

Executive Summary School Accountability Report Card, 2009–10

Antioch Charter Academy

Address: 3325 Hacienda Way, Antioch, CA 94509
Educational Director: Debbie Hobin
<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. The data presented in this report are reported for the 2009–10 school year, except the School Finances and School Completion data that are reported for the 2008–09 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 (2010-2011)

Group	Enrollment
Number of students	196
Black or African American	13 – 7%
American Indian or Alaska Native	0
Asian	15 – 8%
Filipino	7 – 4%
Hispanic or Latino	*** (36) – 18%
Native Hawaiian/Pacific Islander	2 – 1%
White (not of Hispanic origin)	147 – 75%
Two or More Races	4 – 2%
Socioeconomically Disadvantaged	32 – 16%
English Learners	3 – 1%
Students with Disabilities	1
Declined to State	12 – 6%
*** The State of California has reconfigured the Hispanic/Latino sub-group. The 36 are included in the 147 White.	

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	74.3%
Mathematics	53.5%
Science	73%
History-Social Science	53%

Academic Progress²

Indicator	Result
2010 Growth API Score (from 2010 Growth API Report)	18
Statewide Rank (from 2009 Base API Report)	7
Met All 2010 AYP Requirements	Yes
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 5 of 5
2010–11 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 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	\$5,883
District	\$
State	\$

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

Antioch Charter Academy

School Accountability Report Card

Reported Using Data from 2009–10 School Year

Published During 2010–11

The School Accountability Report Card (SARC), which is required by law to be published by February 1 of each year, contains information about the condition and performance of each California public school. More information about SARC requirements is available on 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

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 2010–11)

This section provides the school's contact information.

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
Ed. Director	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 2009–10)

This section provides information about the school, its programs, and its goals.

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 2009–10)

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

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 2009–10)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	29	Grade 8	17
Grade 1	23	Ungraded Elementary	N/A
Grade 2	22	Grade 9	N/A
Grade 3	18	Grade 10	N/A
Grade 4	19	Grade 11	N/A
Grade 5	20	Grade 12	N/A
Grade 6	20	Ungraded Secondary	N/A
Grade 7	21	Total Enrollment	189

Student Enrollment by Group (School Year 2009–10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	11- 6%	White	124 – 66%
American Indian or Alaska Native	0	Two or More Races	3 – 2%
Asian	12 – 6%	Socioeconomically Disadvantaged	25 – 66%
Filipino	9 – 5%	English Learners	3 – 2%
Hispanic or Latino	18 – 10%	Students with Disabilities	5 – 3%
Native Hawaiian/Pacific Islander	0		

Average Class Size and Class Size Distribution (Elementary)

This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2007–08			2008–09			2009–10		
	Avg. Class Size	Number of Classrooms		Avg. Class Size	Number of Classrooms		Avg. Class Size	Number of Classrooms	
		1-20	21-32		33+	1-20		21-32	33+
K	29		1	26		1	29		1
1	21		1	24		1	23		1
2	18	1		18	1		22		1
3	20	1		17	1		18	1	
4	21		1	20	1		19	1	
5	19	1		20	1		20	1	
6	20	1		21	1		20	1	
K-3									
3-4									
4-8									
Other	7-8= 41			7-8 = 41			7-8= 38		

Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2007–08			2008–09			2009–10		
	Avg. Class Size	Number of Classrooms		Avg. Class Size	Number of Classrooms		Avg. Class Size	Number of Classrooms	
		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		

III. School Climate

School Safety Plan (School Year 2009–10)

This section provides information about the school's comprehensive safety plan.

The Antioch Charter Academy school Safety Plan is 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. ACAII has a zero tolerance policy for weapons and illegal drugs. Records are kept of suspensions and disciplinary actions.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			Antioch Unified School District		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
Suspensions	0	0	0	23.6	22.3	---
Expulsions	0	0	0	0.3	0.3	---

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010–11)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

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 principal works daily 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 2010–11)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

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				

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007–08	2008–09	2009–10	2009–10
With Full Credential	12	12	13	N/A
Without Full Credential	0	0	0	N/A
Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2008–09	2009–10	2010–11
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2009–10)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. 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. More information on teacher qualifications required under the ESEA can be found on 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 NCLB Compliant	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

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009–10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010–11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional

materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	<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>		
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 2008–09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$6,387	\$504	\$5,883	\$66,702
District	n/a	n/a	n/a	n/a
Percent Difference – School Site and District	n/a	n/a	n/a	n/a
State	n/a	n/a	n/a	n/a
Percent Difference – School Site and State	n/a	n/a	n/a	n/a

