

Executive Summary School Accountability Report Card, 2010–11

Antioch Charter Academy

Address: 3325 Hacienda Way, Antioch, CA 94509

Educational Director: Debbie Hobin

Website: <http://www.antiochcharteracademy.org>

Phone: (925) 755-7311

Grade Span: K-8

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2010–11 school year. School finances and school completion data are reported for the 2009–10 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2011–12 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Antioch Charter Academy is a small, K-8 site-based charter school within the boundaries of Antioch Unified School District, operating as its own district. We use the teaching philosophies of Montessori, Multiple Intelligences, Brain Compatible Learning, and Integrated Thematic Instruction. Our teachers design engaging curriculum based on the California State Standards. We use Positive Discipline to establish a respectful climate in which students can learn. Our teachers team-teach in multi-age grouped classrooms. The small school (200 or less) allows for a safe environment where we all know each other well. Since students are with teachers for several years, they do not slip through the cracks. Our motto is, "We unwrap the gifts inside your child," because we believe that every child is gifted.

Our mission is to facilitate educational and personal growth, to nurture and support a partnership of students, teachers, families and the community, based on mutual respect and appreciation, to build on the philosophies of multi-age grouping, Montessori, multiple intelligences, and body-brain compatibility, to encourage critical thinking, develop individual strengths, and recognize diverse learning styles.

Student Enrollment

| Group | Enrollment |
|-------------------------------------|------------|
| Number of students | 198 |
| Black or African American | 7% |
| American Indian or Alaska Native | 0% |
| Asian | 8% |
| Filipino | 3% |
| Hispanic or Latino | 18% |
| Native Hawaiian or Pacific Islander | 1% |
| White | 57% |
| Two or More Races | 0% |
| Socioeconomically Disadvantaged | 17% |
| English Learners | 1% |
| Students with Disabilities | 1% |

Teachers

| Indicator | Teachers |
|--|----------|
| Teachers with full credential | 12 |
| Teachers without full credential | 0 |
| Teachers Teaching Outside Subject Area of Competence | 0 |
| Misassignments of Teachers of English Learners | 0 |
| Total Teacher Misassignments | 0 |

Student Performance

| Subject | Students Proficient and Above on STAR ¹ Program Results |
|------------------------|--|
| English-Language Arts | 72% |
| Mathematics | 48.3% |
| Science | 73% |
| History-Social Science | 71% |

Academic Progress²

| Indicator | Result |
|---|------------|
| 2011 Growth API Score (from 2011 Growth API Report) | Yes |
| Statewide Rank (from 2010 Base API Report) | 8 |
| Met All 2011 AYP Requirements | No |
| Number of AYP Criteria Met Out of the Total Number of Criteria Possible | Met 8 of 9 |
| 2011–12 Program Improvement Status (PI Year) | n/a |

* = API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

School Facilities

Summary of Most Recent Site Inspection

School site inspections performed annually.

Repairs Needed

None noted at time of report.

Corrective Actions Taken or Planned

None noted at time of report.

¹ Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

² The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

Curriculum and Instructional Materials

| Core Curriculum Area | Pupils Who Lack Textbooks and Instructional Materials |
|--|---|
| Reading/Language Arts | n/a |
| Mathematics | n/a |
| Science | n/a |
| History-Social Science | n/a |
| Foreign Language | n/a |
| Health | n/a |
| Visual and Performing Arts | n/a |
| Science Laboratory Equipment (grades 9-12) | n/a |

School Finances

| Level | Expenditures Per Pupil (Unrestricted Sources Only) |
|-------------|--|
| School Site | \$6,639 |
| District | n/a |
| State | n/a |

School Completion

| Indicator | Result |
|---------------------------------|--------|
| Graduation Rate (if applicable) | n/a |

Postsecondary Preparation

| Measure | Percent |
|--|---------|
| Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma | n/a |
| Graduates Who Completed All Courses Required for University of California or California State University Admission | n/a |

