

Center Joint Unified School District
Antelope View Charter School

Grades 6 through 12
 David DeArcos, Principal



3243 Center Court Lane
 Antelope, CA 95843
 PH: (916) 339-4690 FAX: (916) 339-4693

2008-09 School Accountability Report Card
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Center Joint Unified School District
 8408 Watt Ave.
 Antelope, CA 95843-9116
 (916) 338-6400

Website Address
 www.centerusd.k12.ca.us

**2009-10
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Principal's Message

I'd like to welcome you to Antelope View Charter School's Annual School Accountability Report Card. In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card that fulfills state and federal disclosure requirements. Parents will find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities.

Antelope View Charter School provides a warm, stimulating environment where students are actively involved in learning academics as well as positive values. Students received a standards-based, challenging curriculum by dedicated professional staff and based on the individual needs of the students. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency.

We have made a commitment to provide the best educational program possible for Antelope View Charter School's students, and welcome any suggestions or questions you may have about the information contained in this report or about the school. Together, through our hard work, our students will be challenged to reach their maximum potential.

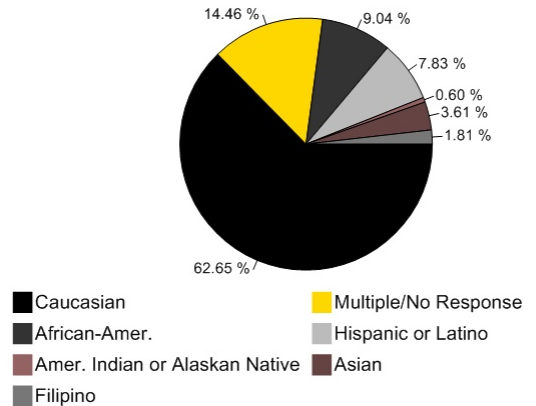
Mission Statement

Antelope View Charter School; nurturing exemplary citizens through quality education.

School Profile

Antelope View Charter School is located in the northwestern region of Antelope and serves students in grades six through twelve following a modified traditional calendar. At the beginning of the 2008-09 school year, 166 students were enrolled, including 7% in special education and 41% qualifying for free or reduced price lunch. Antelope View Charter School achieved a 2009 Academic Performance Index (API) score of 664.

Percentage of Students by Ethnicity
 2008-09 Enrollment: 166



Student Achievement

National Assessment of Educational Progress (NAEP)

NAEP is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in math, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and math are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English Language Learners (ELL) are reported based on three levels (identified, excluded, and assessed).

In the following table, 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 Center Joint Unified School District or Antelope View Charter School. Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the NAEP web page at <http://nces.ed.gov/nationsreportcard/>.

Note: Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. Information on the differences between NAEP and CST can be found on the CDE NAEP web page at <http://www.cde.ca.gov/ta/tg/nr/>.

Standardized State Assessments

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 CSTs 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, ten, and eleven.

Student scores are reported as performance levels. Detailed information regarding the STAR program results for each grade and performance level, including percent of students not tested, can be found on CDE's Standardized Testing and Reporting Results website at <http://star.cde.ca.gov>. Program information regarding the STAR program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5inrpts.pdf.

National Assessment of Educational Progress - State of California Student Performance Levels Reading 2007 & Math 2009 Grades Four & Eight					
	All Students				
	Average Scale Score		Percent at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading					
Fourth Grade	209	220	30	18	5
Eighth Grade	251	261	41	20	2
Math					
Fourth Grade	232	239	41	25	5
Eighth Grade	270	282	36	18	5

National Assessment of Educational Progress - State of California Student Participation Rates Reading 2007 & Math 2009 Grades Four & Eight				
	Students with Disabilities		English Learners	
	State	National	State	National
Reading				
Fourth Grade	74%	65%	93%	80%
Eighth Grade	78%	66%	92%	77%
Math				
Fourth Grade	79%	84%	96%	94%
Eighth Grade	85%	78%	96%	92%

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Antelope View Charter School			District			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
Language Arts	34	41	42	46	48	52	43	46	50
Math	12	21	21	45	47	49	40	43	46
Science	19	41	32	40	48	48	38	46	50
Social Science	33	24	28	35	36	41	33	36	41

