Met AYP Criteria	English - Language Arts	Mathematics
Participation Rate	Yes	Yes
Percent Proficient	Yes	Yes
API School Rate	Yes	
Graduation Rate	N/A	

Academic Performance Index

The Academic Performance Index (API) 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.

B - means the school did not have a valid 2007 Base API and will not have any growth or target information.

API School Results		
		07-08
Statewide Rank	n/a	2008 API Growth Score
Similar Schools Rank	n/a	
All Students		
Actual Growth	B	654

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). During the 2007-08 school year, 5.3% of fifth grade students were in the HFZ. *To protect confidentiality, ninth grade scores are not shown since the number of students tested is 10 or less.*



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 students must pass each course with a grade no lower than a 'C'.

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.

Career Technical Education Participation

The California Aerospace Academy will provide a comprehensive and rigorous technical training component in addition to the foundational college preparatory coursework. Technology will be 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 and aerospace. Using challenging curriculum hands-on curriculum like Project Lead The Way instills in students the ability to problem solve real industry like challenges. The curriculum exposes students to aviation industry careers and provides opportunities to apply learning through real-world applications including internships.

This table displays information about participation in the school's Career Technical Education (CTE) programs.

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 counselor to pupil ratio is 1:82. The table lists the support service personnel available at California Aerospace Academy.

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Counselor	1	0.4
Psychologist	1	As Needed
Resource Specialist Program (RSP) Teacher	1	As Needed
Special Day Class (SDC) Teacher	1	As Needed

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. Evaluations are conducted annually by a the principal, who has been trained and certified for competency to perform teacher evaluations with a peer and a self-evaluation. Evaluation criteria are: Engaging and Supporting All Students in Learning, Understanding and Organizing Subject Matter for Student Learning, Assessing Student Learning, Creating and Maintaining Effective Environments for Student Learning, Planning Instruction and Designing Learning Experiences for All Students, and Developing as a Professional Educator.

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. California Aerospace Academy has five staff development days annually where teachers are offered a broad based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

UC/CSU Course Enrollment

	Percentage
% of Student Enrollment in Courses Required for UC/CSU Admission	-
% of Graduates Who Completed All Courses Required for UC/CSU Admission	-

* Duplicated Count (one student can be enrolled in several courses).

Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)

Question	Response
How many of the school's pupils participate in CTE?	*
What percent of the school's pupils complete a CTE program and earn a high school diploma?	*
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	*

* Data not provided at time of publication.

Teacher Assignment

For the 2007-08 school year, California Aerospace Academy had two fully credentialed teachers who met all credential requirements in accordance with State of California guidelines. **Since Twin Rivers Unified School District opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.**

Teacher Credential Status	
	School
	07-08
Fully Credentialed	2
Without Full Credentials	1
Working Outside Subject	0

Teacher misassignments 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.

Misassignments/Vacancies		
	07-08	08-09
Misassignments of Teachers of English Learners	*	*
Misassignments of Teachers (other)	*	*
Total Misassignments of Teachers	*	*
Vacant Teacher Positions	*	*

* Data not provided at time of publication.

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. **Since Twin Rivers Unified School District opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.**

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	66.7%	33.3%

School Facilities & Safety

California Aerospace Academy consists of eight classrooms a multipurpose room, and staff lounge.

School safety is a primary concern of California Aerospace Academy. The school is always in compliance with all 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 drill, lockdown, and duck and cover procedure rehearsals. The safety plan was updated and reviewed with staff in Spring 2008. Visitors to the school must first check in at the front office and receive a badge. Students are supervised throughout the day by teachers, the principal, and the campus monitor.

School Site Teacher Salaries

Since California Aerospace Academy was not open in the 2006-07 school year, no data is available.

Teacher & Administrative Salaries

Since Twin Rivers Unified School District opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.

Expenditures & Services Funded

In addition to general state funding, California Aerospace Academy receives state and federal funding for categorical funds and other support programs. Data was not provided at time of publication.

Data Sources

Data within the SARC was provided by Gateway Community Charters, retrieved from the 2007-08 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.