School Accountability Report Card

Reported Using Data from the 2010–11 School Year

Published During 2011–12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2011–12)

| School | | District | |
|-------------------------|-------------------------|-----------------------|---|
| School Name | Antioch Charter Academy | District Name | INDEPENDENT CHARTER SCHOOL (OWN DISTRICT) Located within the boundaries of the Antioch USD. |
| Street | 3325 Hacienda Way | Phone Number | (925) 755-7311 |
| City, State, Zip | Antioch, CA 94509 | Web Site | www.antiochcharteracademy.org |
| Phone Number | (925) 755-7311 | Superintendent | N/A |
| Principal | Debbie Hobin | E-mail Address | tlcscaran@aol.com |
| E-mail Address | tlcscaran@aol.com | CDS Code | 07-61648-6115703 |

School Description and Mission Statement (School Year 2010–11)

Antioch Charter Academy is a small, K-8 site-based charter school within the boundaries of Antioch Unified School District, operating as its own district. We use the teaching philosophies of Montessori, Multiple Intelligences, Brain Compatible Learning, and Integrated Thematic Instruction. Our teachers design engaging curriculum based on the California State Standards. We use Positive Discipline to establish a respectful climate in which students can learn. Our teachers team-teach in multi-age grouped classrooms. The small school (200 or less) allows for a safe environment where we all know each other well. Since students are with teachers for several years, they do not slip through the cracks. Our motto is, "We unwrap the gifts inside your child," because we believe that every child is truly gifted.

Our mission is to facilitate educational and personal growth, to nurture and support a partnership of students, teachers, families and the community, based on mutual respect and appreciation, to build on the philosophies of multi-age grouping, Montessori, multiple intelligences, and body-brain compatibility, to encourage critical thinking, develop individual strengths, and recognize diverse learning styles.

Opportunities for Parental Involvement (School Year 2010–11)

Because parent involvement is one of the biggest factors in student success, Antioch Charter Academy (ACA) parents are actively involved in the ACA program. Examples of involvement include participation in the classrooms, opportunities to serve on or participate in the Parent Network Organization, volunteer with elective courses, accompanying students on field trips, monthly meetings with the Parent Education Program (PEP), campus beautification, school-wide events throughout the year, serve on the governing board, and help with any number of ongoing or short-term projects that enrich the learning environment. There are also opportunities to do school projects from home, and to help their child with homework. Communication mechanisms include meetings with teachers or administrators, newsletters (school-wide and classroom), e-mail, and the ACA web site.

Student Enrollment by Grade Level (School Year 2010–11)

| Grade Level | Number of Students | Grade Level | Number of Students |
|--------------|--------------------|---------------------|--------------------|
| Kindergarten | 26 | Grade 8 | 22 |
| Grade 1 | 25 | Ungraded Elementary | n/a |
| Grade 2 | 23 | Grade 9 | n/a |
| Grade 3 | 19 | Grade 10 | n/a |
| Grade 4 | 21 | Grade 11 | n/a |
| Grade 5 | 21 | Grade 12 | n/a |
| Grade 6 | 21 | Ungraded Secondary | n/a |
| Grade 7 | 20 | Total Enrollment | 198 |

Student Enrollment by Subgroup (School Year 2010–11)

| Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 7% |
| American Indian or Alaska Native | 0% |
| Asian | 8% |
| Filipino | 3% |
| Hispanic or Latino | 18% |
| Native Hawaiian or Pacific Islander | 1% |
| White | 57% |
| Two or More Races | 0% |
| Socioeconomically Disadvantaged | 17% |
| English Learners | 1% |
| Students with Disabilities | 1% |

