

School Accountability Report Card Reported for School Year 2007-08 Published During 2008-09

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the 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 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. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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 2008-09)

This section provides the school's contact information.

School		District	
School Name	Academy for Change (AFC)	District Name	Chico Unified School District
Street	2412 Cohasset Rd., Ste. 2	Phone Number	(530) 891-3000
City, State, Zip	Chico, CA 95926	Web Site	www.chicousd.org
Phone Number	(530) 895-4047	Superintendent	Kelly Staley
Principal	Bernard Vigallon	E-mail Address	kstaley@chicousd.org
E-mail Address	bvigallo@chicousd.org	CDS Code	04-61424-0111039

School Description and Mission Statement (School Year 2007-08)

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

Academy for Change (AFC) is the community day school serving Chico Unified School District. Our students are referred to AFC for three reasons: expulsion, referral from the juvenile justice system as a result of formal or informal probation, or referral from the Student Attendance Review Board for habitual truancy. Students referred for expulsion may be students who were expelled from a Chico Unified School District school, or students who moved to the area after being expelled from another district.

Academy for Change has three basic rules: Show Up, Be Cool, and Take Care of Business. Show Up refers to the importance of daily attendance. Many AFC students have had truancy issues at their previous school. AFC emphasizes the importance of daily attendance. Referrals to the office are kept to a minimum, indicating that students are following the Be Cool principle. Appropriate behavior inside and outside of the classroom are stressed along with all core academic areas. Take Care of Business points out the need for students to complete academic work in a timely and sufficient manner to promote grade levels and progress towards a diploma.

AFC's mission statement is: "Reconnecting Students with their Educational Responsibility and Future". Our mission at AFC calls upon the educational strengths, unique backgrounds, and supportive nature of its staff to build an alternative education program that serves the needs of the community day school student population. The staff provides a program that opens its doors and works to reconnect young people to education. It is a program that values self worth and encourages student achievement, both personally and academically.

The goal for all AFC students is to earn their way back to either a comprehensive high school or junior high school, or Fair View High School, the district's continuation high school. The responsibility of AFC is to assist students in their progress towards responsibility as it relates to academic achievement and personal development.

[Opportunities for Parental Involvement \(School Year 2007-08\)](#)

This section provides information about opportunities for parents to become involved with school activities.

Parent/guardian involvement/support is a much valued commodity at AFC. For information on how you can help, please contact the AFC office.

[Student Enrollment by Grade Level \(School Year 2007-08\)](#)

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

Grade Level	Number of Students
Grade 7	8
Grade 8	9
Grade 9	6
Grade 10	22
Grade 11	24
Grade 12	14
Total Enrollment	83

[Student Enrollment by Group \(School Year 2007-08\)](#)

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
African American	9.64%	White (not Hispanic)	66.27%
American Indian or Alaska Native	4.82%	Multiple or No Response	1.2%
Asian	0%	Socioeconomically Disadvantaged	69%
Filipino	0%	English Learners	13%
Hispanic or Latino	16.87%	Students with Disabilities	17%
Pacific Islander	1.2%		

[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	2005-06			2006-07			2007-08					
	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+		1-22	23-32	33+
English				12.3	9			13.3	7			
Mathematics				12.7	6			10.7	6			
Science				14.8	6			9	5			
Social Science				14.8	6			9.9	7			

III. School Climate

[School Safety Plan \(School Year 2007-08\)](#)

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

Students respect the educational programs and environment. The campus has been virtually free of vandalism and mistreatment. Our school has an emergency plan, and evacuation procedures are practiced as per state law. Staff and students are in-serviced in the Code Red lockdown and evacuation procedures in case of a critical incident. Students are also instructed and drills are conducted with regard to the State required earthquake and fire procedures. The school safety plan is updated annually in accordance with Senate Bill 187. Our plan stresses prevention and that our students and staff be prepared. Our practice/training opportunities allow students and staff to increase their ability to deal with earthquakes, fire, conflict, anger, and other threats to safety. We have security checks on a regular basis to identify potential hazards and/or our vulnerability to crime and vandalism. We also have a crisis response plan in place to deal with unforeseen emergencies.

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			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	0.0	0.0	0.0	17.1	7.6	4.0
Expulsions	0.0	0.0	0.0	2.1	0.6	0.7

IV. School Facilities

School Facility Conditions and Planned Improvement (School Year 2008-09)

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.

The Academy for Change campus is located on Cohasset Road, near Highway 99 in Chico. The campus is located in a light industrial area away from Cohasset Road, which provides a buffer from the noise and inherent danger of the sometimes heavy traffic. Academy for Change moved into its new campus on May 22, 2006; the campus previously housed a charter school and retail businesses. Extensive remodeling and renovations were done to the entire school prior to AFC'S move to the site, including the placement of walls to form new offices and classrooms, new flooring for the entire school, and a coat of new paint for the interior and exterior of all buildings. The blacktop was recently resurfaced, allowing for three basketball courts. The blacktop is also used for all manner of outdoor games, which can be located inside to the multipurpose room in the event of rain.

A campus supervisor patrols the campus from 7:30 a.m. to 3:30 p.m. daily. Teachers, support staff, School Resource Officer, and the school administrator also supervise the students before and after school and during student breaks and lunch.

Visitors are required to check in and register at the main office. Visitors are required to wear a name identification tag while they are visiting the campus. Signs are posted directing visitors to the main office and the campus supervisor assists in their direction.

AFC enjoys a healthy and safe environment. The CUSD school board has adopted cleaning standards for all schools in the district. School administration works with the custodial staff to see that these standards are followed and to ensure a clean and safe school. District maintenance staff keeps the school in good working order and necessary repairs are made in a timely manner.