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels							
	Antelope View Charter School						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
Language Arts	44	*	*	*	41	*	42
Math	19	*	*	*	24	*	21
Science	*	*	*	*	38	*	28
Social Science	*	*	*	*	38	*	23

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels						
	Antelope View Charter School					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.
Language Arts	35	48		38	*	
Math	24	19		24	*	
Science	24	43		27	*	
Social Science	30	27		21	*	

California High School Exit Exam All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Antelope View Charter School			CJUSD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09

Three levels of performance are set: Advanced, Proficient, and Not Proficient. A score of Proficient is different from the passing score for the graduation requirement. Students must achieve a scaled score of 350 on each portion to pass the exam. Students scoring above a scaled score of 380 qualify for placement in the Proficient or above category.

California High School Exit Exam Percentage of Students Scoring in Each Performance Level 2008-09						
	English			Math		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced

California High School Exit Exam

The California High School Exit Exam (CAHSEE) is a state-mandated test given to 10-12 grade students to measure student proficiency in math and language arts. The CAHSEE helps identify students who are not developing skills that are essential for life after high school and encourages schools to give these students the attention and resources needed to help them achieve these skills during their high school years.

Students must pass the language arts and math components of the examination to be eligible for a high school diploma. The test is initially given to students in the tenth grade. Students are given numerous chances to pass the test during their sophomore, junior, and senior years; 91% of Antelope View Charter School's tenth grade students who took the test passed the math portion of the exam and 89% passed the language arts portion. Proficiency scores from the test are used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this report.

Physical Fitness

In the spring of each year, Antelope View Charter School is required by the state to administer a physical fitness test to all students in grade seven and grade nine. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative district and state results can be found at the CDE's website www.cde.ca.gov/ta/tg/pf/.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2008-09			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth	-	-	-
Seventh	17.6	29.4	23.5
Ninth	15.8	26.3	10.5

Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

Growth Targets: For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their scores.

Statewide Rank: All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

Similar Schools Rank: School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

Academic Performance Index (API) Three Year Rank Comparison			
	2006	2007	2008
Statewide Rank	2	4	3
Similar Schools Rank	1	8	4

Results generated from 2006, 2007, and 2008 Base API Reports

Academic Performance Index (API) Three Year Performance Comparison				
Results	API Score	Increase/Decrease in API Score		
	2009	2006-07	2007-08	2008-09
Schoolwide - All Students	664	87	-11	-5
Ethnic Subgroups				
African-Amer.	*	*	*	*
Amer. Indian or Alaskan Native	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	*	*	*	*
Pacific Islander	*	*	*	*
Caucasian	670	136	-39	-9
Other Subgroups				
Students with Disabilities	*	*	*	*
Economically Disadvantaged	665	111	*	*
English Learners	*	*	*	*

Results generated from 2007, 2008, and 2009 Growth API Reports

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

For the 2008-09 AYP cycle, high schools must achieve a 44.5% or higher proficiency rate in English/Language Arts and 43.5% or higher proficiency rate in math on the California High School Exit Exam (grade 10 results only). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CAHSEE, obtaining an API growth score of 650 or higher or increasing the API growth by 1 point, and obtaining a graduation rate of 83.1%.

More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2008-09		
<i>Did the school and district meet or exceed 2009 AYP performance criteria in each of the areas listed below?</i>		
AYP Indicator	AVCS	CJUSD
Overall Results	No	No
<i>Participation Rate</i>		
Language Arts	Yes	Yes
Math	Yes	Yes
<i>Percent Proficient (CST Exam)</i>		
Language Arts	Yes	No
Math	Yes	No
API Score <i>0 or Increase API by 0 point</i>	Yes	Yes
Graduation Rate	No	Yes

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2008-09, Antelope View Charter School did not participate in the Title I program and is therefore not required to comply with program mandates.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of

student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Title I Program Improvement (PI) Status		
	AVCS	CJUSD
PI Status	N/A	Not in PI
Implementation Year	N/A	N/A
Year in PI	N/A	N/A
No. of Schools Currently in PI		N/A
% of Schools Currently Identified for PI		N/A

