



Antelope View Charter School

3243 Center Court Lane Antelope, CA 95843 • (916) 339-4690

Richard Simas, Director

School Accountability Report Card

School Profile

The mission of the Antelope View Charter School is to provide students, who are committed to active participation in the educational process, a personalized learning experience that will prepare them for meaningful participation in a global community, using innovative, data driven instruction to develop citizenship and proficiency in the California Standards. Students will graduate equipped with:

- The knowledge and skills defined in the California State Standards.
- Technological skills to function effectively in contemporary society and the workforce of the 21st century.
- The personal skills to be life-long active participants in their world.

An international mindset and awareness of personal nationality and culture.

Parent Involvement

Parents and community members are invited to participate in the Antelope View School Site Advisory Council. A year-long commitment of service is preferred. Any parent or interested community member is welcome to participate. An election with ballots published in the school newsletter is held each September to nominate and select a core team of Advisory Council leaders comprised of two teachers, two students, two parents, and two administrators.

Service as a Volunteer – Parents and community members are invited to support the school through a variety of volunteer

activities at the school site and at school functions. All individuals who wish to participate when working with students are required to obtain a clear fingerprint check with the Department of Justice. The Center Unified School District Department of Human Resources can assist with this process.

Enrollment By Program

During the 2006-07 school year 264 students were enrolled at Antelope View Charter, of which 0.068% (18) were students with disabilities, 0.060% (16) were English Learners, and 0% were socioeconomically disadvantaged.

Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past 3 school years.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Antelope View Charter School at (916) 339-4690.

School Leadership

Leadership at Antelope View Charter is a responsibility shared between district administration, the principal, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals. For the past two years, leadership duties were assumed by Principal Mary Navarro. Principal Navarro had many years of experience in education. The leadership team included:

Lynn McCarty, Assistant Principal

Nanci Rose, Curriculum/Assessment Coordinator

Greg Baumann, Counselor

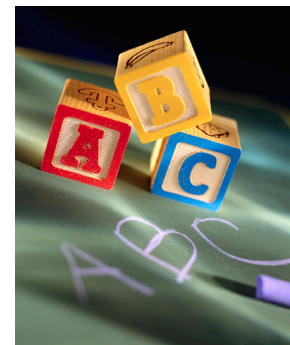
Student Enrollment by Ethnic Group

2007-08

	Percentage
African American	12.6%
American Indian	0.5%
Asian	0.5%
Caucasian	56.1%
Filipino	2.0%
Hispanic or Latino	13.6%
Pacific Islander	1.0%
Multiple or No Response	13.6%

Enrollment Trend by Grade Level

	2005-06	2006-07	2007-08
9th	62	53	44
10th	62	42	42
11th	47	31	38
12th	46	25	20



Class Size

Average class sizes vary by grade level and subject area taught. In addition to credentialed teachers, students receive assistance in the classroom from our paraprofessional Instructional Specialist, Cheryl Brown. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
	06	07	08	1-20 Students		21-32 Students		33+ Students				
English	-	27	-	-	10	-	-	8	-	-	7	-
Mathematics	-	22	101	-	7	-	-	4	-	-	3	2
Science	-	19	-	-	8	-	-	3	-	-	-	-
Social Science	-	28	-	-	2	-	-	11	-	-	3	-

Class Size Reduction

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. Antelope View Charter began implementing CSR for grades kindergarten through three in 1996-1997. In 2005 the elementary portion of the program was discontinued. Antelope View Charter School now serves students in grades 6-12. The table displays the percentage of K-3 classrooms that participated in CSR for the past three school years.

Instructional Time (Includes Minimum Days)

For the 2006-07, Antelope View Charter offered 180 days of instruction. All instructional time either met or exceeded the daily instructional minute requirements specified in the California Education Code for Independent Study Programs. The table displays a comparison of the number of instructional minutes offered at the school as compared to the state requirement for each grade level.

	Instructional Minutes By Grade Level	
	Minutes Required	Actual Minutes
6th	54,000	0
7th	54,000	0
8th	54,000	0
9th-12th	64,800	64,800

Discipline & Climate for Learning

Antelope View has published a Parent/Student Handbook detailing expectations related to student, parent and staff behavior and a plan for providing a positive learning environment to meet student needs. A full time Vice Principal was on site to support students and respond to student issues with respect to behavior and other individual needs.