CUSD 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 repairs or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. The AFC campus has received its fair share of this maintenance and repair and is kept in good working order.

School Facility Good Repair Status (School Year 2008-09)

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

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	[X]	[]	[]	
Mechanical Systems	[X]	[]	[]	
Windows/Doors/Gates (interior and exterior)	[X]	[]	[]	
Interior Surfaces (walls, floors, and ceilings)	[X]	[]	[]	
Hazardous Materials (interior and exterior)	[X]	[]	[]	
Structural Damage	[X]	[]	[]	
Fire Safety	[X]	[]	[]	
Electrical (interior and exterior)	[X]	[]	[]	
Pest/Vermin Infestation	[X]	[]	[]	
Drinking Fountains (inside and outside)	[X]	[]	[]	
Restrooms	[X]	[]	[]	
Sewer	[X]	[]	[]	
Playground/School Grounds	[X]	[]	[]	
Roofs	[X]	[]	[]	
Overall Cleanliness	[X]	[]	[]	

Overall Summary of School Facility Good Repair Status (School Year 2008-09)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	[X]	[X]	[]	[]

V. Teachers

Professional Development

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

AFC continues to be committed to staff training and curriculum improvement. Teachers are represented on CUSD task forces where they develop curriculum standards, benchmarks, and appropriate assessment methods. Evaluation, improvement and implementation of curricular needs occur on a six-week basis throughout the school year.

AFC staff members also participate in many professional organizations and share responsibilities with other district secondary teachers on various district task forces and committees.

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 *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	0	7	6	715
Without Full Credential	0	0	0	0
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	2006-07	2007-08	2008-09
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 No Child Left Behind Compliant Teachers (School Year 2006-07)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the NCLB Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	11.1%	88.9%
All Schools in District	93.4%	6.6%
High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	92.7%	7.3%

VI Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

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	1	83
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2008-09)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

The Chico Unified School District has implemented the seven-year curriculum textbook adoption cycle, which is aligned with the State Curriculum/Textbook program. Since many of our classes utilize a varying approach to education, teachers continuously seek and maintain a wide variety of high interest materials from various sources.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Meets State Guidelines	0
Mathematics	Meets State Guidelines	0
Science	Meets State Guidelines	0
History-Social Science	Meets State Guidelines	0
Foreign Language	Meets State Guidelines	0
Health	Meets State Guidelines	0
Visual and Performing Arts	Meets State Guidelines	0
Science Laboratory Equipment (grades 9-12)	Meets State Guidelines	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

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 at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$7,942.58	\$2,926.22	\$5,016.36	\$50,530.33
District	---	---	\$5,154.56	\$62,012.74
Percent Difference – School Site and District	---	---	97.31%	81.48%
State	---	---	\$5,300	\$63,458
Percent Difference – School Site and State	---	---	94.65%	79.63%

Types of Services Funded (Fiscal Year 2007-08)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

AFC programs and services include:

- School psychologist and speech therapist
- Community based organizations such as the Community Collaborative for Youth, Boys and Girls Club, and other community service organizations
- Classes to assist specific groups of students, such as the Young Womens' Group, the Young Men's Communication Group, anger management counseling, and the substance awareness class
- California State University, Chico physical education mentors/teachers program
- Focus on the Future after-school program

Teacher and Administrative Salaries (Fiscal Year 2006-07)

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. Detailed information regarding salaries may be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,418	\$39,708
Mid-Range Teacher Salary	\$52,184	\$63,805
Highest Teacher Salary	\$82,133	\$82,081
Average Principal Salary (Elementary)	\$92,304	\$102,166
Average Principal Salary (Middle)	\$102,198	\$107,816
Average Principal Salary (High)	\$110,416	\$116,474
Superintendent Salary	\$181,900	\$183,478
Percent of Budget for Teacher Salaries	40.8%	40.6%
Percent of Budget for Administrative Salaries	4.5%	5.2%

IX. Student Performance

California Standards Tests

The California Standards Tests (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 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page at <http://star.cde.ca.gov>. *Note: Scores are not shown when the number of students tested is 10 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.*

CST 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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts		7	5		51	52		43	46
Mathematics		10	7		45	47		40	43
Science		11	16		45	57		38	46
History-Social Science		0	13		42	45		33	36

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Asian	*			*
Filipino	*			*
Hispanic or Latino	3	11	12	13
Pacific Islander	*	*	*	*
White (not Hispanic)	5	4	17	13
Male	5	8	15	13
Female	3	6	19	11
Economically Disadvantaged	5	9	16	
English Learners	0	*	*	*
Students with Disabilities	0	*	0	
Students Receiving Migrant Education Services	*	*		

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the 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 at the API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

API Changes 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, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	N/A	N/A	B	589
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		
Pacific Islander	N/A	N/A		
White (not Hispanic)	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 NCLB 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 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)

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

AYP Overall and by Criteria (School Year 2007-08)

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 AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	Yes	Yes

Federal Intervention Program (School Year 2008-09)

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. Detailed information about PI identification can be found at the AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	7
Percent of Schools Currently in Program Improvement	N/A	28.0

XI. School Completion and Postsecondary Preparation

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 admissions requirements please visit the University of California Web site 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 Web site at <http://www.calstate.edu/admission/>.

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 is 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 *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Dropout Rate (1-year)	0.0	0.0	10.0	3.7	3.5	3.1	3.1	3.5	4.4
Graduation Rate	84.5	86.9	83.6	84.5	86.9	83.6	85.0	83.0	79.5