N/A = not participating in Title I Program

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through an automated telephone message system, the school web site, email, letters, parent conferences, and progress reports. Contact the office manager at (916) 339-4690 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Classroom Helper
Office Helper

Committees

WASC Committee
Charter Board
School Site Advisory Council

School Activities

Open House
Academic Award Assemblies
Field Day

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Antelope View Charter School's original facilities were built in 1984; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are

given the highest priority. In the last 12 months, the following improvements have been completed:

- Exterior painting projects
- Installation of new heating/air conditioning systems
- Installation of new roofing system
- Installation of new kiln room for ceramics
- Replacement of worn flooring/carpeting (2009-10)
- Replacement of sidewalks (2009-10)
- Refurbish softball field and track (2009-10)

Every morning before school begins, the custodian and principal inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian is assigned to Antelope View Charter School. The day custodian is responsible for:

- Classroom & office cleaning
- Restroom cleaning
- General grounds maintenance

Restrooms are checked three times a day for cleanliness and subsequently cleaned as needed. The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
	Quantity
Year Built	1984
Acreage	15
Square Footage	-
Permanent Classrooms	5
Portable Classrooms	7
Restrooms (sets)	1
Computer Lab(s)	1
Gymnasium(s)	2
Staff Lounge(s)	1
Staff Work Room(s)	1
Art Room(s)	1
Music Room(s)	1

Deferred Maintenance

Antelope View Charter School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2008-09 school year, Antelope View Charter School did not qualify to receive deferred maintenance funds for campus repairs and/or improvements.

Facilities Inspection

The district's maintenance department inspects Antelope View Charter School on an annual basis in accordance with Education Code §17592.72(c)(1). Antelope View Charter School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent

school inspection took place on Tuesday, December 15, 2009. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2008-09, all restrooms were fully functional and available for student use.

School Facility Good Repair Status			
Most Recent Inspection: Tuesday, December 15, 2009			
Item Inspected	Repair Status		
	Good	Fair	Poor
1. Gas Leaks	✓		
2. Mechanical Systems	✓		
3. Windows/ Doors/ Gates (Interior and Exterior)		✓	
4. Interior Surfaces (Walls, Floors, & Ceilings)		✓	
5. Hazardous Materials (Interior & Exterior)	✓		
6. Structural Damage		✓	
7. Fire Safety	✓		
8. Electrical (Interior & Exterior)	✓		
9. Pest/ Vermin Infestation	✓		
10. Drinking Fountains (Interior & Exterior)	✓		
11. Restroom	✓		
12. Sewer	✓		
13. Playgrounds/ School Grounds	✓		
14. Roofs	✓		
15. Overall Cleanliness	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(3)	Administration - Door and frame scratched; Room 6 - Window has round BB hole; Room 15 - Door dragging; Room 16 - Window broken, replacement on order; Room 16 - Door hinge bent.
(4)	Room 1 - Cracked floor tiles; Room 12 - Bldg had a fire on one wall, under repair by contractor; Room 14 - Vertex wall board has tear in fabric covering; Room 21 - Carpet threadbare; Room 23 - Wall board torn.
(6)	Room 2 - Stained ceiling tile; Room 9 - Broken ceiling tile; Room 11 - Ceiling tiles stained; Room 12 - Bldg had a fire on one wall, under repair by contractor; Room 24 - Light defuser cracked.
(7)	Room 12 - Bldg had a fire on one wall, under repair by contractor.
(8)	Room 12 - Bldg had a fire on one wall, under repair by contractor.
(9)	Teacher's Lounge - Ants on kitchen sink.

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
	✓		

Rating Description

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or result from minor wear and tear, and/or are in the process of being mitigated.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the business manager monitors the entrance areas, and designated common areas. The principal, business manager, and office manager monitor lunch time activity in the common student activity areas. At the end of the day when students are dismissed, the principal, business manager, and office manager monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

Antelope View Charter School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Antelope View Charter School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with staff in January 2009.