Types of Services Funded (Fiscal Year 2009–10)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

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.
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Teacher and Administrative Salaries (Fiscal Year 2008–09)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	AUSD Amount	State Average For Districts In Same Category
Beginning Teacher Salary	35,938	40,227
Mid-Range Teacher Salary	64,895	67,932
Highest Teacher Salary	80,124	78,848
Average Principal Salary (Elementary)	91,549	---
Average Principal Salary (Middle)	98,588	---
Average Principal Salary (High)	106,169	---
Superintendent Salary	---	---
Percent of Budget for Teacher Salaries	---	---
Percent of Budget for Administrative Salaries	---	---

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs 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. The 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 CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and 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. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts	64%	72.3%	74.3%	41%	43%	---	46%	50%	---
Mathematics	50%	47.4%	51.5%	36%	35%	---	43%	46%	---
Science	60%	61%	73%	37%	38%	---	46%	50%	---

Mathematics	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
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California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

This table displays the percent of students, by group, achieving at each performance level in ELA and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	*	*	*	*	*	*
All Students at the School	*	*	*	*	*	*
Male	*	*	*	*	*	*
Female	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*	*	*
White	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*
Socioeconomically Disadvantaged	*	*	*	*	*	*
English Learners	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
Students Receiving Migrant Education Services	*	*	*	*	*	*

- = Not applicable

California Physical Fitness Test Results (School Year 2009–10)

The California Physical Fitness Test 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. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	#	#	#
7	#	#	#
9	N/A	N/A	N/A

#- The PFT data are not available at the time of posting.

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. Detailed information about the API can be found on the CDE Academic Performance Index (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	2007	2008	2009
Statewide	7	7	7
Similar Schools	1	1	1

* = 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.

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

This table displays, by student group, the actual API changes in points added or lost for the past three years. **Note:** "N/A" means that the student group is not numerically significant or data were not available.

Group	Actual API Change		
	2007–08	2008–09	2009–10
All Students at the School	-28	20	18
Black or African American	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Filipino	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A
Native Hawaiian/Pacific Islander	N/A	N/A	N/A
White	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A
English Learners	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, and state level.

Group	2010 Growth API	
	School	State
All Students at the School	18	N/A
Black or African American	N/A	N/A
American Indian or Alaska Native	N/A	N/A

Asian	N/A	N/A
Filipino	N/A	N/A
Hispanic or Latino	N/A	N/A
Native Hawaiian/Pacific Islander	N/A	N/A
White	N/A	N/A
Two or More Races	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A
English Learners	N/A	N/A
Students with Disabilities	N/A	N/A

Adequate Yearly Progress

The federal Elementary and Secondary Education Act 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)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2009–10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the six AYP criteria described above.

AYP Criteria	School	District
Overall	Yes	---
Participation Rate - English-Language Arts	Yes	---
Participation Rate - Mathematics	Yes	---
Percent Proficient - English-Language Arts	Yes	---
Percent Proficient - Mathematics	Yes	---
API	854	---
Graduation Rate	N/A	---

Federal Intervention Program (School Year 2010–11)

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. Detailed information about PI identification can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	N/A	---
First Year of Program Improvement	N/A	---
Year in Program Improvement	N/A	---
Number of Schools Currently in Program Improvement	N/A	---
Percent of Schools Currently in Program Improvement	N/A	---

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>. (Outside Source)

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web page at <http://www.calstate.edu/SAS/admreq.shtml>. (Outside Source)

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09
Dropout Rate (1-year)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Graduation Rate	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2009–10 school year in grade twelve and were a part of the school's most recent graduating class who met all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2010		
	School	District	State
All Students	N/A	N/A	N/A
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Career Technical Education Programs (School Year 2009–10)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered by the school district that are aligned to the model curriculum standards. The list should identify courses conducted by regional occupational centers or programs and those conducted directly by the school district. This section provides a listing of the primary representative of the career technical advisory committee of the school district and industries represented.

N/A

Career Technical Education Participation (School Year 2009–10)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils participating in CTE	N/A
Percent of pupils completing a CTE program and earning a high school diploma	
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Courses for University of California and/or California State University Admission (School Year 2008–09)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	N/A
Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

Advanced Placement Courses (School Year 2009–10)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	N/A	N/A
English	N/A	N/A
Fine and Performing Arts	N/A	N/A
Foreign Language	N/A	N/A
Mathematics	N/A	N/A
Science	N/A	N/A
Social Science	N/A	N/A
All courses	N/A	N/A

XII. 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 II 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.