Student safety is a primary concern. Parents agree upon enrollment that students who engaged in violence or other extremes of behavior that create a safety hazard will be dismissed from the program.

	Suspensions & Expulsions					
	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	12	15	0	1280	958	1058
Suspension Rate	3.9%	5.7%	0.0%	21.2%	16.4%	18.6%
Expulsions	0	0	0	22	14	6
Expulsion Rate	0.0%	0.0%	0.0%	0.4%	0.2%	0.1%

The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted. Students are encouraged to participate in the school's additional academic activities, which are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. School recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements during awards assemblies and by their classroom teachers.

Safe School Plan

The School Safety Plan was reviewed and updated with the SSC and staff during 2005-06 and again in 2006-07. Procedures and expectations are posted. Policies and procedures in related to preparedness for fire, earthquake, and other disasters/emergencies are developed by the site and district and practiced monthly or as required. A Disaster Response Team has been identified. The principal is responsible to maintain security and safety in the school.

School Facilities

Antelope View Charter School occupies the former site of Center Junior High School which sits on 15 acres with 46 classrooms, 2 gyms/multi-purpose rooms, library, music room, computer lab, industrial technology lab, and offices. Antelope View Charter School serves students in 14 classrooms, a computer lab, and contiguous outdoor areas. Administration is housed in a central administrative building. The school and district have a comprehensive repair

and maintenance program to ensure a safe and productive learning environment for all students and staff.

School Facility Conditions				
Date of Last Inspection: 12/22/2008				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)			X	Campuswide - Repair Conduit by lifting of buildings #19-24 2009/10.
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

Teacher Assignment

Center Joint Unified recruits and employs the most qualified credentialed teachers. For the 2006-07 school year, Antelope View Charter had 15 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines. Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

	Teacher Credential Status			
	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	23	15	12	266
Without Full Credentials	1	4	3	11
Working Outside Subject	0	0	0	0

	Misassignments/Vacancies		
	05-06	06-07	07-08
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	93.8%	6.3%
District	96.5%	3.5%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	95.3%	4.7%

Substitute Teachers

The Center Joint Unified district has an adequate pool of fully credentialed and qualified substitutes in order to maintain continuity of instruction at Antelope View Charter. Generally, the district does not experience any problems finding qualified substitute teachers. When a substitute teacher is not available for an absent teacher, the Principal/ and/or Curriculum and Assessment Coordinator assumes the role of substitute.

Staff Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then they share their experiences and knowledge with district colleagues. The district dedicated 3 days to staff development annually for the past two years. Topics for staff development during the 2007-08 school year included: student discipline, behavior support plans, effective teaching strategies, and technology.

Teacher Evaluation

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. All teachers are evaluated annually. Evaluations are conducted by the Principal who has been trained and certified for competency to perform teacher evaluations. Teachers are evaluated on the following criteria: Engaging and Supporting All Students in Learning, Understanding and Organizing Subject Matter for Student Learning, Assessing Student Learning, Creating and Maintaining Effective Environments for Student Learning, Planning Instruction and Designing Learning Experiences for All Students and Developing as a Professional Educator. Center Joint Unified offers programs to assist teachers, such as Beginning Teacher Support and Training (BTSA) and Peer Assistance and Review (PAR). BTSA is for new, credentialed teachers. Peer Assistance and Review (PAR) is led by credentialed teachers who help recent California Basic Education Skills Test (CBEST) graduates who have yet to pass a specific subject exam. The PAR mentors also help Emergency Teaching Certificate teachers, as well as any teacher who may have received a poor evaluation from the principal.



Counseling & Support Staff

It is the goal of Antelope View Charter to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The counselor to pupil ratio is 1: 215. The table lists the support service personnel available at Antelope View Charter.