Classroom Environment

Discipline & Climate for Learning

Antelope View Charter School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	AVCS		
	06-07	07-08	08-09
Suspensions (#)	15	0	5
Suspensions (%)	5.68 %	0.00 %	3.01 %
Expulsions (#)	0	0	0
Expulsions (%)	0.00 %	0.00 %	0.00 %
CJUSD High Schools			
Suspensions (#)	262	180	263
Suspensions (%)	13.29 %	9.11 %	14.83 %
Expulsions (#)	12	6	12
Expulsions (%)	0.61 %	0.30 %	0.68 %

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for 2 days and then suspended a month later for three days is counted as two cases of suspension.

Teaching Load

The Teaching Load Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Teaching Load Distribution Departmentalized Instruction				
Subject	2006-07			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	27.3	10	8	7
Math	22.3	7	4	3
Science	19.3	8	3	*
Social Science	28.4	2	11	3
Subject	2007-08			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	*	10	*	*
Math	101.0	*	*	2
Science	*	*	*	*
Social Science	*	*	*	*
Subject	2008-09			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	7.5	2	*	*
Math	28.7	4	*	2
Science	*	*	*	*
Social Science	*	*	*	*

Dropouts

Antelope View Charter School's teachers and administrative staff practice the early identification of and intervention on behalf of students who exhibit warning signs and/or behavioral traits that may lead to dropping out of school. Intervention strategies used to promote attendance and reduce dropout rates include parent conferences, independent study, CAHSEE prep classes, consulting class, Parent Link, Student Success Team meetings, Monday school, and adequate

academic progress. Understanding that the needs of each student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

In the following Dropout & Graduation Rates table, 2007-08 data are the most current information available, since state certification/release dates for dropout data occur too late for inclusion in this report. 2006-07 was the first year that dropout rates were derived from actual student-level data reported to the state by the school district. For the 2005-06 school year, dropout rates were calculated using the one-year rate formula: (adjusted grades 9-12 dropouts / grades 9-12 enrollment) * 100. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Graduation & Dropout Rates			
	AVCS		
	05-06	06-07	07-08
Dropout Rate	0.0%	17.9%	11.8%
Graduation Rate	0.0%	88.9%	78.6%
	CJUSD		
	05-06	06-07	07-08
Dropout Rate	1.4%	3.6%	4.1%
Graduation Rate	88.1%	88.6%	87.7%
	California		
	05-06	06-07	07-08
Dropout Rate	3.5%	4.4%	3.9%
Graduation Rate	83.4%	80.6%	80.2%

Graduation Requirements

Students must accumulate 220 course credits, pass the math portion of CAHSEE and pass the language arts portion of CAHSEE to receive a high school diploma from Antelope View Charter School. Alternative methods of acquiring a diploma are available through the Continuation School for those students who have been unsuccessful in a high school environment or have exhausted their opportunities to remain at Antelope View Charter School. The following table illustrates the percentage of students graduating from Antelope View Charter School who have met both CAHSEE and district graduation requirements.

Percentage of Students Passing CAHSEE & Meeting District Graduation Requirements* 2007-08**		
Antelope View Charter School	CJUSD	California
100.0 %	89.6 %	80.2 %
Graduation Rate Formula: # of Graduates divided by CBEDS 12th Grade Enrollment		

* The state requires disaggregated data for numerically significant subgroups to be disclosed; however, the statistical data necessary to provide disaggregated results were not collected by the state and are not available for disclosure at the time this report was published
 ** Most current information available

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Antelope View Charter School revolve around the California State Content Standards and Frameworks. During the 2008-09 school year, Antelope View Charter School held three staff development days devoted to:

- Data Analysis
- Instructional Strategies

Decisions concerning selection of staff development activities are performed by the principal and grade level representatives using tools such as teacher input, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Antelope View Charter School offers support to new and veteran teachers through peer coaching and mentoring. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Staff Development Days Three-Year Trend		
2006-07	2007-08	2008-09
3	3	3

Instructional Materials

All textbooks used in the core curriculum at Antelope View Charter School are aligned to the California Content Standards and Frameworks. Standards-based instructional materials are approved by the district's Board of Trustees. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On Wednesday, August 19, 2009, the Center Joint Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 2/2009-10 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