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | Avg. Class Size | 2008–09 Number of Classes* | | | Avg. Class Size | 2009–10 Number of Classes* | | | Avg. Class Size | 2010–11 Number of Classes* | | |
|-------------|-----------------|----------------------------|-------|-----|-----------------|----------------------------|-------|-----|-----------------|----------------------------|----------------------|-----|
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| K | 26 | | 1 | | 29 | | 1 | | 26 | | 1 | |
| 1 | 24 | | 1 | | 23 | | 1 | | 25 | | 1 | |
| 2 | 18 | 1 | | | 22 | | 1 | | 23 | | 1 | |
| 3 | 17 | 1 | | | 18 | 1 | | | 19 | 1 | | |
| 4 | 20 | 1 | | | 19 | 1 | | | 21 | | 1 | |
| 5 | 20 | 1 | | | 20 | 1 | | | 21 | | 1 | |
| 6 | 21 | 1 | | | 20 | 1 | | | 21 | | 1 | |
| Other | Gr.7-8= 41 | | | | Gr.7-8= 38 | | | | Gr.7-8= 42 | 1 (7 th) | 1 (8 th) | |

* Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

Average Class Size and Class Size Distribution (Secondary)

| Subject | Avg. Class Size | 2008–09 Number of Classes* | | | Avg. Class Size | 2009–10 Number of Classes* | | | Avg. Class Size | 2010–11 Number of Classes* | | |
|-----------------------|-----------------|----------------------------|-------|-----|-----------------|----------------------------|-------|-----|-----------------|----------------------------|-------|-----|
| | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ |
| English | N/A | | | | N/A | | | | N/A | | | |
| Mathematics | N/A | | | | N/A | | | | N/A | | | |
| Science | N/A | | | | N/A | | | | N/A | | | |
| Social Science | N/A | | | | N/A | | | | N/A | | | |

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

III. School Climate

School Safety Plan (School Year 2010–11)

The Antioch Charter Academy school Safety Plan is comprehensive, current, and appropriate strategies and procedures are in place for an orderly and safe environment. The safety plan includes disaster and emergency preparedness, appropriate drills and other important components. Disaster and fire drills occur regularly. Visitor sign-in is enforced. ACAI has a zero tolerance policy for weapons and illegal drugs. Records are kept of suspensions and disciplinary actions.

Suspensions and Expulsions

| Rate* | School 2008–09 | School 2009–10 | School 2010–11 | District 2008–09 | District 2009–10 | District 2010–11 |
|--------------------|----------------|----------------|----------------|------------------|------------------|------------------|
| Suspensions | 0 | 0 | 0 | N/A | N/A | N/A |
| Expulsions | 0 | 0 | 0 | N/A | N/A | N/A |

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011–12)

Student supervision is provided 15 minutes before school and 30 minutes after school. Students not picked up on time after school, are supervised in the school office and parents are contacted by the office. Pick-up and drop-off periods are supervised by staff and parent volunteers on a rotating basis. All visitors are required to sign-in at the office and are given a visitor's badge to wear. This school, consisting of classrooms and administrative offices, is currently housed at a non-district site. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office, at the district office, or on the Internet at <http://www.antioch.k12.ca.us>. The co-administrators works with the custodial staff to develop cleaning schedules to ensure a clean and safe school. The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

School Facility Good Repair Status (School Year 2011–12)

| System Inspected | Repair Status | | | | Repair Needed and Action Taken or Planned |
|--|---------------|------|------|------|---|
| | Exemplary | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | | x | | | |
| Interior: Interior Surfaces | | x | | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | | x | | | |
| Electrical: Electrical | | x | | | |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | | x | | | |
| Safety: Fire Safety, Hazardous Materials | | x | | | |

| | | | | | |
|--|--|---|--|--|--|
| Structural: Structural Damage, Roofs | | x | | | |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | | x | | | |
| Overall Rating | | x | | | |

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

| Teachers | School 2008–09 | School 2009–10 | School 2010–11 |
|--|----------------|----------------|----------------|
| With Full Credential | 12 | 13 | 12 |
| Without Full Credential | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2009–10 | 2010–11 | 2011–12 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010–11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

| Location of Classes | Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers | Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers |
|----------------------------------|--|--|
| This School | 100% | 0% |
| All Schools in District | n/a | n/a |
| High-Poverty Schools in District | n/a | n/a |
| Low-Poverty Schools in District | n/a | n/a |