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Counselor (secondary)	1	1.00

Curriculum Development

All curriculum development in the Center Joint Unified is based on the California State Content Standards and Frameworks. Curriculum guides are updated regularly by the Director of Curriculum and Instruction/Curriculum Coordinator, to align with the state standards, district goals, and the statewide assessment program. During the 2006-07 school year, changes to the curriculum included: adoption of middle school physical science, high school physical science, middle school math, and chemistry curriculae, as well as integration of focused remediation in math and reading/language arts via direct instruction. Additionally, an entirely new history/social science curriculum was adopted in grades 6-8.

Instructional Materials

Center Joint Unified held a Public Hearing on September 17, 2008, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
6th-8th	English/ Language Arts	Prentice Hall	2002	Yes	0.0%
9th-12th	English/ Language Arts	Prentice Hall	2002	Yes	0.0%
8th	Foreign Language	Glencoe	2006	Yes	0.0%
9th-12th	Foreign Language	Glencoe	2006	Yes	0.0%
6th-8th	Foreign Language	Glencoe/ McGraw Hill	2006	Yes	0.0%
9th	Health	Glencoe	2003	Yes	0.0%
12th	History/Social Science	Glencoe	2006	Yes	0.0%
6th-8th	History/Social Studies	Glencoe	2006	Yes	0.0%
11th	History/Social Studies	Houghton Mifflin	2004	Yes	0.0%
10th	History/Social Studies	McDougal Littell	2005	Yes	0.0%
7th	Mathematics	Glencoe	2006	Yes	0.0%
6th	Mathematics	Harcourt	2004	Yes	0.0%
8th	Mathematics	Prentice Hall	2006	Yes	0.0%
9th-12th	Mathematics	Prentice Hall	2006	Yes	0.0%
9th-10th	Science	Glencoe	2006	Yes	0.0%
6th-8th	Science	Glencoe	2006	Yes	0.0%
10th-11th	Science	Holt	2006	Yes	0.0%
9th-10th	Science	McDougal Littell	2007	Yes	0.0%
6th-8th	Science Laboratory Equipment	Amsco	2006	Yes	0.0%
9th-12th	Science Laboratory Equipment	Amsco	2006	Yes	0.0%



District Expenditures

Center Joint Unified spent an average of \$7,374.56 to educate each student (based on 2006/07 FY audited financial statements). The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

District Revenue Sources

In addition to general state funding, Antelope View Charter receives state and federal funding for the following categorical funds and other support programs: State lottery

CaHSEE Support Funds
 School Block Grant
 Art/Music/P.E

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,642
From Restricted Sources	\$795
From Unrestricted Sources	\$4,847
District	
From Unrestricted Sources	\$5,361
Percentage of Variation between School & District	9.59%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	8.56%

Teacher & Administrative Salaries as a Percentage of Total Budget

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 the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

Average Salary Information		
Teachers - Principal - Superintendent		
2006-07		
	District	State
Beginning Teachers	\$35,512	\$39,692
Mid-Range Teachers	\$58,514	\$62,830
Highest Teachers	\$74,794	\$80,472
Elementary School Principals	\$83,742	\$98,460
Middle School Principals	\$87,339	\$104,522
High School Principals	\$100,734	\$114,549
Superintendent	\$157,739	\$166,547
Salaries as a Percentage of Total Budget		
Teacher Salaries	44.3%	40.2%
Administrative Salaries	5.3%	5.8%

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2005-06 financial statements).

Average Teacher Salaries	
School & District	
School	\$61,827
District	\$60,261
Percentage of Variation	2.59%
School & State	
All Unified School Districts	\$62,157
Percentage of Variation	0.54%



