



# Gateway Community Charters California Aerospace Academy

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## 2008-2009 School Accountability Report Card

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### Mission Statement

California Aerospace Academy (CAA) was created in partnership with Gateway Community Charters and the Aerospace Museum of California. CAA is a 7th - 12th grade charter school that prepares students for college, career, and citizenship through a personalized, rigorous and relevant learning experience that is facilitated in the context of the aviation and aerospace industries.

### District & School Profile

Gateway Community Charters 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 and is associated with Twin Rivers Unified 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 150 students in grades seventh through tenth for the 2008-09 school year. The school plans to add one grade each year until they have seventh through twelfth grades. Student demographics are illustrated in the chart. The California Aerospace Academy (CAA), a quality public charter school in Sacramento provides a 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. 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.

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. As well as electives in Spanish, Computer Science, Art, Aerospace, Engineering, Leadership, Yearbook, and PE.

Student Enrollment by Ethnic Group	
2008-09	
	Percentage
African American	13.3%
American Indian	0.7%
Asian	0.7%
Caucasian	50.0%
Filipino	0.7%
Hispanic or Latino	10.0%
Pacific Islander	1.3%
Multiple or No Response	23.3%

### 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 discipline programs. 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. Review of these rules takes place during Advisory Periods at the beginning of the year. The school has a campus monitor who supports positive student behavior.

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 the district opened in the 2008-09 school year there is no district data reported for two of 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.*

Suspensions & Expulsions						
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	0	15	45	0	0	10898
Suspension Rate	0.0%	18.5%	30.0%	0.0%	0.0%	35.2%
Expulsions	0	0	0	0	0	64
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%

### 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 two school years.

Enrollment Trend by Grade Level			
	2006-07	2007-08	2008-09
7th	-	51	54
8th	-	26	50
9th	-	3	35
10th	-	1	11

### Class Size

California Aerospace Academy maintained a pupil-to-teacher ratio of 27:1 for the 2008-09 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		
07	08	09	07	08	09	07	08	09	07	08	09	
English	-	-	25	-	-	2	-	-	3	-	-	1
Mathematics	-	82	25	-	-	2	-	-	2	-	1	2
Science	-	82	27	-	-	-	-	-	2	-	1	1
Social Science	-	82	24	-	-	3	-	-	5	-	1	1

### 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 by their administrator, a peer, and self. Criteria for the evaluation is based upon the California Standards for the Teaching Profession. 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 team meetings where teachers are offered a broad based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

### 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 1:150. 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

### Teacher Assignment

For the 2008-09 school year, California Aerospace Academy had five fully credentialed teachers who met all credential requirements in accordance with State of California guidelines. Two instructors hold vocational credentials and teach aerospace classes. One instructor is an intern in Project Pipeline and will be fully credentialed at the end of the 2010 school year.

	Teacher Credential Status			
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	0	2	6	1489
Without Full Credentials	0	1	0	36
Working Outside Subject	0	0	0	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	09-10
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	1
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>1</b>
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.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	97.4%	2.6%
High-Poverty Schools in District	98.4%	1.6%
Low-Poverty Schools in District	0.0%	0.0%

## 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 Charters emphasis for its schools is on a well-balanced and rigorous core curriculum at all grade levels and instructional programs are aligned with state standards.

Founding principal Willie Thomas III lead the school in its first two development years. Principal Cheryl Bremer was hired in the summer of 2009. Superintendent Cindy Petersen Ed.D. has over 22 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.

## 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.

## 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, making arrangements for the yearly Space Camp experience, and other needs as they arise.

## Instructional Materials

Twin Rivers Unified School District held a public hearing in June 2008, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and 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 School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
7th-12th	English/ Language Arts	N/A	N/A	Yes	0.0%
7th-12th	Foreign Language	N/A	N/A	Yes	0.0%
7th-12th	Health	N/A	N/A	Yes	0.0%
7th-12th	History/Social Science	N/A	N/A	Yes	0.0%
7th-12th	Mathematics	N/A	N/A	Yes	0.0%
7th-12th	Science	N/A	N/A	Yes	0.0%

## 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 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.

## 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](http://www.saclibrary.org) for more information and directions to the nearest branch.