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010–11)

| Title | Number of FTE* Assigned to School | Average Number of Students per Academic Counselor |
|---|-----------------------------------|---|
| Academic Counselor | 0 | n/a |
| Counselor (Social/Behavioral or Career Development) | 0 | |
| Library Media Teacher (librarian) | 0 | |
| Library Media Services Staff (paraprofessional) | 0 | |
| Psychologist | 0 | |
| Social Worker | 0 | |
| Nurse | 0 | |
| Speech/Language/Hearing Specialist | 0 | |
| Resource Specialist (non-teaching) | 0 | |
| Other | | |

Note: Cells shaded in black do not require data.

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: 2010-2011 School Year

| Core Curriculum Area | Textbooks and instructional materials/year of adoption | From most recent adoption? | Percent students lacking own assigned copy |
|--|--|----------------------------|--|
| Reading/Language Arts | <p><i>The Antioch Charter Academy does not use traditional, district, or "state adopted" textbooks. The teaching staff chooses its own materials to use based on direct student need, tailoring the curriculum to the current population of every classroom.</i></p> | | |
| Mathematics | | | |
| Science | | | |
| History-Social Science | | | |
| Foreign Language | | | |
| Health | | | |
| Visual and Performing Arts | | | |
| Science Laboratory Equipment (grades 9-12) | | | |

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental / Restricted) | Expenditures Per Pupil (Basic / Unrestricted) | Average Teacher Salary |
|---|------------------------------|--|---|------------------------|
| School Site | \$6,639 | \$0 | \$6,639 | \$57,174 |
| District | | | n/a | n/a |
| Percent Difference – School Site and District | | | n/a | n/a |
| State | | | n/a | n/a |
| Percent Difference – School Site and State | | | n/a | n/a |

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010–11)

Antioch Charter Academy receives Class Size Reduction (CSR) and Lottery funding from the California Department of Education. These sources provide funding for teacher salaries, supplemental personnel, books, equipment, materials and supplies.

Teacher and Administrative Salaries (Fiscal Year 2009–10)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$35,938 | \$39,972 |
| Mid-Range Teacher Salary | \$64,895 | \$59,193 |
| Highest Teacher Salary | \$80,124 | \$78,413 |
| Average Principal Salary (Elementary) | n/a | n/a |
| Average Principal Salary (Middle) | n/a | n/a |
| Average Principal Salary (High) | n/a | n/a |
| Superintendent Salary | n/a | n/a |
| Percent of Budget for Teacher Salaries | n/a | n/a |
| Percent of Budget for Administrative Salaries | n/a | n/a |

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|-------------------------------|---|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2008–09 | 2009–10 | 2010–11 | 2008–09 | 2009–10 | 2010–11 | 2008–09 | 2009–10 | 2010–11 |
| English-Language Arts | 72.3% | 74.3% | 72.0% | 43% | 46% | 46% | 49% | 52% | 54% |
| Mathematics | 47.4% | 51.5% | 48.3% | 35% | 38% | 38% | 46% | 48% | 50% |
| Science | 61% | 73% | 73% | 39% | 44% | 47% | 50% | 54% | 57% |
| History-Social Science | 45.5% | 53% | 71% | 34% | 37% | 38% | 41% | 44% | 48% |

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.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

| Group | Percent of Students Scoring at Proficient or Advanced | | | |
|--|---|-------------|---------|----------------------------|
| | English- Language Arts | Mathematics | Science | History- Social Science |
| All Students in the LEA | | | | |
| All Students at the School | 55 | 46 | 75 | 71 |
| Male | 50 | 50 | 87.5 | 73 |
| Female | | | | |
| Black or African American | | | | |
| American Indian or Alaska Native | | | | |
| Asian | | | | |
| Filipino | | | | |
| Hispanic or Latino | | | | |
| Native Hawaiian or Pacific Islander | | | | |
| White | 72.2 | 50.8 | 85.5 | 83 |
| Two or More Races | | | | |
| Socioeconomically Disadvantaged | | | | |
| English Learners | | | | |
| Students with Disabilities | | | | |
| Students Receiving Migrant Education Services | | | | |

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.

California Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tq/pf/>.

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|--------------------------|-------------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 23.8 | 23.8 | 33.3 |
| 7 | 25.0 | 15.0 | 30.0 |
| 9 | N/A | N/A | N/A |

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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API* Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

| API Rank | 2008 | 2009 | 2010 |
|-----------------|------|------|------|
| Statewide | 7 | 7 | 8 |
| Similar Schools | 1 | 1 | 3 |

Academic Performance Index Growth by Student Group – Three-Year Comparison

| Group | Actual API Change 2008–09 | Actual API Change 2009–10 | Actual API Change 2010–11 |
|-------------------------------------|------------------------------|------------------------------|------------------------------|
| All Students at the School | 20 | 18 | -14 |
| Black or African American | | | N/D |
| American Indian or Alaska Native | | | N/D |
| Asian | | | N/D |
| Filipino | | | N/D |
| Hispanic or Latino | | | -28 |
| Native Hawaiian or Pacific Islander | | | N/D |
| White | | | -94 |
| Two or More Races | N/D | | N/D |
| Socioeconomically Disadvantaged | | | -21 |
| English Learners | | | N/D |
| Students with Disabilities | | | N/D |

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

| Group | 2011 Growth API | | | | | |
|-------------------------------------|--------------------|-------------------|--------------------|-----|--------------------|-------|
| | Number of Students | School API Growth | Number of Students | LEA | Number of Students | State |
| All Students at the School | 143 | 840 | n/a | | n/a | |
| Black or African American | 7 | | n/a | | n/a | |
| American Indian or Alaska Native | 0 | | n/a | | n/a | |
| Asian | 6 | | n/a | | n/a | |
| Filipino | 5 | | n/a | | n/a | |
| Hispanic or Latino | 23 | | n/a | | n/a | |
| Native Hawaiian or Pacific Islander | 0 | | n/a | | n/a | |
| White | 91 | | n/a | | n/a | |
| Two or More Races | 0 | | n/a | | n/a | |
| Socioeconomically Disadvantaged | 25 | | n/a | | n/a | |
| English Learners | 1 | | n/a | | n/a | |
| Students with Disabilities | 1 | | n/a | | n/a | |

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in 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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

| AYP Criteria | School | AUSD |
|--|-----------------|-------------------|
| Made AYP Overall | No (Met 8 of 9) | No (Met 29 of 46) |
| Met Participation Rate - English-Language Arts | Yes | Yes |
| Met Participation Rate - Mathematics | Yes | Yes |
| Met Percent Proficient - English-Language Arts | Yes | No |
| Met Percent Proficient - Mathematics | Yes | No |
| Met API Criteria | Yes | Yes |
| Met Graduation Rate | n/a | Yes |

Federal Intervention Program (School Year 2011–12)

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 (ELA 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. For detailed information about PI identification, see the CDE *PI Status Determinations* Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

| Indicator | School | District |
|---|--------|----------|
| Program Improvement Status | n/a | n/a |
| First Year of Program Improvement | n/a | n/a |
| Year in Program Improvement | n/a | n/a |
| Number of Schools Currently in Program Improvement | | n/a |
| Percent of Schools Currently in Program Improvement | | n/a |

Note: Cells shaded in black do not require data.

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The Antioch Charter Academy teaching staff requires a minimum of three days of professional development time each year. Staff is also encouraged to attend pre-approved seminars, courses, conferences, etc. to further enhance their professional capabilities.