California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)															
Combined % of Students Scoring at Proficient and Advanced Levels															
	Language Arts									Social Science					
	9			10			11			10		11			
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08
All Students															
School	32	38	46	23	28	32	26	45	27	9	16	17	17	70	23
District	45	51	54	43	41	43	46	39	39	31	28	35	47	43	39
State	44	47	49	37	37	41	36	37	37	30	29	33	35	35	38
Males															
School	21	33	45	11	22	27	24	*	33	15	27	25	19	*	33
District	40	47	51	33	37	39	46	31	36	32	34	43	52	39	43
State	40	43	45	33	33	37	33	33	33	33	34	38	37	37	40
Females															
School	42	42	46	34	33	36	27	60	24	3	5	9	15	74	12
District	51	58	56	51	43	47	47	47	42	29	20	26	42	47	33
State	48	53	53	42	41	45	39	41	41	27	26	29	34	33	36
Socioeconomically Disadvantaged															
School	30	42	27	15	34	35	24	53	*	8	19	28	9	71	*
District	33	42	42	31	27	32	29	36	29	19	20	23	27	40	29
State	27	32	33	21	21	26	21	22	22	17	17	20	21	22	24
Hispanic or Latino															
School	23	*	*	*	*	*	*	*	*	*	*	*	*	*	*
District	27	35	45	35	24	31	53	28	24	20	15	26	43	37	22
State	28	32	34	21	23	27	21	23	22	17	18	21	21	22	25
Caucasian															
School	33	38	41	22	27	33	21	47	27	11	21	18	16	73	32
District	50	58	59	46	46	48	45	44	46	36	31	38	48	46	47
State	63	66	68	54	55	57	50	52	53	45	44	49	48	48	51
English Learners															
School	7	*		8	*		*			8	*		*		
District	4	0	0	8	0	7	4	0	0	8	8	23	7	0	0
State	7	10	9	4	4	6	4	4	4	5	6	6	7	6	7

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

CAT-6

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the STAR Program. Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Students in grades three and seven were tested in reading, language, spelling, and mathematics. The purpose of administering the CAT/6 Survey is to determine how well California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year. The CAT/6 chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math.

CAT/6 Norm Referenced Test

% At or Above 50th Percentile

	Reading			Math		
	7	7	7	7	7	7
	05	06	07	05	06	07
All Students						
School	59	39	59	49	45	48
District	48	49	50	59	60	55
State	46	46	47	49	50	51
Males						
School	60	38	64	44	56	64
Females						
School	58	41	53	54	35	33
Socioeconomically Disadvantaged						
School	54	36	50	46	44	45
Hispanic						
School	38	*	*	46	*	*
Caucasian						
School	71	36	60	57	45	53

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



SAT-1

Each year, students have the opportunity to participate in the SAT, which is designed to assess many of the skills that are important to a student's success in college and their general educational development. The Antelope View Charter does not offer a college admission test preparation course. The table displays the percent of the school's 12th grade students who voluntarily took the SAT Reasoning Test for college entrance, and average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site.

SAT I Test Results

	Grade 12 Enrollment	% Seniors Tested	Average Verbal	Average Math	Average Writing
School					
04-05	48	4.2%	0	0	0
05-06	46	6.5%			
06-07	25	12.0%	480	433	460
District					
04-05	416	0.30%	487	513	0
05-06	381	0.34%	482	509	479
06-07	397	0.32%	489	521	482
State					
04-05	411,036	35.6%	500	522	0
05-06	384,878	40.4%	495	516	496
06-07	442,895	36.8%	493	513	492

Physical Fitness

In the spring of each year, Antelope View Charter is required by the state to administer a physical fitness test to all students in grades seven, and nine. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

Percentage of Students in Healthy Fitness Zone

2007-08 Test Results

9th Grade

School

School Overall	17.0%
School (Boys)	16.7%
School (Girls)	17.4%

District

District Overall	26.4%
District (Boys)	29.9%
District (Girls)	23.0%

State

State Overall	35.6%
State (Boys)	36.7%
State (Girls)	34.5%

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

California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English language-arts and math separately for the most recent testing period.

CAHSEE By Subject									
	2005-06			2006-07			2007-08		
	School	District	State	School	District	State	School	District	State
English	*	*	*	*	*	*	*	*	*
Mathematics	*	*	*	*	*	*	*	*	*

CAHSEE By Student Group						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet. Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school). Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results				
	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	2	2	4	
Similar Schools Rank	4	1	8	
All Students				
Actual Growth	-34	87	-11	670
Socioeconomically Disadvantaged				
Actual Growth	-39	111	-	-
Hispanic or Latino				
Actual Growth	-	-	-	-
Caucasian				
Actual Growth	-58	136	-39	679

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

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

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2008-09)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

Advanced Placement Classes

Antelope View Charter encourages students to continue their education past high school. Antelope View Charter does not offer Advanced Placement (AP) courses. Those students seeking college credit are encouraged to apply at American River College concurrently.



