

# Academy for Change (AFC)

## School Accountability Report Card

### Reported Using Data from the 2011-12 School Year

### Published During 2012-13

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage 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

### EdData Partnership Web Site

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

### DataQuest

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

### Internet Access

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

## II. About This School

### Contact Information (School Year 2012-13)

School Contact Information	
School Name	Academy for Change (AFC)
Street	290 East Ave
City, State, Zip	Chico, CA 95926
Phone Number	(530) 895-4047
Principal	David S. McKay
E-mail Address	dmckay@chicousd.org
CDS Code	04-61424-0111039

District Contact Information	
District Name	Chico Unified School District
Phone Number	(530) 891-3000
Web Site	www.chicousd.org
Superintendent	Kelly Staley
E-mail Address	kstaley@chicousd.org

### School Description and Mission Statement (School Year 2011-12)

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 2011-12)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

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 2011-12)

Grade Level	Number of Students
Grade 7	1
Grade 8	4
Grade 9	4
Grade 10	7
Grade 11	8
Grade 12	6
Total Enrollment	30

#### Student Enrollment by Group (School Year 2011-12)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	3.3	White	53.3
American Indian or Alaska Native	10	Two or More Races	0
Asian	0	Socioeconomically Disadvantaged	70
Filipino	0	English Learners	13.3
Hispanic or Latino	30	Students with Disabilities	16.7
Native Hawaiian/Pacific Islander	3.3		

#### Average Class Size and Class Size Distribution (Secondary)

Subject	2009-10				2010-11				2011-12			
	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	8.9				22	1	0	0	5	5	0	0
Mathematics	9.1				22	1	0	0	6.3	4	0	0
Science	11.6				0	0	0	0	8	3	0	0
Social Science	10				25.5	0	2	0	7.8	4	0	0

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

### III. School Climate

#### School Safety Plan (School Year 2011-12)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Students respect the educational programs and environment. 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 State law. 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

Rate*	School			District		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Suspensions	61.11	38.00	36.66	10.03	8.95	4.57
Expulsions	2.78	1.08	0.00	0.73	0.59	0.62

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

**Year and month in which data were collected:** November 2012

The Academy for Change campus is located on the Fair View High School campus. 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 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[ ]	[ ]	[X]	[ ]	Rooms 1/17: Repair/Replace Stained Ceiling Tiles. WO# 52054
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[ ]	[X]	[ ]	[ ]	Broken light diffuser: Site repair
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	C/D Wing boys bathroom needs painting. WO# 52087
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	[ ]	Replace Missing Cove Base Under Drinking Fountain in MPR. WO# 52059

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	[ ]	
<b>Overall Rating</b>	[ ]	[X]	[ ]	[ ]	

## V. Teachers

### Teacher Credentials

Teachers	School			District
	2009-10	2010-11	2011-12	2011-12
<b>With Full Credential</b>	5	7	2	574
<b>Without Full Credential</b>	0	0	0	1
<b>Teaching Outside Subject Area of Competence</b>	0	0	0	---

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2010-11	2011-12	2012-13
<b>Misassignments of Teachers of English Learners</b>	1	0	0
<b>Total Teacher Misassignments</b>	1	0	0
<b>Vacant Teacher Positions</b>	0	0	0

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

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011-12)

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

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	73.33	26.67
<b>All Schools in District</b>	98.55	1.45
<b>High-Poverty Schools in District</b>	98.17	1.83
<b>Low-Poverty Schools in District</b>	100	0

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

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2011-12)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)		---
Library Media Services Staff (Paraprofessional)		---
Psychologist	0.5	---
Social Worker		---
Nurse	0.2	---
Speech/Language/Hearing Specialist		---
Resource Specialist		---
Other		---

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

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

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

**Year and month in which data were collected:** October 2012

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	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	"Elements of Literature", Holt, Rinehart and Winston 2003 "Grammar Handbook", Holt, Rinehart and Winston 2004 "The Language of Literature", McDougal Littell 2001	Yes	0
Mathematics	"Algebra Connections", CPM Educational Programs 2008 "Middle School Math", McDougal Littell 2006	Yes	0
Science	"Focus on Physical Science", Prentice Hall 2008 "Focus on Life Science", Prentice Hall 2008 "Concepts and Challenges in Life Science", Pearson Publishing Company 2006 "Concepts and Challenges in Physical Science", Pearson Publishing Company 2006 "Concepts and Challenges in Earth Science", Pearson Publishing Company 2006	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	"Discovering Our Past Medieval and Early Modern", Glencoe 2006 "The American Journey to World War I", Glencoe 2006 "Modern World History", McDougal Littell 2006	Yes	0
Health	Meets State Guidelines	No	0
Science Laboratory Equipment (grades 9-12)	Microscopes		0

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,126.42	\$3,377.22	\$4,749.21	\$58,989.50
District	---	---	\$4,731.04	\$65,065.00
Percent Difference: School Site and District	---	---	100.38%	90.66%
State	---	---	\$5,455.00	\$68,488.00
Percent Difference: School Site and State	---	---	87.06%	86.13%

\* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

\*\* **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

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

### Types of Services Funded (Fiscal Year 2011-12)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

AFC receives the following additional funding:

- **Economic Impact Aid/Limited English Proficient (EIA/LEP)** state funds to support programs and activities to assist English learners achieve proficiency in the English language as rapidly as practicable and to support programs and activities to improve the academic achievement of English learners.
- **Economic Impact Aid/State Compensatory Education (EIA/SCE)** state funds to support programs and activities designed to assist educationally disadvantaged students achieve state standard proficiency.
- **Safe Schools** funds to provide training, resources, and technical assistance to establish a school/community environment which is physically and emotionally safe, well-disciplined, and conducive to learning.
- **Title II** federal funds to provide ongoing staff development for teachers and principals. AFC programs and services include:
  - School psychologist and speech therapist;
  - Community based organizations such as the Project Success Program, and other community service organizations;
  - Classes to assist specific groups of students, such as the Young Womens' Group, anger management counseling;
  - California State University, Chico physical education mentors/teachers program.