In addition to core subject areas, districts are required to disclose in their SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2009-10 school year, Center Joint Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English/Language Arts with ELD Materials		
2009	Pearson Prentice Hall, <i>Pearson Literature CA Reading and Language</i>	0 %
History-Social Science		
2006	D.C. Heath, <i>The American Pageant: A History of the Republic</i>	0 %
2006	Holt McDougal, <i>Modern World History: Patterns of Interaction</i>	0 %
2007	Houghton Mifflin, <i>Houghton Mifflin History-Social Science</i>	0 %
2007	McDougal Littell, <i>McDougal Littell California Middle School Social Studies Series</i>	0 %
2006	McDougal Littell, <i>The Americans Reconstruction to the 21st Century</i>	0 %
2006	Pearson Prentice Hall, <i>Magruder's American Government</i>	0 %
Language Arts		
2009	Pearson Prentice Hall, <i>English Language Arts</i>	0 %
2002	SRA/McGraw-Hill, <i>SRA/Open Court Reading</i>	0 %
Math		
2008	CPM Educational Program, <i>Algebra Connections</i>	0 %
2008	CPM Educational Program, <i>Basic Algebra, Algebra, Algebra 1</i>	0 %
2008	CPM Educational Program, <i>Foundations for Algebra</i>	0 %
2008	CPM Educational Program, <i>Geometry</i>	0 %
2008	CPM Educational Program, <i>Honors Algebra II</i>	0 %
2008	Glencoe/McGraw-Hill, <i>California Algebra Readiness: Concepts, Skills, and Problem Solving</i>	0 %
2008	Harcourt School Publishers, <i>Harcourt Math © 2002</i>	0 %
2008	Houghton Mifflin, <i>Larson & Hostetler's Pre-Calculus</i>	0 %
2008	McDougal Littell, <i>Algebra II</i>	0 %
Science		
2008	Addison Wesley, <i>Conceptual Physics</i>	0 %
2008	Harcourt School Publishers, <i>California Science</i>	0 %
2008	Holt, <i>Visualizing Matter</i>	0 %
2006	Holt, Rinehart and Winston, <i>Holt California Science: Earth, Life, and Physical Science @2007</i>	0 %
2008	Houghton Mifflin, <i>Chemistry</i>	0 %
2008	Pearson Prentice Hall, <i>Physics</i>	0 %

College Preparation & Work Readiness

College Preparation Courses

Students are encouraged to take required courses if they plan on attending a four-year college or university. The adjacent table illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

Admission Requirements for California 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 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 admission requirements please visit the University of California Website at <http://www.universityofcalifornia.edu/admissions/general.html>.

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 Website at <http://www.calstate.edu/admission/>.

Students Enrolled in UC/CSU Courses 2007-08*	
	%
Students enrolled in courses required for UC/CSU admission	45.4
Graduates who completed all courses required for UC/CSU admission	0

*Most current data available

Advanced Placement

Advanced placement (AP) programs give students an opportunity to take college-level courses and exams while still in high school. Students who receive a 3, 4, or 5 on their final AP exams qualify for college credit at most of the nation's colleges. Antelope View Charter School did not offer any advanced placement courses during the 2008-09 school year. Students returning to the comprehensive high school environment may participate in honors

and advanced placement courses based upon individual academic proficiency levels.

Workforce Preparation

Antelope View Charter School does not offer vocational education courses on campus. Career education and work readiness opportunities are available through elective courses. Students may participate in Regional Occupational Programs (ROP) offered off campus through the 49er Regional Occupation Program Center. A variety of ROP courses are available to help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education.

Professional Staff

Counseling & Support Staff

Antelope View Charter School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Antelope View Charter School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors & Support Personnel (Nonteaching Professional Staff) 2008-09		
	No. of Staff	FTE
Counselor	1	.5
Nurse	1	*
Psychologist	1	*
Resource Officer	1	*
Speech Therapist	1	*

* as needed
FTE = Full-Time Equivalent

Teacher Assignment

During the 2008-09 school year, Antelope View Charter School had 10 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2008-09		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Antelope View Charter School	93.3 %	6.7 %
District Totals		
All Schools	98.6 %	1.4 %
High-Poverty	0.0 %	0.0 %
Low-Poverty	0.0 %	0.0 %