UC/CSU Course Completion

Students at Antelope View Charter are encouraged to take University of California/California State University (UC/CSU) preparatory courses to ensure their college-readiness. All enrolled students must pass each "A-G approved" course with a grade no lower than a 'C'. Antelope View is proud to offer A-G approved courses in English, math, science, social science, and electives.

UC/CSU Course Enrollment	
	Percentage
% of Student Enrollment in Courses Required for UC/CSU Admission	29.6%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	-

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

California Awards & Interventions

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this SARC, therefore, there is no data to report.

Dropout & Graduation Rates

Antelope View Charter believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance, consistent parental participation, and self-disciplined independent study students. As a means of supporting students further and in hopes of preventing and reducing dropouts, the following programs are also made available to students:

- CAHSEE Support class
- Consulting class
- Student Success Team meetings
- Student notebook, planner, and all school supplies provided
- Parent Link (assignment completion-checking software)
- Monthly contacts between school and home

Graduation & Dropout Rates			
	04-05	05-06	06-07
Dropout Rate	8.08%	0.00%	18.54%
Graduation Rate	89.50%	79.10%	72.70%

College Entrance Info

California high school students have two options for attending public universities in the State: Universities of California (UC), or California State Universities (CSU). There are eight UC campuses statewide, and 28 CSU schools. A college preparatory high school program includes a minimum of the following courses, referred to as the "A-G requirements."

- A: Two years of history/social science
- B: Four years of English
- C: Three years of college preparatory mathematics (Four recommended for UC)
- D: Two years of laboratory science (Three recommended for UC)
- E: Two years of a single language other than English (Three recommended for UC)
- F: One year of visual/performing arts
- G: One year of a college preparatory elective in one of the above subjects

All courses must be completed with a grade of "C" or better. The minimum GPA required for admission to a UC is 3.15, and 2.0 for the CSU system.

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2005-06 school year in the 12th grade, the table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "**" means that the student group is not numerically significant.

Completion of High School Graduation Requirements			
	School	District	State
African American	100.0%	*	*
Asian	100.0%	*	*
Hispanic or Latino	100.0%	*	*
Caucasian	100.0%	*	*
Multiple or No Response	100.0%	*	*

* Data was not available at the time of publication.

Career Technical Education (CTE) Programs

Antelope View Charter career planning program prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. Instructors at Antelope View Charter have directed efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs. Advisors/Guidance Counselors offer additional support through various programs, including R.O.P.

Career Technical Education Participation

Antelope View Charter does not offer stand alone Career Tech Ed classes. However, our students are encouraged to apply for R.O.P. and work experience programs when eligible.

Individualized Instruction

Antelope View Charter provides special education services to students who are designated as qualified. Programs and services designed to meet the student's needs are identified in the Individualized Education Plan (IEP). The Resource Specialist Program serves students with exceptional needs who are able to function in the regular classroom for the majority of the day.

At Risk Interventions

Antelope View Charter provides after-school tutoring in English/Language Arts and Mathematics for those students performing below grade-level standards or who are at risk of retention. Other intervention programs offered at Antelope View Charter include: CAHSEE class.

- Decoding and Reasoning classes
- Connecting Math Concepts class
- Student Success Team Meetings

GATE

Antelope View Charter does not currently offer the Gifted and Talented Education (GATE) program .

Computer Resources

All classrooms have at least one computer that is connected to the Internet. Antelope View Charter also has a computer lab with 26 computers. The computer lab is staffed. Computer skills and concepts are integrated throughout standard curriculum which helps to prepare students for technological growth and other opportunities.

Computer Resources			
	05-06	06-07	07-08
Computers	25	41	43
Students per computer	13.0	6.4	4.6
Classrooms connected to Internet	1	13	17

Library Information

The school's library consists of a computer lab which students visit on a daily/weekly basis with their classes and are encouraged to visit before and after school. Twenty six computer workstations within the library are connected to the Internet so students are able to access resources and information online.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of Antelope and Roseville, which contain numerous computer workstations.

Data Sources

Data within the SARC was provided by Center Joint Unified School District, retrieved from the 2006-07 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

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