#### Teacher and Administrative Salaries (Fiscal Year 2010-11)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,121	\$40,932
Mid-Range Teacher Salary	\$53,164	\$65,424
Highest Teacher Salary	\$83,676	\$84,596
Average Principal Salary (Elementary)	\$89,920	\$106,806
Average Principal Salary (Middle)	\$97,238	\$111,776
Average Principal Salary (High)	\$102,804	\$120,858
Superintendent Salary	\$164,900	\$204,089
Percent of Budget for Teacher Salaries	41%	39%
Percent of Budget for Administrative Salaries	4%	5%

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

## IX. Student Performance

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

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

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

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

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	15	23	9	56	58	58	52	54	56
Mathematics	6	15	14	47	51	51	48	50	51
Science	24	22		64	67	68	54	57	60
History-Social Science	16	17	8	55	59	56	44	48	49

\* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



**Standardized Testing and Reporting Results by Student Group - Most Recent Year**

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	58	51	68	56
All Student at the School	9	14		8
Male	12	6		
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian/Pacific Islander				
White	18	9		
Two or More Races				
Socioeconomically Disadvantaged	5	16		
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				

\* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**California High School Exit Examination**

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

**California High School Exit Examination Results for All Students - Three-Year Comparison**

Subject	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	18	27		62	67	60	54	59	56
Mathematics	9	28		63	65	60	54	56	58

\* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

# California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	40	26	34	40	43	18
All Students at the School						
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

\* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## X. Accountability

### Academic Performance Index

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

### Academic Performance Index Ranks - Three-Year Comparison

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

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

API Rank	2009	2010	2011
Statewide	B	B	B
Similar Schools	B	B	B

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

Group	Actual API Change		
	2009-10	2010-11	2011-12
All Students at the School	25	-48	
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

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

**Academic Performance Index Growth by Student Group - 2012 Growth API Comparison**

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, district, and state level.

Group	2012 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School			8,920	797	4,664,264	788
Black or African American			325	713	313,201	710
American Indian or Alaska Native			167	737	31,606	742
Asian			596	768	404,670	905
Filipino			58	869	124,824	869
Hispanic or Latino			1,922	726	2,425,230	740
Native Hawaiian/Pacific Islander			53	797	26,563	775
White			5,605	828	1,221,860	853
Two or More Races			45	730	88,428	849
Socioeconomically Disadvantaged			4,259	724	2,779,680	737
English Learners			1,350	683	1,530,297	716
Students with Disabilities			1,026	603	530,935	607

### Adequate Yearly Progress

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

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

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

### Adequate Yearly Progress Overall and by Criteria (School Year 2011-12)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	N/A	Yes
Met Graduation Rate (if applicable)	N/A	No

### Federal Intervention Program (School Year 2012-13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

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	---	11
Percent of Schools Currently in Program Improvement	---	37.9

## XI. School Completion and Postsecondary Preparation

### Admission Requirements for California's Public Universities

#### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information webpage at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

## California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 have 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 admission, application, and fee information see the CSU webpage at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

### Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
<b>Dropout Rate (1-year)</b>	12.2	13.3	8.6	4.5	13.3	8.6	5.7	16.6	14.4
<b>Graduation Rate</b>				85.94	85.79	85.99	78.59	80.53	76.26

\* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

### Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011-12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
<b>All Students</b>			---
<b>Black or African American</b>			---
<b>American Indian or Alaska Native</b>			---
<b>Asian</b>			---
<b>Filipino</b>			---
<b>Hispanic or Latino</b>			---
<b>Native Hawaiian/Pacific Islander</b>			---
<b>White</b>			---
<b>Two or More Races</b>			---
<b>Socioeconomically Disadvantaged</b>			---
<b>English Learners</b>			---
<b>Students with Disabilities</b>			---

\* "N/D" means that no data were available to the CDE or LEA to report.

**Career Technical Education Programs (School Year 2011-12)**

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
  - How these programs and classes are integrated with academic courses and how they support academic achievement
  - How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
  - The measurable outcomes of these programs and classes, and how they are evaluated
  - State the primary representative of the district's CTE advisory committee and the industries represented on the committee
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**Career Technical Education Participation (School Year 2011-12)**

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

**Courses for University of California and/or California State University Admission**

UC/CSU Course Measure	Percent
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	

**Advanced Placement Courses (School Year 2011-12)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	---
English	0	---
Fine and Performing Arts	0	---
Foreign Language	0	---
Mathematics	0	---
Science	0	---
Social Science	0	---
All courses	0	0

\* Where there are student course enrollments.

## XII. Instructional Planning and Scheduling

### Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

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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.