Teacher Credentials & Assignments				
	AVCS			CJUSD
	06-07	07-08	08-09	08-09
Total Teachers	19	15	11	266
Teachers with full credentials	15	12	10	261
Teachers without full credentials	4	3	1	5
Teachers in alternate routes to certification	N/A	3	1	7
Pre-Internship	N/A	0	0	0
Teachers with emergency permits	N/A	0	0	0
Teachers with waivers	N/A	0	0	0
Teachers teaching outside subject area	N/A	0	1	1
Total teacher misassignments	N/A	0	0	0
Teacher misassignments for English learners	N/A	0	0	0
Other misassignments of certificated staff	N/A	0	0	0
Teacher vacancies	N/A	0	0	0

Teacher Credentials & Assignments (cont'd)		
	AVCS	CJUSD
	09-10	09-10
Total teacher misassignments	0	1
Teacher misassignments for English learners	0	0
Other misassignments of certificated staff	0	1
Teacher vacancies	0	0

Teacher Education Levels 2008-09		
	AVCS	CJUSD
Doctorate	0.0 %	1.1 %
Master's degree plus 30 or more semester hours	18.2 %	9.8 %
Master's degree	27.3 %	13.5 %
Bachelor's degree plus 30 or more semester hours	45.5 %	71.8 %
Bachelor's degree	9.1 %	3.8 %
Less than Bachelor's degree	0.0 %	0.0 %

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided

average salary data from school districts having similar average daily attendance throughout the state. (Note: 2007-08 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2007-08		
	CJUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$36,932	\$40,917
Mid-Range Teacher Salary	\$60,855	\$64,688
Highest Teacher Salary	\$77,786	\$82,849
Superintendent Salary	\$170,509	\$176,845
Average Principal Salaries:		
High School	\$104,763	\$117,805
Percentage of General Fund Expenditures for:		
Teacher Salaries	45.1%	40.3%
Administrative Salaries	5.3%	5.9%

Expenditures Per Student

For the 2007-08 school year, Center Joint Unified School District spent an average of \$7,670 of total general funds to educate each student (based on 2007-08 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Center Joint Unified School District receives state and federal categorical funding for special programs. For the 2007-08 school year, the district received categorical, special education, and support programs funds for:

- Arts & Music Block Grant
- CA High School Exit Examination
- California Instructional School Garden
- California Peer Assistance & Review Program for Teachers (CPARP)
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- Instructional Materials
- Lottery: Instructional Materials
- Partnership Academies Program
- Professional Development Block Grant
- Pupil Retention Block Grant
- Regional Occupation Centers and Programs (ROC/P)
- School & Library Improvement Block Grant
- School Improvement Program (SIP)
- School Safety & Violence Prevention,

Grades 8-12

- Special Education
- Supplemental School Counseling Program
- Targeted Instructional Improvement Block Grant
- Teacher Credentialing Block Grant
- Title I
- Title II
- Title III
- Title IV
- Title V
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- Vocational Programs

Expense of Education Per Pupil 2007-08					
	Dollars Spent per Student				
			State Avg., Dist.		
	AVCS	CJUSD	% Diff. School & Dist.	Same Size & Type	% Diff. School & State
ADA*	196	5077	N/A	N/A	N/A
Total**	\$7,026	\$8,364	84.00	N/A	N/A
Restr. †	\$384	\$2,724	14.10	N/A	N/A
Unrestr. ††	\$6,641	\$5,640	117.74	\$5,512	120.49
Avg. Teacher Salary	\$62,094	\$63,888	97.19	\$64,246	96.65

* Average Daily Attendance

** Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

SARC Data

DataQuest

DataQuest is an online data tool location at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Antelope View Charter School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to API, AYP, STAR results, enrollment, and staffing.

Public Internet Access Location

Parents may access Antelope View Charter School's SARC and access the internet at any of the county's public libraries. The closest public library to Antelope View Charter School is North Highlands-Antelope Library, a branch of Sacramento Public Library.

Address: 4235 Antelope Road, Antelope

Phone Number: (916) 264-2920

WebSite: <http://www.saclibrary.org>

Number of Computers Available: 21

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Center Joint Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in 10/2009. Those to prepare the school facilities section were acquired in 12/2009.