## 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, lounge, 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, 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 Facility Conditions				
Overall Summary of School Facility Conditions: Poor				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)				Not Evaluated
Interior				Not Evaluated
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)				Not Evaluated
Electrical				Not Evaluated
Restrooms/Fountains				Not Evaluated
Safety (Fire Safety, Hazardous Materials)				Not Evaluated
Structural (Structural Damage, Roofs)				Not Evaluated
External (Grounds, Windows, Doors, Gates, Fences)				Not Evaluated

## 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.

API School Results				
	06-07	07-08	08-09	2009 API Growth Score
<b>All Students</b>				
Actual Growth	-	-	-22	628

## 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 the district opened in the 2008-09 school year there is no district data reported for two of 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	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2009-10)	-	-
# of Schools Currently in PI	-	25
% of Schools Identified for PI	-	42.37%

## 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 the district opened in the 2008-09 school year there is no district data reported for two of 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 (CST)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	*	34	35	*	29	38	*	46	50
Mathematics	*	25	16	*	18	35	*	43	46
Science	*	39	30	*	30	34	*	46	50
History/Social Science	*	24	28	*	19	25	*	36	41

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	14	4	*	8
American Indian	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	26	11	*	*
Pacific Islander	*	*	*	*
Caucasian	45	21	44	37
Males	40	19	34	29
Females	23	6	15	22
Socioeconomically Disadvantaged	30	12	21	26
English Learners	*	*	*	*
Students with Disabilities	*	*	*	*
Migrant Education	*	*	*	*

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

## 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.

Adequate Yearly Progress (AYP)				
Met AYP Criteria	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Made AYP Overall	No		No	
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API School Results	No		Yes	
Graduation Rate	Yes		No	

## National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

National Assessment of Educational Progress Reading and Mathematics Results for Grades 4 & 8 By Performance Level - All Students					
	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities (SD) and/or English Language Learners (ELL) By Grades 4 & 8 and Participation Rate - All Students				
	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

## 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, to protect confidentiality, ninth grade scores are not shown since the number of students tested is 10 or less.

Percentage of Students in Healthy Fitness Zone			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	26.0%	24.0%	4.0%
9	21.7%	13.0%	-

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

## 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. The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. *Due to the moderate amount of students, information could not be displayed.*

	CAHSEE By Subject								
	2006-07			2007-08			2008-09		
	School	District	State	School	District	State	School	District	State
English	-	-	-	-	-	-	-	-	-
Mathematics	-	-	-	-	-	-	-	-	-

## 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. Representatives from UC and CSU come to the school to discuss their programs and encourage students to prepare for college.

UC/CSU Course Enrollment	
	Percentage
% of Student Enrollment in Courses Required for UC/CSU Admission	1.0%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	-

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

## 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](http://www.ucop.edu/pathways). To prepare for entrance to a CSU school, visit [www.csumentor.edu](http://www.csumentor.edu).

## Career Technical Education (CTE) Programs

The main purpose of the California Aerospace Academy is to prepare students for 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 prepare our students for success through 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.

## 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 and aerospace. 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.

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

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?	118
What percent of the school's pupils complete a CTE program and earn a high school diploma?	0.0
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	0.0

## Teacher & Administrative Salaries

Since the district opened in the 2008-09 school year there is no district data reported for two of 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.

### School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2007-08 financial statements). Since the district opened in the 2008-09 school year there is no district data reported for two of 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.

Average Teacher Salaries	
School & District	
School	-
District	-
Percentage of Variation	-
School & State	
All Unified School Districts	-
Percentage of Variation	-

## Expenditures & Services Funded

Based on 2007-08 FY audited financial statements, the table provides a comparison of a school's per pupil funding from unrestricted sources with other schools throughout the state. Since the district opened in the 2008-09 school year there is no district data reported for two of 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.

In addition to general state funding, Twin Rivers Unified School District receives state and federal funding for the following categorical funds and other support programs:

- Targeted Instruction Improvement Block Grant\*\*
- PE Block Grant\*\*
- School and Library Improvement Block Grant\*\*
- EIA-LEP
- Gifted and Talented Education
- EIA-SCE
- Comprehensive Student Support
- Healthy Start
- Quality Education Investment Act
- Medi-Cal
- After School Education & Safety
- Head Start
- School Counselor Program
- State Lottery
- English Language Acquisition Program
- Title IV
- Parent Involvement
- Title I
- Charter School Fund
- Title III
- Reading First
- State Compensatory Education
- Pupil Retention Block Grant

\*\*Effective 08/09

## Data Sources

Data within the SARC was provided by Gateway Community Charters retrieved from the 2008-09 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.

## Average Salary Information Teachers - Principal - Superintendent 2007-08

	District	State
Beginning Teachers	-	-
Mid-Range Teachers	-	-
Highest Teachers	-	-
Elementary School Principals	-	-
Middle School Principals	-	-
High School Principals	-	-
Superintendent	-	-
Salaries as a Percentage of Total Budget		
Teacher Salaries	-	-
Administrative Salaries	-	-

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	-
From Restricted Sources	-
From Unrestricted Sources	-
District	
From Unrestricted Sources	-
Percentage of Variation between School & District	-
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	-